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ІНСТИТУТ ПЕДАГОГІЧНОЇ ОСВІТИ І ОСВІТИ ДОРΟΣЛИХ**

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ЦЕНТР ПОРІВНЯЛЬНОЇ ПРОФЕСІЙНОЇ ПЕДАГОГІКИ**



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ПРОФЕСІЙНА  
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## COMPARATIVE PEDAGOGICAL ANALYSIS OF PHILOLOGISTS' PROFESSIONAL TRAINING AT AMERICAN AND UKRAINIAN UNIVERSITIES

### ABSTRACT

*The article deals with comparative and pedagogical analysis of philologists' professional training at American and Ukrainian universities on the conceptual (philosophical and pedagogical paradigms, concepts, theories, approaches, teaching goals and strategies), organizational and pedagogical (tuition fee, training duration and modes, entry requirements) and content and technological levels. The structures of philologists' professional training in the USA and Ukraine have been compared at the conceptual level. It has been revealed that at present, in both countries, professional training is carried out under the conditions of degree-based education taking into account competency-based, practice- and personality-oriented approaches, is based on the principles of humanization and humanitarization, learning democratization, the combination of national traditions and trends in the international educational space, is aimed at developing a modern, highly competitive specialist in philology. It has been indicated that in the system of philologists' professional training in the United States, there is an orientation towards the subject of learning; personal and practical approaches to organizing professional training of future philologists create the most favourable conditions for developing students' skills; however, in Ukraine these approaches are only becoming popular. It has been concluded that profound analysis of the advantages in using rational ideas of US experience will upgrade and improve the system of philologists' professional training in Ukraine, which is a component of continuing professional education caused by the concrete socioeconomic factors of society development and is to reveal the specificity of philologists' professional training (the content, forms, methods and pedagogical technologies), to create effective stimuli for professional and personal development of philologists.*

**Keywords:** comparative pedagogical analysis, philology, philologist, professional training, university, the USA, Ukraine.

### INTRODUCTION

The problem of professional training of specialists who are able to work effectively under the conditions of national and international competition, to combine high culture and fundamental knowledge with the ability to work in a team, to take organizational decisions at different levels of professional activity becomes extremely relevant in the context of restructuring political and economic structures in Ukrainian society. The success of the state in the global economic and cultural space depends on specialists' communicative competency,



which, in turn, determines the necessity of training specialists who are fluent in a foreign language.

Reforming education in Ukraine, which is a part of the pan-European educational transformation, involves eliminating the disadvantages of the education system of previous years, one of which was the poor language training of specialists. Integration trends in education launched by the Bologna Process, which involve most European countries, enhance interest in studying the experience of education in other countries.

The US experience is useful for the national practice of philological education in the light of the following circumstances: first, Ukraine, like the USA, is a multicultural state that defines the features of language policy. Secondly, American higher education originated as degree-based, and bachelor's degree was the first one in this link. Thirdly, the United States has consistently accumulated leading world experience in the field of education, adapting it to the needs of the society. Over the past decades, foreign languages teaching in the United States has been characterized by the introduction of various organizational forms and methods that deserve attention in view of the need to improve professional philological training of Ukrainian professionals.

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

The aim of the study is to perform comparative pedagogical analysis of philologists' professional training at American and Ukrainian universities.

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

Over the past decades, Ukrainian scholars have actively pursued research on the problems of philologists' professional training in national and foreign experience. The peculiarities of American higher education have been considered by N. Bidyuk (2013; 2016) (professional training of applied linguists), I. Biletska (2014) (the features of bilingual education in the USA); V. Kudin (2002) (the system of professional education); O. Maidan (2004) (peculiarities of admission to American universities), O. Lishchynskyi (1995) (formation and development of the basic stage in the higher education systems of the USA and Ukraine), I. Pasynkova (2005) (the system of training Bachelors of Art in Philology at American Universities), O. Romanovskyi (1997) (the chronicle of American higher education), S. Shandruk (2013) (the system of secondary school teachers' training), O. Ya. Stoika (2015) (transformational processes in American higher education), I. Zvarych (2008) (assessment in American higher education institutions) et al.

A significant source for studying the US education system consists of the works by such American scholars as L. Bachman (1990), B. Bloom, M. Ginsburg & R. Clift (1998), J. Goodlad (2007), D. Hymes, J. Pride & J. Holmes (1972), E. John (2006), G. Madaus & J. Hastings (1994), M. Smith (1999), R. Tyler (1949), H. Wasser (2007), L. Wolf-Wendel (2003) et al.

During our study we have used such methods as comparative analysis, generalization, systematization and individualization.

#### **RESULTS**

The system of higher education in the United States is not subject to the centralized public administration and is not state-owned. Local governments control and license educational institutions and programmes, whereas non-state institutions accredit and monitor quality. In contrast to the US higher education system, Ukrainian universities are subordinate to the Ministry of Education and Science, as well as relevant ministries (Bidyuk, 2013; 2016; Burdina, 2008; Leshchynskyi, 1995; Romanovskyi, 1997). It should be noted that reforming the education sector provides for decentralization of higher education management in the near future.





In Ukraine, as in the United States, higher education can be obtained at state or private universities. An indisputable advantage of the American model of philologists' professional training at the institutional level is linguistic colleges aimed, first and foremost, at promoting career development of their graduates.

In the USA, tuition fee for a bachelor's degree in Philology ranges from 23 to 80 thousand dollars per year, in Ukraine – 8–28,5 thousand hryvnias; for a master's degree – from 30 to 120 thousand dollars in the USA; from 8,5 to 31 thousand hryvnias in Ukraine. Certainly, tuition fee in Ukrainian higher education institutions is much lower than in the United States, yet it does not correlate with the level of wages rates in the country. In addition, there is a system of student benefits and loans in the United States. Sponsoring and charitable organizations may also cover the costs of education. Due to the high tuition fees, in the United States there is a well-established system of equipping classrooms with the latest technologies (Maidan, 2004; Pasyukova, 2005; Shandruk, 2013). For example, at the University of Texas at Austin (2017), the department of Linguistics possesses research labs (phonetics lab, child language lab, signed language lab, linguistics department subject pool, computational linguistics lab, sound lab) so that students can develop their professional linguistic skills. Of our particular interest is the linguistics subject pool established in order to a) give students experience of taking part in experimental research and b) to help support ongoing research by the department's faculty and students. Thus, this program is designed to allow students to gain some familiarity with how some types of linguistics research are conducted (The University of Texas at Austin, 2017).

In Ukraine, higher education institutions are mostly financed by the state. As a result of a deep financial and economic crisis, classrooms are insufficiently equipped and modernized. However, Ukrainian universities strive to provide their students with the latest facilities needed for effective teaching and learning. At Khmelnytskyi National University, for instance, formation and development of students' foreign language professional competency are carried out in equipped lecture halls, educational classes, laboratories. All classrooms are provided with the necessary audio and video equipment, scientific and methodical literature, which allows effective conducting all types of classes using the latest information and computer technologies in teaching foreign languages. The library of the Department of Foreign Language Practice and Teaching Methodology has more than 2550 volumes of educational literature (dictionaries, textbooks, manuals). The fund of the department is equipped with the most up-to-date editions from publishing houses in Great Britain, the USA, Germany (Khmelnytskyi Natsionalnyi Universytet, 2017).

In the United States, professional training of philologists involves traditional (full-time), distance (electronic) and combined modes, as well as ad hoc training, in Ukraine – full-time, part-time and distance. Studying the US experience we can conclude that the most common modes of training are full-time and ad hoc training learning, in Ukraine – full-time and part-time (Kudin, 2002).

There are three academic degrees in the US higher education system, namely, a bachelor's degree (3–4 years), a master's degree (1–2 years) and PhD (5 years); in Ukraine, despite the adoption of the Law on Higher Education, there are four degrees, namely, a bachelor's degree (4 years), a master's degree (1,5–2 years), PhD (3–4 years), doctoral degree (3 years). The academic year at US universities runs from the end of September to May and consists of three terms. In Ukraine, the academic year also lasts 9 months and is divided into two terms (Stoika, 2015).



To enter a US university, one should undergo an open, competitive or selective admission process (a bachelor's degree), pass an entrance exam, the Miller analogies test (a master's degree) (John, 2006). For example, at Georgia State University, admission is based on a number of factors, depending upon level of entry and previous educational experience. Admission and placement decisions are made by the Office of Undergraduate Admissions using criteria approved by the University Senate and developed in accordance with policies of the Board of Regents of the University System of Georgia. Admission decisions are based on factors such as, but not limited to, an applicant's academic record, test scores, essay, letter of recommendation, circumstances, good conduct and character. Applications are reviewed and considered in the context of the overall applicant pool for the respective term. In Ukraine, to enter a higher education institution, one should pass the external testing (external independent evaluation), as well as pass the competition of certificates (Georgia State University, 2015–2016).

It should be noted that today in Ukraine the forms of the education process organization are lectures, tutorials, seminars, individual classes, all kinds of practices and consultations, independent study. Based on the research findings on the organization of the education process in the US system of higher education, philologists' training involves practically all types of educational activities implemented in the Ukrainian model of training – lectures, seminars (discussions), practical classes, independent writing, etc. Given practical orientation of philologists' professional training in the USA, a significant amount of academic load includes practical classes, internship, practice (Ginsburg & Clift, 1998).

In Ukraine, lectures and seminars prevail. We emphasize that the education process as American universities is less regulated than in Ukraine – the choice of training forms depends exclusively on personal preferences of the teacher. Some universities prefer lectures, others – seminars and practical classes. In addition, extra-curricular activities of philology students in the United States is more popular than in Ukraine. Perhaps, this is precisely the basis for improving the national system of higher education (Pasyukova, 2005).

We would like to pay special attention to linguistics tutorials implemented by Harvard University. The tutorial program is designed to allow students to work individually or in small groups with faculty members and graduate students, to supplement the material covered in the required introductory courses, and to allow concentrators to investigate linguistic topics of particular interest to them. During the second year and the fall of the third year, concentrators take three small-group tutorials, each counting as a half course. Each half-course tutorial consists of two six-week units on a linguistic topic that complements the regular course offerings in the department; several such units are available at any given time. In the spring of the junior year, students take a half-course tutorial in which they meet with an individual faculty member to explore possible thesis topics or other areas of interest. The senior tutorial is usually restricted to honors candidates, who are expected to write a thesis demonstrating their ability to do sustained independent research in linguistics (Harvard University, 2017b).

In the context of personality- and practice-oriented approaches at American universities, of particular importance are active, creative teaching methods; research, case and project methods, discussions, business games, independent study (Burdina, 2008). In this aspect for Ukrainian system of philologists' training, where the student often acts as a passive product of the education process and traditional methods of the education process organization prevail, American educators' experience in using the forms and methods of philologists' professional training organization is on the agenda.



The organization of the training content and the development of curricula and syllabi for professional training of philologists in the USA are determined primarily by the needs of the labour market, that is, carried out based on the principle of predictability (Goodlad, 2007; Smith, 1999; Tyler, 1949; Wasser, 2007). At Harvard University, the Department of Linguistics understands that undergraduates are interested in linguistics for a variety of reasons. Some plan to pursue graduate studies in linguistics or a related discipline; some plan to go on to professional work: and some see a concentration in Linguistics as interesting and valuable intellectually, but do not base their future vocational plans upon it. The Department has kept all of these considerations in mind in designing its course offerings and concentration requirements. Recent Harvard Linguistics concentrators have gone on to graduate school in linguistics, mathematics, computer science, cognitive science, English, and music; to medical school, law school, and business school; and into employment fields as diverse as editing, writing, translating, and language-processing software design (Harvard University, 2017a). In Ukraine, however, quite traditional is still narrow specialization.

A peculiarity of philological curricula in the United States is their variability and electivity (Hymes, Pride, Holmes, 1972). In Ukraine, academic courses are essentially mandatory, although within the framework of educational reforms taking place in our country, the principles of electivity are gradually being introduced in relation to curricula of specialists' professional training.

Based on the study of US experience, it has been concluded that, according to complaisance and consistency in mastering the content of curriculum, academic disciplines are divided into three groups: 1) those being studied necessarily in a strict sequence; 2) those being studied necessarily, however inconsistently; 3) those chosen by the student. Such an approach involves studying not in line with the scheme, as at most Ukrainian universities, but asynchronously, that is, without an obligatory distribution of the training content designated for academic years, normatively established terms of training, "permanent" academic groups, etc. According to the asynchronous approach, a new cycle of disciplines can be distinguished for students who are certified for all disciplines of an individual learning plan and wish to specialize in a particular field of knowledge with further writing a relevant thesis or for in-depth training in other disciplines.

In contrast to US higher education, where all disciplines are more closely related to specialization in a particular specialty, in Ukraine the cycles of fundamental, humanistic and socioeconomic disciplines are common to all specialties and areas of training, although they do not relate directly to professional interests of students. In Ukraine, individualization of philology curricula is on the agenda, and interuniversity mobility of students is virtually non-existent due to the lack of such a need. Curricula are quite standardized, so there is no sense in going to another university since the content of curricula will be almost identical. Entry requirements for a master's degree are based on undergraduate academic achievements, and when choosing another university, students are to take exams or take an interview, which also reduces motivation toward academic mobility. Another problematic aspect is the lack of electives and the principles for regulating their optionality. Electives do not significantly individualize curricula. The number of those wishing to choose a course is limited, so sometimes the student has to attend a course that is quite "unpopular" without having neither the desire nor motivation to study it.

The results on analysis of the content of philology curricula and syllabi at American universities and professional linguistic colleges indicate that they are built on such an optional module system, which is clearly focused on professional success of graduates. Each academic year consists of a list of disciplines that can be replaced depending on the student's desire or the requirements of the labour market. At the same time, core professional courses, which are



mandatory, allow the students to explore the subject area they have chosen. For comparison, at Ukrainian universities there is still no consensus on the content of mandatory courses. Quite important for reforming higher philological education in Ukraine is study and implementation of academic courses and programmes similar to those used at American universities, oriented toward global modern trends in development of philology and taking into account the needs of a future professional environment.

Most successful higher education institutions are responsible for assessing students' academic courses, since this factor significantly affects their place in university rankings (Bachman, 1990; Biletska, 2014; Bloom, Madaus, & Hastings, 1994; Wolf-Wendel, 2003; Zvarych, 2008). In Ukraine, such a practice has not yet spread and the opinion of students, graduates do not play a role in forming the content of education. However, it is possible to predict the introduction of methodology for assessing courses in the national system of higher education.

#### CONCLUSIONS

So, comparative and pedagogical analysis of philologists' professional training at American and Ukrainian universities has been carried out on the conceptual (philosophical and pedagogical paradigms, concepts, theories, approaches, teaching goals and strategies), organizational and pedagogical (tuition fee, training duration and modes, entry requirements) and content and technological levels. Comparing the structures of philologists' professional training in the USA and Ukraine at the conceptual level, it has been revealed that at present, in both countries, professional training is carried out under the conditions of step-by-step education taking into account competency-based, practice- and personality-oriented approaches, is based on the principles of humanization, humanitarization, learning democratization, the combination of national traditions and trends in the international educational space, is aimed at developing a highly competitive specialist in philology. In the system of philologists' professional training in the United States, there is an orientation towards the subject of learning; personal and practical approaches to organizing professional training of future philologists create the most favourable conditions for developing students' skills; however, in Ukraine these approaches are only becoming popular.

In our opinion, profound analysis of the advantages ins using rational ideas of US experience will upgrade and improve the system of philologists' professional training in Ukraine, which is a component of continuing professional education caused by the concrete socioeconomic factors of society development and is to reveal the specificity of philologists' professional training (the content, forms, methods and pedagogical technologies), to create effective stimuli for professional and personal development of philologists.

Objective scientific analysis of US pedagogical achievements can become a valuable source for understanding progressive ideas about the process of forming a new strategy and development of the national system of philological education.

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## **SOCIAL AND OCCUPATIONAL ACTIVATION OF PEOPLE AT RISK OF SOCIAL EXCLUSION IN POLAND AGAINST THE BACKGROUND OF THE EU COHESION POLICY**

### **ABSTRACT**

*The subject of the article is social and occupational activation of persons at risk of social exclusion. The phenomenon of social exclusion is an important socio-economic problem today and an important area for the implementation of the priorities of EU cohesion policy. This policy sets out the indicators to be achieved by 2020. Among the specific measures to achieve the set goals particularly significant is the implementation of the concept of supported employment targeted at people at risk of social exclusion. It has been outlined that the core document defining current EU policies and guidelines is the aforementioned "Strategy for Smart, Sustainable and Inclusive Growth, EUROPE 2020" setting out the following key priorities for the focus of for EU Member States: 1) intelligent development – development of knowledge- and innovation based economy, 2) sustainable development – supporting a more resource efficient, more environmentally-friendly, and more competitive economy, 3) inclusive growth – supporting economy with high employment rate which ensures social and territorial cohesion. It has been stated that "National Strategy for Social Integration for Poland" the areas of exclusion include: 1) living in unfavorable economic conditions, 2) unfavorable effect of social processes resulting from massive, dynamic developmental changes, 3) insufficient life capital, 4) lack of access to appropriate institutions, 5) experiencing discrimination, 6) personal traits that hinder the use of common social resources. It seems that the basis task of a researcher in this context is not so much solving but rather identification of a problem stemming from objective conditions generating phenomena of marginalization and social exclusion. This analytical effort, taken in the frames of different research orientations is aimed at changing mechanisms ruling this process. It is not so much about providing universal solutions as these may be different for each society and must be looked for taking consideration of local economic and specific cultural conditions.*

**Keywords:** social cohesion, vocational activation, social exclusion, education.

### **INTRODUCTION**

Social exclusion is reflected in literature as a subject of social policies. H. Silver (1994), among others, distinguishes three basic concepts exemplified as paradigms of: solidarity, specialization, monopoly (pp. 39–44).

The above are formulated in relation to different manners of propositions of solving social problems, described by political ideologies. The projections included in the concepts are related to indicators having their source in moral directives present in a given culture, social and economic relations or prerogatives stemming from social rights. However, such description has limitation as comes to the explanatory power.



In this context, it is worth pointing out to deeper analyses conducted on grounds of social systems theories. A short description of functioning of a social system is provided by N. Luhmann (2007) who sees it as constructed vertically in accordance with stratification rule, exemplified in social differentiation stemming from the potential of people forming a society. Functionally, differentiating schemes are selected in an autonomous manner, based on functional problems of a social system. In these circumstances, orientation on a human becomes an ideology, significant only from the point of view of values important for social processes (Luhmann, 2007, p. 182).

In this context placement of an individual in a society becomes a central issue – and inclusion of individuals in a social system becomes a process necessary to provide their well-being and proper functioning in a society (Pharo, 2008, p. 99). This assumption may be a good basis and starting point for taking actions to the benefit of people threatened with exclusion and social marginalization.

Although problem of social exclusion and marginalization is universal, while counteracting it, focus must be put on it locally, and it should take consideration of culture, set of values and level of economic activity of a given society.

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

The aim of the study is to justify occupational activation of people at risk of social exclusion in Poland against the background of the EU cohesion policy.

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

Theoretical basis of our study includes the works by E. Babbie (2007), J. Czapiński & J. Panek (2015), A. Giddens (2004), N. Luhmann (2007), P. Pharo (2008), H. Silver (1994), D. Szacka (2008) and R. Szarfenberg (2006). In addition, we have considered the documents by European Commission, namely, Europe 2020: Strategy for Smart, Sustainable and Inclusive Growth (2010), by the Ministry of Family, Labour and Social Policy, namely, the National Strategy for Social Integration for Poland (Narodowa Strategia Integracji Społecznej dla Polski, 2005), by the Ministry of Development, namely, the National Reform Programme (Krajowy Program Reform, 2016).

While researching, we have used such methods as induction and deduction, analysis and synthesis, generalization, systematization and individualization.

#### **RESULTS**

In the European Union, directional development measures are implemented within the framework of the cohesion policy currently included in the European Commission document entitled “EUROPE 2020. Strategy for Smart, Sustainable and Inclusive Growth”. Among the strategic goals for implementing this project are, among others, the objectives of education and social inclusion, considered an important prerequisite for improving the quality of life of citizens.

Within the adopted priorities, the European Commission presented guidelines on: 1) modernizing labor markets and strengthening citizens through the development of professional qualifications through one’s whole life in order to increase professional activation rate and better match labor force supply and labor force demand through, inter alia, people’s mobility; 2) ensuring social and territorial cohesion so that the benefits of growth and employment are widely available and that the poor and socially excluded can actively participate in society (European Commission, 2010).

One of the significant issues in this context is identification and limitation of these areas of social exclusion which are currently treated as an important socio-economic problem. Significance of this problem stems from the scope and the manner in which this phenomenon occurs.



In the considerations of social exclusion, attention is usually focused on generators of social inequalities. Depending on the perspective adopted, one can distinguish elements forming the structure of a given type of society or on a hierarchical order of categories of persons categorized by the level of particular characteristics. In empirical research, these inequalities are treated as determinants of life chances of individuals belonging to a particular category and constituting a given society (Szacka, 2008).

In each of these cases, we are dealing with a vision or model of a specific type of society and individuals constituting such society. In the classic sense, the essential criteria for differentiation leading to marginalization and exclusion include economic, social and political factors. However, it must be borne in mind, that the distinction of these conditions does not eliminate their interconnections and dependencies, which substantially complicates the description and diagnosis of the problem.

In this context, we also formulate a mode of understanding exclusion as subject of research. In particular, A. Giddens (2004) defines social exclusion as a result of various types of social disabilities, in result of which an individual or a group cannot fully participate in economic, social and political life of the society to which it belongs.

The core document defining current EU policies and guidelines is the aforementioned “Strategy for Smart, Sustainable and Inclusive Growth, EUROPE 2020” setting out the following key priorities for the focus of for EU Member States: 1) intelligent development – development of knowledge- and innovation based economy, 2) sustainable development – supporting a more resource efficient, more environmentally-friendly, and more competitive economy, 3) inclusive growth – supporting economy with high employment rate which ensures social and territorial cohesion (European Commission, 2010, p. 5).

Within the aforementioned priorities, social cohesion is an important element understood in the EU documents as a way of functioning in a community where equality of opportunity is ensured for people forming these communities, and manifests itself in the ability to exercise one’s basic rights in conditions of prosperity and without any discrimination.

A significant area of actions for such social cohesion is limiting social exclusion, which affects a great number of people in contemporary societies.

Social exclusion occurs in all societies and is expressed in the inability of individuals or groups of persons to participate in important areas of community life to which they belong (Czapiński, Panek, 2015). Social exclusion may touch individuals or groups of people for various reasons, it may be objective or subjective in nature, take many forms, and in analyses it can be treated as a state or process. Treated as a process it includes, in a temporal perspective, the course of changes in socially formed structures that impede some people’s access to resources and activities specific to the universally accepted model of society functioning. As a state, it refers to a system of facts forming situations of persons excluded from the normal mode of operation.

In analyses of social exclusion, categories of people at risk of exclusion and areas of social life which may pose a risk of exclusion are usually distinguished. “The National Strategy for Social Integration in Poland”, a Polish document on prevention of social exclusion distinguishes the following categories of excluded persons: the disabled, the long-term unemployed or the homeless, as well as exclusion areas, such as: healthcare, education, labor market and social assistance. The expanded catalogue of categories of people at risk of exclusion is included in Art. 7 of the Act of 12 March 2004 on social assistance. Among others, it mentions people and families in need of social care because of poverty, disability, unemployment, helplessness in care and education.





It is equally important to identify areas of exclusion risk which may touch upon certain individuals or groups; this risk can be analyzed taking consideration of the type and degree/intensity of exclusion. It is important not only to identify the danger area, but also the degree or level of ailments that potentially excluded may experience. In the aforementioned study, “National Strategy for Social Integration for Poland” the areas of exclusion include: 1) living in unfavorable economic conditions, 2) unfavorable effect of social processes resulting from massive, dynamic developmental changes, 3) insufficient life capital, 4) lack of access to appropriate institutions, 5) experiencing discrimination, 6) personal traits that hinder the use of common social resources (Ministerstwo Rodziny, Pracy i Polityki Społecznej, 2004).

The above specified areas or factors of exclusion need clear definition not only of the degree of ailment for an individual, but also determination of the level of participation which may be considered as qualifying individuals or groups to the “excluded” category and determination of its borderline value. In order to ensure practical usefulness of each of the above, an attempt should be made to define their meaning from the perspective of a particular individual and from the perspective of the researcher investigating the problem. In addition, one should bear in mind the interrelations between the abovementioned factors and their importance to the well-being of an individual.

It is worth noting the circumstances characteristic for the exclusion from a point of view of an individual person. Such person is socially excluded if he/she can not, for reasons independent of him/her, participate in activities available to other citizens while he/she wishes to do so (Szarfenberg, 2006, p. 20). Inability must be distinguished from incapacity, in particular the situation of inability without incapacity to participate.

The diversity and interdependence of the factors of social exclusion is the reason why the description of the exclusion mechanism is particularly difficult. Hence, the researching of the phenomenon in question essentially comes down to identifying generators of exclusion and estimating the level of their effects on the basis of indicators specific to each factor or category. Another problematic area is definition of an integrated indicator of social exclusion in a comprehensive way.

In social studies on evaluation of the impact of actions taken to achieve specific results, evaluation research is one of the important ones. Such studies aim at establishment of facts – a result of the implementation of the adopted program for the achievement of the objective pursued. A special case of such research are studies on monitoring social indicators understood as aggregate statistics, reflecting the condition of society or selected social groups (Babbie, 2007).

A separate issue is interpretation of indicators illustrating problems studied. One can distinguish here the indicators characterizing the environment, indicators of undertaken actions and indicators of achieving the set objectives. These indicators can be analyzed simultaneously because of their functional relevance in terms of causes, states – syndromes describing the researched phenomena and reactions including counteracting unfavorable causes and effects from the point of view of implementation of the objectives set.

The application of the indicator-based analysis taking consideration of exposure of the identified causes, state and reactions to the phenomena investigated provides a good basis for a comprehensive analysis of the phenomenon under investigation. However, due to complexity of social exclusion, literature on the subject usually indicates poverty as a state in which an individual can not realize his or her needs. The reasons for this are seen in the exclusion of people from the labor market, due to i.a. low education level and lack of



professional qualifications, social marginalization resulting from disability or lack of access to social institutions. Hence, the European Commission document on the strategy for smart, sustainable and inclusive growth – Europe 2020 adopted the following key objectives: 1) modernizing labor markets by increasing labor mobility and developing lifelong qualifications, which should in turn be reflected in an increase in the labor force participation rate, 2) fighting poverty in order to ensure social cohesion, which should, in turn, be reflected in dignified life and active participation in society (European Commission, 2010).

The implementation of specific goals should result in: 1) increase in employment rate of people aged 20–64 from 69 % to at least 75%; 2) reducing the number of early school leavers to 10 % from the current 15 % and increasing the proportion of 30–34 year olds with higher education from 31 % to at least 40 %; 3) reducing the number of Europeans living below the national poverty line by 25 % by taking 20 million people out of poverty.

The abovementioned objectives are realized in the European Union through the implementation of the Agenda for New Skills and Jobs and the European platform against poverty and social exclusion. In each EU Member State, the objectives should be achieved on the basis of the National Reform Programs as recommended by the European Council.

In Poland, the document complementary to the Europe 2020 Strategy is the National Reform Program – Europe 2020, updated in 2016. In line with the indicators adopted in the Europe 2020 Strategy, the National Reform Program Europe 2020 adopted the following indicators: 1) employment rate of people aged 20-64 at the level of 71 %; 2) reducing the proportion of early school dropout to 4.5 % and increasing the proportion of people with higher education aged from 30 to 34 years up to 45 %; 3) reduction the number of people at risk of poverty or social exclusion by 1.5 million (Ministerstwo Rozwoju, 2016).

The comparison of these indicators adopted in the EU and in Poland documents is illustrated in Figure 1.

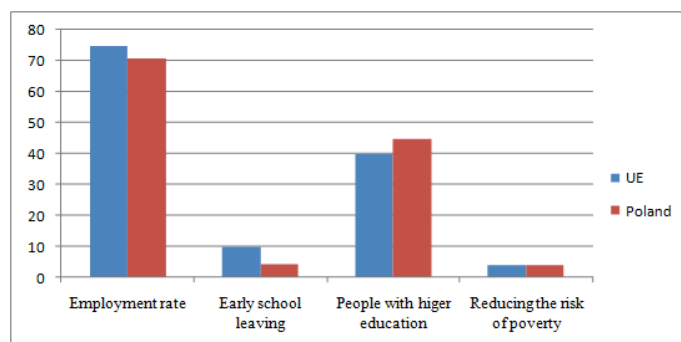


Fig. 1. Indicators for achievement of the 2020 goals of the EU and Poland

Effective action to achieve the goals set in Europe 2020 Strategy for combating poverty and achieving social cohesion is linked to the identification of groups at risk of marginalization and social exclusion. National Strategy for Social Inclusion distinguishes such categories of the excluded as the disabled, the long-term unemployed or the homeless, but also areas of exclusion such as healthcare, education, labor market or social assistance. The expanded catalogue of categories of people at risk of exclusion is included in Art. 7 of



the Act of 12 March 2004 on social assistance. Among many others, there are people and families who need social care because of poverty, disability, unemployment, helplessness in care and education and others.

Achievement of the strategic objectives mentioned in the aforementioned documents requires effective measures for social inclusion with respect to the fundamentally different categories of persons at risk of exclusion.

Significant groups at risk of social exclusion include: the long-term unemployed, the young between 16 and 18 who have not been in school for at least 6 months, have not worked and have not attended any educational course, disabled people.

Each of these categories addresses a different set of projects and activities aimed at increasing the level of their social and economic activity, including: European platform against poverty and social exclusion, Youth on the move, European Disability Strategy 2010–2020.

All these programs are encapsulated in detailed activities within the framework of international organizations as well as at the level of EU Member States.

It seems that the common denominator of the situation of each of the aforementioned groups is the general macroeconomic situation expressed in the GDP growth rate, the labour market situation, demographic structure of the society or the tax system.

Another issue is the implementation of specific projects aimed at realization of priorities for social and occupational activation of people at risk of exclusion. A good example of such a project is a concept of supported employment implemented in the European Union. Employment is supported by a project aimed at backing up people at risk of exclusion, especially those with disabilities, in obtaining and maintaining paid employment in the open labor market.

Identification of areas and counteracting social exclusion related to formation of information-based society becomes an open problem. As noted, by M. Castells, the current trend is reflected in absorbing by organizations funded by information technologies, of these individuals who are the most worthy from the perspective of their competence necessary for functioning of the network, and excluding those which are of no value for them (Castells, Himanen, 2009, p. 23). Network becomes the environment to locate processes of power concentration, material goods and information placed in the space of flows, and remaining outside the network forms conditions for marginalization and exclusion for people out of the network. At the same time, one identifies phenomena exemplified in specific homogenization of network users, which may lead to processes of dehumanization of man.

### CONCLUSIONS

It seems that the basis task of a researcher in this context is not so much solving but rather identification of a problem stemming from objective conditions generating phenomena of marginalization and social exclusion. This analytical effort, taken in the frames of different research orientations is aimed at changing mechanisms ruling this process. It is not so much about providing universal solutions as these may be different for each society and must be looked for taking consideration of local economic and specific cultural conditions.

Perspectives for further studies are seen in considering European Commission documents on the development of social policies.

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### **THE INFLUENCE OF WESTERN EUROPEAN HUMANISTIC PEDAGOGY ON FORMING UKRAINIAN SCHOOL IN 16TH-17TH CENTURIES**

#### **ABSTRACT**

*The article is dedicated to analysis of the content and the peculiarities of school education in Ukraine in view of disseminating the leading ideas of European humanistic pedagogy during the 16th–17th centuries. It has been noted that during the period of disseminating humanistic ideas the principles of Ukrainian education and Ukrainian school were forming in an active interaction with European culture and European education. Ukrainian school education is seen as a phenomenon that has accumulated the values of Western European humanistic culture, namely, respect for the individual, awareness of intellectual activity importance, the value of labour, understanding of the need for education and knowledge of languages. An active role in disseminating the pan-European models of education has been played by an intellectual environment, which was forming in the well-known cultural and educational centers of Ukraine of the 16th–17th centuries, such as the Ostroh Culture and Education Center, the Lviv Brother School, the Kyiv Brother School, the Kyiv Collegium. Ukrainian intellectual elite, namely, university professors, teachers, students, have become the main carriers of education. The nature of the processes taking place in the educational space of Ukraine have been significantly influenced by the circumstances of religious life associated with the protection of the Orthodox Church before the onset of Catholicism. High standards of education, knowledge of the old classical and modern European languages were an important basis for the full-fledged spiritual development of the Ukrainian ethnic group. A retrospective consideration of the past reveals new meanings and imperatives in development of modern Ukrainian education, and the rich experience of Ukrainian teachers, collegium lecturers, professors of the first universities justify the necessary reasons for Ukrainian education entering into the European space.*

**Keywords:** school education, humanism, education, academy, brother school, collegium, trivium, quadrivium.

#### **INTRODUCTION**

One of the main imperatives in development of Ukrainian education is the use of pedagogical experience of generations of Ukrainian teachers, collegium teachers, university professors, spiritual mentors and preachers. Ukrainian school education has its own deep tradition, uses a rich pedagogical heritage, which, in particular, was developed and disseminated during the 16th–17th centuries. Then, humanistic influences and humanistic ideas from Europe, mainly from Poland, penetrated in Ukraine, humanistic pedagogy received new impetus for development. In an active interaction with European culture and European education, the foundations of Ukrainian education, Ukrainian school and high standards of pedagogical culture as a whole were formed. Due to dissemination of humanistic ideas, the attitude toward personality as a value, approbation of humanistic principles of activity in



school work, the Ukrainian cultural and intellectual community participated in forming the pan-European cultural and educational space.

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

The aim of the paper is to study the history of forming school education in Ukraine and the influence of the ideas of humanistic pedagogy, originated in Western Europe, on this process.

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

Theoretical and methodological basis of the research consists of philosophical, historical and pedagogical, culturological and concrete scientific conclusions regarding development of pedagogical thought and formation of the educational culture in Ukraine during the 16th–17th centuries.

The research is based on the works and historical documents, in which the state of Ukrainian education during the 16th–17th centuries was recorded. In particular, data on the activities of the Ostroh Culture and Education Center, the Zamois Academy are presented in such a fundamental collection of documents relating to various aspects of the spiritual life of Ukraine in the 16th and 17th centuries, such as the Acts Related to the History of Western Russia (1861–1892). The materials on the history of the Lviv and other brother schools in Ukraine are concentrated in the archival editions, namely, in the Archive of South-Western Russia (1859–1911), the Acts Related to the History of the Lviv-Stavropigial Brotherhood (1904), as well as in the work “Memorials of Brother Schools in Ukraine” (1988). In the anthology “Ukrainian Humanists of the Renaissance” (1995), there are published little-known, mostly Latin, works of prominent Ukrainian humanists, the figures of Ukrainian schools and colleges. Important sources for studying the content of philological training in Ukrainian schools are the first textbooks of the Slavic language, by P. Berynda (“The Slavic-Russian Lexicon, Kyiv, 1627), L. Zizanii Slavic Grammar, Wilno, 1590) and M. Smotrytskyi (Correct Syntagms of Slavic Grammar, 1619).

The paper is an example of an interdisciplinary, integral research on the outlined phenomenon. Based on various methodological approaches (historical and cultural, axiological, activity-based and personal), school education in Ukraine is considered in the dynamics of development of its forms and manifestations.

#### **RESULTS**

The introduction of school education in Ukraine has become one of the consequences of formation of the humanistic and reformational culture in Europe. This was facilitated by the intellectual environment, which was actively formed in the areas of Ukrainian culture, education and science. It is about the Ukrainian intellectuals, teachers, university professors, students who are the main carriers of education and erudition in the 16th–17th centuries.

The multifaceted actions of Ukrainian humanists who promoted high-quality examples of European culture among compatriots were aimed at the individual and helped to establish their activity, including intellectual, in various spheres of life, namely, in education, in school affairs, etc. In general, this proved penetration of European humanist influences into the intellectual and literary elite. Ukrainian consciousness of the 16th–17th centuries was aimed at perceiving the new; it synthesized Western ideas with a purely national content of the process of upbringing and school education.

The Renaissance was the era in the history of European culture, which changed not only different spheres of European life – from political to educational, but also influenced development of many Eastern European cultures, including Ukrainian. During the 16th–17th centuries, Ukraine was influenced by Renaissance ideas, and, consequently, in Ukrainian



education one could observe phenomena and processes of the Renaissance origin and nature. The peculiarity of the Renaissance culture and its humanistic consciousness was expressed in the birth of a new outlook that opposed the medieval system of thinking, namely, treating the individual as the subject of creative activity, the result of which were changes in science, education and art. In the East Slavic, Ukrainian world, the Renaissance found a rather peculiar embodiment, since humanistic consciousness was interwoven with the manifestations of Christian thinking.

In Ukraine, philological studies acquired new Renaissance forms, rhetoric was associated with solving ethical and humanistic tasks, humanistic pedagogy originated, which was primarily oriented toward upbringing. Undoubtedly, the Renaissance elements in the Ukrainian spiritual, educational and school life could not develop to the level of the national Renaissance culture, such as in Italy or Germany. It is, of course, about some elements of the Renaissance, certain humanistic phenomena and processes (Lytvynov, 2000). This was reflected not least in the combination of pedagogical ideas with religious issues, protection of Orthodoxy.

In the Ukrainian version of humanistic pedagogy, the moral-ethical and pedagogical ideas of the West European Renaissance were found. Being well-educated people and relying on the ancient philosophical tradition, Ukrainian intellectuals and teachers paid much attention not only to the issue of faith, but also to the issues of human life, cultivation of moral virtues (Ukrayinski humanisty epokhy Vidrodzhennia, 1995). Like European thinkers, they believed that the value of human presupposed high moral qualities, reasonableness and education rather than generosity, aristocracy and wealth.

West European education of that time was formed mainly by Jesuit colleges and schools. In the late 16th–the early 17th century, there was the golden age of Latin education. Jesuit schools were well-organized, with universal educational programmes and a well-thought system of pressure on people's consciousness. There was also a single statute of Jesuit schools that regulated their structure, determined the exact subordination of the school network of Jesuit institutions in Rome, obliged to control professors and students, to accept new pupils, to arrange exams, etc. The result of the activities of Jesuit schools and colleges in Ukraine and Europe was dissemination of a similar school culture with compulsory teaching mathematics, philosophy and theology. In their activities, Jesuit schools and colleges were guided by the model of a humanistic school, which was developed before the Protestant Gymnasium. Naturally, the system of Latin education was formed in Ukraine that synthesized the achievements of humanism and the Reformation.

At the same time, the processes that took place in the Ukrainian spiritual life of the 16th–17th century contributed to dissemination of Orthodox education and knowledge. A powerful cultural and national movement that began through the Polish-Catholic expansion and the introduction of the Union required educated and cultural people who could competently conduct polemics with Jesuits trained in Polish schools and colleges who were taught to conduct philosophical and religious disputes (Petruk, 2014).

In the 16th–17th centuries, educational centers were courtyards of the great Ukrainian magnates such as K. Ostrozkyi, Y. Zamoiskyi et al., where the cultural, intellectual and educational potential of the Ukrainian community – poets, didaskals, scribes and spiritual persons – was concentrated. The most famous one was the cultural and educational center formed around Prince Kostiantyn Ostrozkyi. There was opened the first high school in Ukraine, which contemporaries called “three-language lyceum”, “college”, “academy” (“Akty, otnosiashchiisia k istorii Zapadnoi Rosii, 1851).

The archive of the academy, unfortunately, is lost. Therefore, its internal structure, the system and the subjects taught can only be researched due to the mediated data and the



study of similar modern educational institutions. Apparently, the model of the school organization was based on Catholic and Protestant schools of Rzeczpospolita. The activities of such schools involved a traditional study of seven “free sciences”, the so-called “trivium” (grammar, rhetoric and dialectics) and “quadrivium” (arithmetic, geometry, music, astronomy). However, the Ostroh School differed from existing European schools, including Polish ones, by an active use of Greek Byzantine cultural heritage and a distinctly national character. Due to the need to protect the national foundations of existence, the peculiarity of this school functioning consisted in the humanistic idea of the Trinitarian Lyceum, that is, Hebrew-Greek-Latin. The recognition of belonging to the Orthodox world led to replacement of the Hebrew with the Church Slavonic language (Isaievych, 1995).

As known, the idea of a trilingual school and a trilingual education in connection with the need for interpretation and publication of the Bible was first put forward by the prominent German humanist Erasmus of Rotterdam. On the grounds of the Erasmus functioned ideal schools and universities of Western Europe. The Collegium Trilingue (1517) established at Louvre University, France, and a similar college in Paris, later known as the famous College de France, were the most striking examples. In general, the study of Hebrew and Greek was a widespread phenomenon in Europe in the 16th and 17th centuries.

One can assume that the idea of the trilingual lyceum served as a prototype of the Ostroh School. It was preceded by appearance of the first printed Bible in the Church Slavonic language (Ostroh, 1581) and Bukvar (1578). The Greek Church Slavonic Bukvar is actually an elementary textbook of two languages with the Ostroh linguistic triad. In 1581, they published another school edition titled “Andriy Rimsh Chronology” that is a list of names of months in the Church Slavonic, Hebrew and Ukrainian languages. Each of them was added a verse to the story of the Old Testament.

Since 1583, the Ostroh School was called Academy. Its first rector was the famous Ukrainian scribe Herasym Smotrytskyi; there worked a plethora of outstanding, highly educated personalities of that time – Ukrainians and foreigners, whose pedagogical experience was formed at European universities. The graduate of the Ostroh Academy Meletii Smotrytski created one of the best works of linguistics – the Church Slavonic Grammar (Smotrytskyi, 1979). The well-known poet Demian Nalyvaiko was engaged in standardization of the Ukrainian literary language, who consistently accompanied Church Slavonic texts with translations into Ukrainian. The linguistic principles developed in Ostroh were creatively used in the Lviv Brother School. For printing needs in Ostroh there was also founded a printing house. Some editions intended for elementary school (Church Slavonic and Greek primers, Catechism) were prepared by teachers. The nature of cultural and publishing activities, of course, required a high level of erudition, which led to concentration of “knowledgeable” people in the Academy (Krypiakevych, 2002).

At the end of the 16th century, Ostroh became the place where brilliant intellectual powers united, made a great progress in development of Ukrainian education and ensured synthesis of the national and European educational traditions.

The Ostroh Academy and Ostroh scribes largely influenced development of higher schools in Ukraine, particularly in Volhynia. Graduates of the Academy worked as teachers in many schools. Fruitful ties were maintained with brother schools, especially the Lviv Btother School. In Lviv, there was founded a second after Ostroh Ukrainian school of higher type (Akty, otnosiashchiiesia k istorii Lvovskaho stavropihialnogo bratstvsa, 1904). Some of brother didaskals graduated from the Ostroh Academy. The traditions of Ukrainian schooling cultivated in Ostroh were taken over by Kyiv, where two schools, namely brother and Lavra, emerged.





After the death of the Prince of Ostroh, the Academy decayed and became a Jesuit college, however the developed school system based on the combination of Ukrainian Byzantine traditions and achievements of European pedagogy largely determined the state of Ukrainian education in the future.

Significant influences of the European education system are also evident in the activities of the Zamois Academy (the late 16th – the early 17th century). Its organizer was the famous aristocrat and humanist Prince Jan Zamoiski. Famous Polish (Shimon Shimonovich, Yakub Gavatovich, Jan Schasny-Herbut) and Ukrainian humanists (Kasiian Sakovich, Sylvester Kosiv, Isaiah Trokhovych-Kozlovskiy) taught in the Zamois Academy.

The Zamois Academy was characterized by a high level of teaching, a rich library and had every reason to equate to the best European universities. The educational programme was dominated by the ideas of “humanistic ciceronism” and, most importantly, tolerance. There was opened a printing house and humanities were taught. During its existence, the Zamois Academy became a school for training scientific and educational staff both for Western European universities and the Kyiv-Mohyla Collegium (Krypiakevych, 2002).

#### CONCLUSIONS

Historical facts on existence and the nature of schools activities during the 16th–17th centuries prove the European level of education that was typical of Ukrainian schools and academies. The education system in Ukraine was created according to Western European models, and, in particular, Polish schools. Therefore, clarifying the social and cultural status of Ukrainian pupils and students, it is advisable to compare Ukrainian schools with Polish ones. Ukrainian schools of the 16th–17th centuries became a part of the pan-European educational space formed by the humanistic consciousness and pedagogical thought of the Renaissance. In Ukraine, the system of European educational and cultural values was historically formed.

The study on the history of formation of humanistic pedagogy and school education in Ukraine outlines possible perspectives for development of a modern Ukrainian school on the path to a unified pan-European educational space. The reputation of humanities, profound education, knowledge of European languages and high intellectual culture propagated by humanists remain models for today’s generation of Ukrainian teachers and instructors.

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### THE ESSENCE AND STRUCTURE OF HISTORY AND LEGAL STUDIES TEACHER'S COMPETENCY: ANALYSIS OF UKRAINIAN AND FOREIGN SCHOLARS' APPROACHES

#### ABSTRACT

*For a teacher to be professionally successful, they should possess relevant competencies. A history and legal studies teacher's competency as an integrated entity has not been the subject of scientific researches yet. The paper aims to analyze legal documents as well as scientific literature, generalize and systematize the approaches to understanding the essence and structure of teacher's professional competency. It is considered as a set of specific competencies; a component of teacher's competency; one of its two main competencies. These approaches do not contribute to understanding teacher's competency as a holistic integrated formation; competencies, which are singled out along with teacher's professional competency and should be considered as its organic components. The structure of teacher's competency based on the positions of functional approach is described as a set of components, namely, knowledge of psychology and pedagogy, abilities, skills, emotions, internal motivation, attitudes, moral and ethical values, experience; gnostic, constructive, organizational, communicative, analytical, creative, predictive, projective, informational, pedagogical skills, etc. The teacher's competency is denoted by different terms. Its essence is fully revealed by the term "professional and pedagogical competency", which allows describing teacher's competency as a holistic personal entity belonging to a particular professional teacher, comprehensively characterizing it and serves as a means of achieving pedagogical goals and solving pedagogical tasks, a criterion for a professional teacher's development. Despite certain differences in understanding the essence and the vision of teacher's competency structure, almost all researchers of this problem agree on the fact that the factors of developing a highly competent teacher are high-quality pedagogical education, professional training and lifelong professional development. Rather perspective are further studies on specification of the volume and the content of knowledge, skills and abilities, the values of history and legal studies teachers as components of their competency, as well as experimental confirmation of relevant theoretical positions.*

**Keywords:** history and legal studies teacher, competency, professional competency, professional pedagogical competency.

#### INTRODUCTION

A significant indicator of Ukrainian education system integration into the global and European educational space is implementation of the competency-based approach. Based on its provisions, the education process is aimed not at acquiring knowledge and skills, but at developing their competencies as learning outcomes achieved in accordance with the standards of general and / or higher education. According to the Law of Ukraine on Higher Education (Pro vyshchu osvity, 2014), competency is an indicator of higher



education quality; a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the ability of the individual to successfully carry out professional and further educational activities and is a learning outcome at a certain level of higher education (part 13, article 23, paragraph 1). In the draft of the Law on Education (Proekt zakonu pro osvitu, 2016), competency is a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities, other personal qualities, which determines the ability of the individual to successfully conduct professional and / or further educational activities (part 12, article 1). In spite of certain differences in the above-mentioned definitions, we believe it necessary to consider competency as the ability to carry out professional activities. It is logical to assume that the individual needs professional competency for this matter.

The current legislation does not define the term, even does not operate it. However, it has been suggested to implement it into the drafts of the Laws on Education (Proekt zakonu pro osvitu, 2016) and Professional Education (Pro profesiinu osvitu, 2016). According to the first one, development of the individual, their civic, general cultural, professional competencies is the goal of education (part 14, article 23, paragraph 1). According to the second one, the term is used in the definitions of such concepts as professional education qualification, professional education, professional training. Therefore, professional competency is seen as the goal of professional education and the result of professional training. It should be noted that, in addition to the term “professional competency”, they use the term “competencies in professional activity”, however, the relevant definitions have not been formulated yet.

The teacher is a representative of a certain profession, a generalized name of a type of work activities, a name of the work carried out by a specialist, a professional in the field of the education process organization in general education institutions. According to the Law on General Secondary Education (part 1, article 24), a pedagogue should possess high moral qualities and appropriate pedagogical education, an appropriate level of professional training and be able to carry out pedagogical activities (Pro zahalnu seredniu osvitu, 1999). The teacher of history and legal studies is a professional who, as a result of studying at the second (bachelor's) and third (master's) levels of higher education (Secondary Education. History Specialty, Legal Studies Specialization) has obtained pedagogical education and professional training, necessary for teaching corresponding subjects. These specialty and specialization are combined since history and legal studies are related social sciences, therefore, history and legal studies as educational disciplines in the State Standard of Basic and Complete Secondary Education (Derzhavnyi standart bazovoi i povnoi zahalnoi serednoi osvity, 2012) belong to Sociology. Thus, teachers require appropriate professional pedagogical competencies in order to be able to successfully carry out professional pedagogical activity.

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

The paper aims at generalizing and systematizing Ukrainian and foreign approaches to understanding the essence and the structure of teacher's competency, in particular, history and legal studies teacher's competency.

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

The problem of teachers' competencies has been thoroughly developed by Ukrainian specialists. Various aspects of the problem have been revealed by I. Bekh, A. Bohush, O. Dubaseniuk, L. Karpov, V. Kremin, N. Melnyk, L. Pukhovska, I. Rohalska, I. Ziazun et al. Foreign scholars, including S. Abdo, A. Hachfeld, B. Jürgen, M. Kunter, U. Klusmann, A. Kulshrestha, K. Pandey, M. Planck, M. Rahman, D. Richter, Th. Voss, et al., have



studied the structure and the methodology of raising the level of teachers' professional competency. Of scientific interest is professional training of social science teachers. Various directions of the problem have been covered by I. Averianova, B. Andrusyshyn, T. Andrews, N. Baklanova, T. Bakka, K. Bakhanov, R. Bain, D. Antonio Cantù, O. Chirkina, A. Huz, M. Daisy, S. Eckelmann, S. C. Jorgensen, G. Kashkarov, I. Koliada, R. Kostenko, T. Ladychenko, O. Mykhailychenko, O. Morozova, B. Naidenko, A. Nikora, O. Pometun, O. Pevtsova, N. Quam-Wickham, K. Robison, O. Salata, V. Snahoschenko, A. Starieva, Yu. Stetsyk, L. Shopkow, A. Turianska, S. Wineburg, I. Yermakova, R. Yevtushenko et al. However, the results on analysis of these and other sources available indicate that history and legal studies teacher's competency as an integrated entity, indicating personality of a professional teacher, has not become the subject of scientific researches yet. Consequently, this fact has predefined the topic of our paper.

### RESULTS

According to the Pedagogical Constitution of Europe (Pedagogichna Konstytutsiia Yevropy, 2013), a new teacher for a united Europe is a well-educated person, who possesses general culture, high spiritual and moral qualities, is able to teach and educate children, young people and students in accordance with the requirements of the 21st century. The main task in training a European teacher is to develop their ability to practice teaching and learning as a dynamic combination of ethical values and cognitive, metacognitive, interpersonal and practical abilities and skills, knowledge and understanding. According to the document, the teacher's main competencies are communication (in particular, fluency in several European languages); self-identity; justice; leadership; research and analytical skills; readiness for lifelong learning; understanding of pupils / students' experiences and the ability to empathize communicating (empathy). The most important competency of the teacher is the ability to provide an educational environment, which promotes well-being of each child and forms their spiritual world (articles 1.1, 2.2, 6.1–6.3).

H. Kashkarov (2008a) describes teacher's competency as a system of relatively narrow types of competency (special pedagogical, methodological, sociopsychological, personal) (p. 75).

A. Starieva (2013) used the term "subject-based methodical competency" and considered it as a component of professional ability to carry out methodological activities related to teaching social sciences. In addition, the scholar defined professional ability as the result of systemic, multilevel, stage-based training, manifested in value-based attitude toward sociopolitical disciplines, availability of professional and methodological knowledge, possession of methodological abilities and skills specific to these disciplines, pedagogical experience of teaching social science, which means implementation of professional actions in accordance with state educational standards and normative documents. She believes that the subject-based methodological competency of the teacher is manifested in their ability to comprehend new concepts of the subject, new pedagogical technologies, to choose a programme and textbooks, to evaluate them taking into account the specifics of the subject methodology, their own abilities, the type of educational institution and students' qualities. At the same time, the teacher's behaviour is based on their professional self-consciousness, which is determined by the level of methodological thinking that requires constant development both during the process of self-training and discussion at methodological associations, advanced training courses (pp. 163–164).

E. Viazemskyi, A. Ioffe, Yu. Nikiforov et al. (2012) implement an approach according to which, professional competency is a component of teacher's competency, along with



their communicative, informational, legal, cognitive-methodological and sociopolitical competencies. They directly interpret history teacher's professional competency as a system of knowledge, abilities, skills and optimal combinations of pedagogical methods, necessary for their professional activity. It allows effective solving professional pedagogical and social problems and tasks related to history teaching, in accordance with the requirements and means that the teacher possesses educational technologies, methodical techniques, pedagogical means that allow teaching based on innovative technologies; uses methodical ideas, new literature and other sources of information on teaching methodology for lesson planning; possesses special knowledge of pupils' motives and abilities; is able to critically evaluate their personality and activity, manage their personal behaviour, determine goals and results of their own activities, plan it, mobilize and carry out a value-based evaluating reflection on educational goals realization (p. 50).

In the document, titled "Supporting teacher competence development for better learning outcomes", the text of which, with the assistance of the European Commission, was concluded based on the work results of the thematic working group on professional development of teachers, which consisted of experts from 26 European countries and stakeholders organizations, it is proposed to distinguish between professional competency and teacher's competency. Thus, professional competency focuses on the teacher's role in the classroom, is directly related to their professional knowledge and skills and the ability to mobilize them to perform specific activities in professional area. Teacher's competency implies a wider, systematic view on their professionalism at different levels, namely, as a person, within the school, the local community, the professional network. At the same time, it is indicated that these competencies are closely intertwined both in theory and practice, as each of them is associated with teachers' professional life and experience, including the attitude toward continuing professional development, innovation and cooperation (European Commission, 2013, p. 10).

M. Hi. Rahman (2014) also distinguishes two competencies – professional and pedagogical, which every teacher should possess to achieve success in their professional activity. The first one is associated with possessing a system of knowledge in a particular subject field, concepts and methods of a relevant science, as well as the ability to organize mastering the content of a particular school subject, specific learning material. The second one is related to the learning process management, which includes planning and carrying out educational activities (planning and conducting lessons, explaining the learning material and ensuring its comprehending, using different methods of teaching and monitoring, defining and evaluating learning outcomes, etc.). The scholar emphasizes that both professional and pedagogical competencies need to be developed, professional and pedagogical knowledge and skills should be improved, creative and initiative skills should be encouraged. A special role is played by teachers' motivation toward professional and personal development (pp. 75, 77).

In order to understand the essence of professional competency, it is important to note that its content is not identified with certain subject knowledge, but also includes additional prerequisites for the specialist's development (abilities, inclinations, life experience), personal creative and value-based moral potential, acquired education quality. According to V. Bocharov (2005), the structure of professional competency involves not only knowledge, skills and abilities, but also moral and other qualities of the individual, as well as theoretical (analytical, predictive, projective, reflexive skills) and practical (organizational, communicative skills) readiness of the individual for carrying out professional activity. That is why, it is



considered as one of the characteristics of the specialist, along with their professionalism, skills, qualification (p. 80).

Specificity of teacher's competency is determined by the sphere of its implementation, namely, pedagogical activity. Competency is needed by the teacher insofar as it facilitates implementation of functional duties, helps to act professionally, perform tasks in response to individual and / or social requirements.

Based on the functional approach, S. Ivanova (2008) defined teacher's professional competency as the ability to meet public requirements for the profession in accordance with the state standard, to carry out effective professional activities, to demonstrate proper personal qualities, simultaneously mobilizing knowledge, abilities, skills and emotions based on internal motivations, attitudes, moral and ethical values and experiences, being aware of limitations in their knowledge and skills and thus accumulating other resources. The essential features of this competency include the connection between external manifestation and internal individual structure; a conglomeration of knowledge, cognitive skills, abilities, motivation, moral and ethical values, attitudes, emotions and other sociopsychological components mobilized for effective performance; continuing development under the influence of various social institutions (p. 107).

According to the results on analysis of best practices in school education, M. Barber & M. Murshed (2008) proved that in general a professional teacher possesses certain knowledge, skills and abilities, readiness to enhance the educational level of each child, the desire to help the younger generation to adapt to the modern world. They should be aware of and be able to correct mistakes in their professional activity, possess advanced methods, be motivated toward self-development. The researchers also stressed that it is important for the individual, who aspires to be a teacher, to possess certain qualities that can be identified before training, namely, a high general level of linguistic proficiency and mathematical literacy, well-developed communicative skills and interpersonal skills, readiness to study and motivation toward teaching (pp. 19, 25, 34, 36).

T. Nahorna (2012) understands professional competency of a legal studies teacher as the ability to effectively carry out professional activity, possession of necessary knowledge of psychology and pedagogy, abilities and skills that determine formation of their pedagogical activity, pedagogical communication (including, innate abilities to cooperate with other people, together with proper moral qualities) and teacher's personality as the bearer of certain values, ideals and pedagogical consciousness (p. 120). H. Kashkarov (2008a) revealed the structure of teacher's professional competency through the interconnections of gnostic, constructive, organizational, communicative, analytical, forecasting, creative, projective, informational and pedagogical skills.

Teacher's competency means availability and development of their professional qualities, such as efficiency, punctuality, systematicity; constructive self-criticism that promotes self-improvement; creative work, creativity, activity, genuine interest in what is happening in the class, satisfaction with their work; as well as those skills needed to create such a classroom atmosphere that promotes involvement of each pupil in educational activities; to ensure discipline, especially when group work is practiced; to establish friendly relations with the class; to carefully plan and organize educational activity, to differentiate forms and methods of teaching taking into account individual characteristics of pupils and classes; to teach material in different social contexts, to offer students real life situations to be solved; to properly use the potential of teaching aids; to objectively assess successes and achievements of pupils (Abdo, 2003).



O. Chirkina (2015) believes that professionally competent teachers are personally and professionally mature teachers, ready to apply knowledge in practice and to replenish it if necessary. In her opinion, the peculiarities of history teacher's competency are determined by the specifics of historical educational material. The organization of teaching requires teachers to be able to establish causal relationships between historical facts, events, phenomena, skills of working with historical maps, documents, etc. The scholar operates the term "psychological and pedagogical competency" of a history teacher and defines it as a set of skills needed to take into account individual characteristics, abilities of each pupil, to analyze psychological foundations of the processes of communication within the group and with other subjects, to choose the best teaching methods. O. Chirkina sees competency as the result of professional and personal development (pp. 5, 8).

The National Board for Professional Teaching Standards (1989; 2016) proclaimed the basic requirements according to which teachers are committed to students and their learning; teachers know the subjects they teach and how to teach those subjects to students; teachers are responsible for managing and monitoring student learning; teachers think systematically about their practice and learn from experience; teachers are members of learning communities.

Based on these principles, J. Baumert & M. Kunter (2006) developed the author's model of teacher's professional competency (Ein psychologisch gehaltvolles Modell der professionellen Kompetenz von Lehrkräften übersetzen). Focusing on the psychological aspect of professional competency, they described their structure as a set of such interconnected and interacting components as specific experience of using theoretical and practical knowledge (knowledge and skills); professional values, beliefs, subjective (personal) views, goals; motivational orientation; metacognitive skills and professional self-regulation skills (p. 481).

According to the Concept of Professional Competence, developed by M. Kunter, U. Klusmann, M. Planck, D. Richter, Th. Voss & A. Hachfeld (2013), teacher's professional competency is "more than knowledge", involves not just cognitive abilities of those who want to teach ("The Bright Person's Hypothesis"), or special professional knowledge ("The Knowledgeable Teacher Hypothesis"). To achieve success, teachers need beliefs, an intrinsic disposition toward their work, motivational orientations and self-regulation skills. The scholars point out the importance of quality pedagogical education for professional competency development, however, they emphasize that provided profound knowledge is a significant factor in teacher's professional success, they should develop a belief that the knowledge to be mastered is necessary for effective professional activity (pp. 806–807).

According to A. Kulshrestha & P. Kshama (2013), teacher's professional competency means using professional knowledge and skills in the workplace based on professional values. The scholars distinguish theoretical (cognitive structure, a range of knowledge) and practical (skills, abilities, behaviour, attitudes based on which the individual deliberately and purposefully takes professional decisions) aspects of professional competency. In general, they describe it as a set of subject knowledge, curricula, pedagogy, teaching methods, teaching experience and the specialist's certification; indicate educational, organizational and evaluation components. They believe that competency is a prerequisite for successful professional performance, emphasize that teacher's professional competency and student learning effectiveness are interconnected; therefore, a high level of teacher competency predetermines students' good academic achievements and vice versa (pp. 30–32).

A. Andrienko (2013) suggests that professional and pedagogical competency is an integral characteristic of social sciences teacher's professional and personal qualities, which



reflects not only the level of knowledge, skills, experience, sufficient to achieve the goals of professional activity, but also the sociomoral position of the individual, which allows them to realize their potential, to carry out complex activities, to adapt quickly to constantly changing conditions of social life and professional activity. The researcher does not reduce such competency neither to individual qualities of the teacher or their combinations, nor to certain knowledge, abilities, skills. In her opinion, such competency not only reflects the potential of the individual and the ability to realize it, but also creates new life qualities and activities that allow the individual to be successful; is a means of solving pedagogical tasks and a criterion for forming a professional teacher. Summing up, A. Andrienko (2013) defined professional and pedagogical competency as a generalized personal entity, which includes a high level of theoretical and methodological, psychological, pedagogical, methodological and practical training.

#### CONCLUSIONS

Thus, we have come to the following conclusions. The current legislation does not contain a definition of professional competency, which generates scientific discussions in this area. To determine the essence and the structure of teacher's competency, different approaches have been developed and consequently presented in normative documents and scientific literature.

As for the essence of teacher's competency, the first position implies that teacher's competency is a set of communication, leadership, research and analytical competencies (Pedagogical Constitution of Europe); teacher's professional competency is a system of relatively narrow types of competency (special pedagogical, methodological, sociopsychological, etc.) (H. Kashkarov); a component of teacher's professional ability is subject methodical competency (A. Starieva). The first generalized approach means that teacher's professional competency is a set of certain competencies. The second position and the corresponding approach considers professional competency to be a component of teacher's competency (E. Viazemskiy, A. Ioffe et al.). The third position indicates that professional competency and teacher's competency are different, but related competencies (Supporting teacher competence development for better learning outcomes); professional competency and pedagogical competency are two separate teachers' abilities as a condition for their success in professional activity (M. Hi. Rahman). The third generalized approach is based on the idea that teacher's professional competency is one of their two main competencies.

In our view, these approaches do not contribute to forming the perception of teacher's competency as a holistic integrated entity, complicate understanding of its essence and structure. According to these approaches, those competencies distinguished alongside teacher's professional competency should be considered as organic components of the latter, which will provide its understanding as a complex personal characteristic of a professional teacher.

Speaking about teacher's competency structure, it has been mentioned that competency is needed by the teacher insofar as it helps them professionally perform functional duties in pedagogical activity; therefore, its structure is disclosed mainly from the standpoint of the functional approach. Teacher's professional competency is described as a set of certain components, namely, knowledge of psychology and pedagogy, abilities, skills, emotions, internal motivation, attitudes, moral and ethical values, experience (S. Ivanova, T. Nahorna); gnostic, constructive, organizational, communicative, analytical, creative, forecasting, projective, informational, and pedagogical skills (H. Kashkarov); communication and interpersonal skills, the ability to understand and correct mistakes in professional activity, to use advanced





methods, the possess motives for self-development, professional aptitude for teaching (M. Barber, M. Murshed); the ability to take into account individual characteristics, abilities of each student (S. Abdo, O. Chirkina); special professional knowledge, abilities, skills, beliefs, attitudes to professional activity, motivation and professional self-regulation (J. Baumert, M. Kunter, U. Klusmann et al.); theoretical and practical aspects and professional values of the teacher; educational, organizational, evaluation components (A. Kulshrestha, P. Kshama).

Implementing the above-mentioned approaches in Ukrainian and foreign legal documents and researches, teacher's competency is denoted by different terms, namely, teacher's competency/professional competency, professional and pedagogical competency, psychological and pedagogical competency, professional and methodological competency, subject and methodical competency, competencies in professional activity. In this case, some researchers simultaneously use different terms, which does not contribute to an unambiguous interpretation of the phenomenon.

In our opinion, the most complete essence of this complex concept and the corresponding holistic phenomenon are reflected by the term "professional and pedagogical competency". The term allows describing teacher's competency as a holistic personal entity belonging to a particular professional teacher and characterizing it in a comprehensive way. Based on A. Andrienko's definition, professional and pedagogical competency is understood as an integrated result of pedagogical education and professional training, the ability of a particular teacher to conduct pedagogical activity, to organize teaching history and legal studies, based on a high level of theoretical and methodological, psychological and pedagogical, methodical, practical training and covers relevant knowledge, abilities, skills, methods, models of professional behaviour, personal values, beliefs, motivation and orientation, aspiration and concrete actions for self-development. Professional and pedagogical competency is a means of achieving pedagogical goals and solving pedagogical tasks, as well as a criterion for forming a professional teacher.

Despite certain differences in understanding the essence and the vision of teacher's competency structure, almost all researchers agree on the fact that the factors of developing a highly competent teacher are high-quality pedagogical education, professional training and lifelong professional development. They explain the teacher's need for continuing professional development by the fact that a high level of their competency is vital for student learning achievements.

Rather perspective are further studies on specification of the volume and the content of knowledge, skills and abilities, the values of history and legal studies teachers as components of their competency, as well as experimental confirmation of relevant theoretical positions.

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### **METHODOLOGY OF PROJECTING PEDAGOGICAL EDUCATION ORIENTED TOWARD QUALITY AND TRENDS IN ITS DEVELOPMENT IN THE EU COUNTRIES**

#### **ABSTRACT**

*The main directions of evolution and trends in pedagogical education development in European countries have been analyzed. It has been found that modernization of pedagogical education in Ukraine is practically impossible without analyzing the development of pedagogical education in the EU countries. It has been proved that in order to study trends in the development of pedagogical education in the EU countries in terms of their diversity and community, it is also necessary to identify and specify the integration factors of this social phenomenon. It has been emphasized that careful attention to the quality of education is explained by the transition of most of the national education systems in Europe to the methodology of projecting education focused on learning outcomes and their monitoring. It has been clarified that with the development of the EHEA there is a gradual shift in emphasis from external assessment of higher education quality to the institutional level, from the learning process to competency-based approach with a predominant orientation towards professional and personal preparedness and, first of all, graduates employment as a criterion of learning outcomes. Special attention has been drawn to the fact that, despite the processes of internationalization and globalization of social life, covering social relations, science, culture, education, at the same time, many centuries-old traditions of various cultural-historical types of society, various civilizations that influence the character of pedagogical education are kept. It has been investigated that in most EU countries education is dominated by the ideas of humanization and continuity, aimed at meeting the growing needs of the individual, “focus on personality”, which involves a variety of types and kinds of modern higher education, its multivariant character and multimodality, orientation towards result-centered criteria of definition of curricula content.*

**Keywords:** *professionalization, integration, universalization, internationalization, globalization, transformation, result-centered criteria, competency, self-examination, trends, integral factors, evolution of democratization, multimodality, multiculturalism.*

#### **INTRODUCTION**

In the late 20th–the early 21st century, a new concept of projecting quality-oriented pedagogical education emerged in most European Union countries. The basis of this concept is practice-oriented, practice- and activity-based approach to organizing the education process. Special attention to the quality of education is also due to the transition of most of the national educational systems in Europe to the methodology of designing educational, learning-oriented education and monitoring. Obvious is the shift in orientation from the learning process itself (educational programs, academic success of students) toward competency-based approach with a predominant focus on professional and personal preparedness of personality, “focus on a person”.



The purposeful entry of Ukraine into the world community requires comprehensive analysis of the leading areas of evolution of modern educational practice. Therefore, the study of the dynamics of relevant methodological and theoretical trends in the development of pedagogical education in the EU countries at the turn of the 20th–21st century becomes of significance.

In this regard, observation and assessment of European achievements is undoubtedly valuable to Ukrainian pedagogues, who became the subjects of our study.

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

The purpose of the paper is to highlight the impact on the development of Ukrainian higher education in global and European trends and to analyze leading areas of evolution of modern educational practice.

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

The problems of implementation of higher pedagogical education in Ukraine in the European educational space are the subject of scientific researches by domestic and foreign scholars (N. Avsheniuk, N. Bidyuk, N. Danko, V. Kremen, K. Korsak, L. Koval, V. Lugovyi, N. Nychkalo, K. Pavlovskiy, O. Pometun, L. Pukhovska, N. Semenchenko, O. Zinovatna). In foreign pedagogy, the problems of implementation and professionalization of higher education have been analyzed in the writings of such scholars as C. Anderk, V. Houston, M. Leiter, C. Michael, J. Raven, R. White et al. The works of these scholars covered a holistic system of views and ideas, the impact of integration and globalization processes on the development of European higher education.

The methodology of projecting pedagogical education oriented toward quality and trends in its development in the EU countries have been defined due to such methods as analysis, synthesis, analogy, comparison, individualization and generalization.

#### **RESULTS**

Ukrainian researchers recognize the fact that the global and European trends have a significant impact on the development of Ukrainian education. It is practically impossible to modernize pedagogical education without analyzing the leading directions of the evolution of modern educational practice, therefore studying the dynamics of the actual methodological and theoretical trends in the development of pedagogical education at the turn of the 20th–21st century is of significance. Theoretical analysis of the evolution of pedagogical education in the EU countries shows that native and foreign scholars' researches highlight the peculiarities of the development of education at its various levels: pre-school, secondary, vocational, higher, postgraduate education and advanced teacher training.

Today, European educational space should be considered as a single organism, which is formed taking into account its own global trends in each individual country. However, it must be noted that each national system of education has its own type and level that differ significantly in philosophical and cultural traditions, the level of goals and objectives and also the qualitative state.

In order to study trends in the development of pedagogical education in the EU countries in terms of their diversity and community, it is also necessary to identify and specify the integration factors of this social phenomenon. In our opinion, the following can be attributed to them:

1. National systems and models of pedagogical education develop under certain historical, political and social conditions;
2. Pedagogical education and its main institutions reflect cultural and national traditions, views on the role of teachers, their status, competency and professional functions;



3. The development and reforming of pedagogical education in the early 21st century are largely determined by modern international pedagogical ideas (professionalization, integration, universalization, internationalization, globalization, etc.).

It should be noted that the global problems of the present are closely connected with the complex of immediate and distant psychological and pedagogical problems that arise under the influence of scientific and technical transformations: specialists' employment, their intellectual development, a biophysical state, etc. (European Parliament, 2000; European Commission. Directorate-General for Education and Culture, 2005; Danko, 2010).

The quality of higher education and its provision is a priority for the Bologna Process countries in developing the European Higher Education Area (EHEA) as it is taken into account as a prerequisite for establishing trust, correlation, mobility, comparability and attractiveness.

It should be emphasized that a careful attention to the quality of education is due to the transition of most of the national education systems in Europe to the methodology of projecting education, focused on learning outcomes and their monitoring. In all international instruments, the quality assurance of higher education is interpreted as a system that generates mechanisms for monitoring, evaluation and support and / or improvement of the quality of higher education and/or curricula.

In order to improve the quality of higher education, taking into account the national conditions, European dimensions and international requirements, the Council of the EU recommends that Member States establish transparent quality assessment and quality assurance systems in the field of higher education based on the following principles: autonomy and independence of bodies responsible for evaluation and quality control; a combination of internal (introspection) and an external (assessment expert) assessment; involvement of all stakeholders (teachers, administrators, students, graduates, social partners, professional associations, foreign experts, etc.); publication of evaluation reports.

At the Prague meeting, the ministers of the countries participating in the Bologna process recognized the need to establish common standards in the field of quality assurance in higher education and the dissemination of best practices. Subsequently, a number of characteristics of higher education quality assurance systems identified by the EU Council, known as the "four-step model", became the first European norm in this area.

The next step is to determine the levels at which higher education quality assurance systems should be created: international, national, institutional. At the same time, key elements of the national quality assurance system were proclaimed as follows:

- determining the responsibility of the bodies and educational institutions involved in the processes;
- evaluation of programs of institutions that contain internal control, external checking, student participation and publication of results;
- availability of accreditation, certification or similar procedures; International participation, cooperation and formation of the unions.

With the development of the EHEA, there is a gradual shift in emphasis from the external evaluation of higher education to institutional level. Consequently, the development and implementation of university systems and procedures for ensuring the quality of higher education becomes a fundamental condition for the achievement of the European quality of education at each HEI. The proof of this is the application of Ministers of Education of European countries in the Berlin communique, which states that "the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution, and this is the basis for genuine accountability of the academic



system within National quality assurance system”. Such an attention to the quality of higher education is explained by a set of reasons: firstly, the gradual removal of the state from active intervention and regulation of higher education in many European countries; secondly, during the last decade, in most European education systems, it became evident from the control of “inputs” to monitoring to control “outputs” (learning outcomes). Quite obvious is the fact of moving the attention from the learning process (curricula, students’ academic performance) to competency-based approach with primary focus on professional and personal preparedness and, above all, to employability of graduates as a criterion of learning outcomes.

According to the study of Ukrainian and foreign scholars, nowadays one can observe great enhancement of the overall trends towards democratization and humanization of education, a new vision of the role of schools, changes in teaching approaches to education. In particular, V. Bordovskii (1999) explored the theory and practice of organizational methods of innovation and educational development of teacher education globally based on the study of educational literature on democratization, universalization and professionalization of the mentioned phenomenon and proved that these grounds influenced the new paradigm of international teacher education being global in nature (pp. 97–100). Analysis of scientific and educational literature convincingly demonstrates that in Western countries during recent decades there is a growing trend towards increasing students and pupils’ activity and independence, creating conditions for their self-determination and self-realization (Liferov, 1987, pp. 70–81; Lysova, 1994; Pukhovska, 1997, pp. 94–100; Biuletен “Prohrama pidtrymky vyroblennia stratehii reformuvannia osvity, 2001, pp. 82–92)

Analyzing the world trends in education, B. Vulfson (1999) states that the pedagogical process strives for natural diversity, and this multiplicity is realized at different levels and in different forms, namely, within the framework of work with each participant, in the context of coexistence of different models and corresponding technologies, as well as distinct national education systems (pp. 25–50). The situation presented in B. Vulfson’s study is typical of postmodernism, which, according to the scholar’s definition, is pluralistic. The development of integration processes, internationalization and globalization of social life embracing economics, social relations, science, culture, education are characteristic features of the modern world and pedagogical education in particular. At the same time, many centuries-old traditions of various cultural and historical types of society, various civilizations influencing the character of pedagogical education are preserved. It is therefore quite natural that the most intensive integration of pedagogical education takes place within the framework of geopolitical regions, which unite countries with relatively similar conditions of historical development and a similar socio-political structure. Among these regions, the United States and Western Europe occupy the first place in terms of scale and depth of integration.

Defining the integral factors in the development of pedagogical education systems within the European educational space, L. Pukhovska (1997) distinguishes the following general trends. To integral factors, the researcher refers national systems and models of pedagogical education that “develop under the influence of certain historical, political and social contexts”. According to the author, pedagogical education and its main institutions reflect the “peculiarities of cultural and national traditions, beliefs and views about the teacher, their status, role, competency and professional functions”. In addition, “the development and reforming of pedagogical education in the countries of Western Europe in recent decades are largely determined by modern international pedagogical ideas and principles for professionalization, integration, universalization of fundamentalism and integrity” (Pukhovska, 1997, pp. 253–261). According to some researchers, the fundamental



foundation of the content of pedagogical education becomes possible through the integration of scientific achievements from various branches of knowledge in education. Universality is achieved due to a sufficient number of disciplines that form basic training in the unity of professional and general and cultural components. Implementation of the principle of integrity enables orientation toward forming a coherent picture of the world, created by a set of basic disciplines based on complementarity of content and unity of goals and requirements. The variability of curricula enables them to respond promptly to customers' needs, due to the targeting of specialists' training for the education system, this is facilitated by a flexible combination of disciplines regulated by the standard and elective courses and specialization disciplines. Adherence to the principle of continuity in forming the content of pedagogical education helps to realize one of the conditions for ensuring its continuity and also provides for the achievement of the goal for all levels of pedagogical education – the quality of specialists' training.

Considering the modern evolution of teachers' professional training systems, L. Pukhovska (1997) highlights the general trends their development, as well as specifies the requirements for the teacher in the new sociocultural conditions. In this context, she notes that integration processes in the field of pedagogical education contribute to forming new requirements related to the training of a European teacher who is ready for work in a multicultural society, in a heterogeneous educational environment, in alternative pedagogical systems.

Against the background of universities' striving for autonomy, transition to self-management, there is a marked increase in the requirements for the level of teachers' professionalism, the development of criteria for evaluating the effectiveness of their activities. In other words, a system of regular assessment of the universities' activities efficiency by society begins to emerge.

Scholars have recorded changes in the general situation in the education of Western countries in the early 21st century. The researchers note that the idea of humanization and continuity prevailing in education is aimed at meeting the growing needs of personality, "focus on personality", which involves a variety of types and kinds of modern higher education, its multivariance and multimodality, the orientation towards result-centered criteria for determining the content of curricula. The tendency towards renewal and transformation of higher education systems, its flexibility, the ability to predict the evolution of users, the strengthening of relations with other levels and forms of education, which makes it possible for the curricula to adapt to future needs, that is, to increase the adequacy of higher education, is becoming more and more reliably evident. Scholars record the growth of autonomy and academic freedom of higher education institutions, along with an increased accountability.

The changes taking place in education are comprehended and generalized in theoretical and practical studies of scholars. Researchers, studying the problem of reforming the evolution of higher education, as we can see, distinguish a number of trends that are manifested in education in the early 21st century. Some of them coincide with the above-mentioned tendencies, while others are amplified over time, and there are also trends that transfer national specifics.

The first trend is to understand each level of education as an organic component of continuing education, which predicts solving problems of continuity between school and higher education, between higher education institutions and future productive activities of students and motivates the need to simulate production situations in student learning activities.

The second trend is associated with technology, that is, computerization. The third trend is the transition from "school of reproduction to school of understanding, school of



thinking”. From predominantly informational forms to active methods and forms of learning with elements of a problem, scientific search, the use of reserves of independent work of those who study. The fourth trend is the search for psychological and didactic conditions for the transition from control, algorithmic methods of organizing the pedagogical process and adjusting it to active, intensifying, developing game modes. The fifth trend is associated with the transition to such an organization of the interaction of participants in the education process, in which the emphasis shifts from the academic activity of the teacher to the student’s cognitive activity. The sixth trend is the availability of education to the entire population of the EU countries and the continuity of its degrees and levels, providing educational institutions with autonomy and independence. The seventh trend is the provision of the right to education for all those who wish (the possibility and equal chances for every person to obtain education in an educational institution of different types, regardless of national and racial belonging). The eighth trend is the expansion of the educational services market. The ninth trend in the field of education management is the search for a compromise between rigid centralization and complete autonomy. The tenth trend is the fact that education is becoming a top priority in EU countries. It became clear that education is an investment in the development of countries and the development of the learner.

It should be emphasized that the pedagogical systems of developed countries are also characterized by the tendency toward the synthesis of science, education and production through the creation of large technopolises. In forming such technology parks, the main role belongs to higher education institutions. For example, in Japan, 2/3 of all the country’s scientific staff (more than 80 research and educational institutions), where hundreds of thousands of students from 50 countries study, are concentrated in such centers that combine both firms and institutions of higher education, and also research institutes, where fundamental and applied research are conducted. Today, Japan has the highest proportion of academic students among countries – 68 percent, for comparison – 25 percent in the United States (Semenchenko, 2010, p. 67).

Based on our analysis of trends in the development of higher education in developed countries, we can conclude that it has the following features, such as democratization, humanization and generality. Higher education in Western countries is also characterized by the tendencies towards universal accessibility, the freedom to choose the type of education and specialty, the type of training and the scope of future activities, the rejection of authoritarianism, which involves the creation of favourable opportunities for self-expression of the personality of the teacher and the student, responsibility to society. With the democratization and humanization of education, there is a tendency to realize the need for individualization of student’s study and work, which is achieved by increasing the optional and elective courses, the spread of individual plans, taking into account the individual and psycho-physiological characteristics of students when choosing forms and methods of study. In this case, the individualization of training enables an increase in the volume of independent work by reducing the face-to-face training time.

#### CONCLUSIONS

Thus, summarizing the most important and key trends in the evolution of modern educational practices gives us reason to believe that the main directions of higher education reforming during the 20th–21st century against the emergence of the phenomenon of general higher education are associated with the idea of variability and individuality. It is worth noting that the current higher education reforms are accorded with requirements of its multivariance and multimodel character, flexibility and adequacy that requires updating educational content and teaching methods towards individualization of the education





process. At the same time, common tendencies in the field of education can be manifested in a certain peculiarity, which is due to the peculiarities of the national and historical development.

In the context of our defined trends in higher education in the EU countries, the basic trends of teacher education include focus on higher education as a condition of obtaining teaching profession; complication and strengthening of psychological and pedagogical preparation; a variety of specializations in curricula; improvement of the system of teachers' professional development; simultaneous training in various educational institutions; multi-level education; flexibility, openness and variability of education; multicultural character and continuity of education.

Analyzing the content of teacher education reforming within the European educational space, we rightly associate it with the rise of the intellectual level of teacher education and the introduction of a number of state standards of professional teacher training, providing organic connection of educational institutions that prepare teachers for professional activity. In our study, we aimed to analyze and compare only, in our view, a progressive program of European universities, under which experiments are conducted, the most effective innovations are established, the time allocated for students' teaching practice is increased, new ways of working with future teachers are offered to make learning practice-oriented and valuable in terms of the fact that teacher training, on the one hand, meets social realities, and, on the other hand, embodies the spiritual and moral values of national and universal knowledge. Despite the fact that not every institution has similar programs for teacher training, the first results are of great importance, since they determine the direction of the general movement in pedagogical education in the EU.

Observing and evaluating European achievements are undoubtedly valuable for Ukrainian teachers, there we consider rather perspective further studies on the organization of pedagogical education in the leading European countries.

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## **PECULIARITIES OF PROFESSIONAL TRAINING OF THE US BORDER PATROL SPECIAL OPERATIONS GROUP'S AGENTS**

### **ABSTRACT**

*Professional training of the agents of the US Border Patrol Special Operations Groups has been substantiated in the article. Special attention has been paid to revealing Selection and Training Course (STC) of the Border Patrol Tactical Unit (BORTAC) and the Border Patrol Search, Trauma, and Rescue Unit (BORSTAR). It has been determined that BORTAC STC lasts over a month and candidates who pass the initial testing must then complete a timed, six-mile ruck march with a weighted pack, swimming, treading water and drown-proofing. As indicated in the article, in case of successful completion of the testing phase, candidates undergo weeks of intense training in tactics and airmobile operations, operational planning and weapon skills. As mentioned further, BORSTAR STC foresees a physical abilities test: a minimum of 7 pull-ups, 40 push-ups, 60 sit-ups (in 2 minutes), 1,5 mile run in 11 minutes or less, and a 250-yard swim. The following disciplines are taught during the course: the basic incident management system and incident command system, technical rescue training, land navigation, tactical medicine training, swift-water rescue technician training etc. Besides, the curricula of such disciplines as "Tactics and special training", "Topography", "Weapons practice", "Tactical medicine", "Physical training" (104 academic hours and 88 hours of classrooms lessons) for the State Border Guard Service of Ukraine mobile forces training have been presented. The SBGSU mobile personnel training program lies in a thorough study of the specifics of service management and carrying out of service duties, as well as learning of the SBGSU mobile units' personnel actions during protection of the state border, personal security and the use of force. The main objective of the training course is to acquire the special knowledge and practical skills necessary for performing the main tasks on the state border protection, which are prescribed by professional duties. At the same time, the focus is made on the practical component of the actions of the border guards. In addition, they improve knowledge and skills during the training process.*

**Keywords:** *US Border Patrol agents, Special Operations Group, professional training, State Border Guard Service of Ukraine personnel, curriculum.*

### **INTRODUCTION**

Mobile units play an important part in the modern history of the State Border Guard Service of Ukraine (SBGSU). During the second half of the 1990s, reserve outposts were formed as a part of separate detachments of the Border Guard Troops of Ukraine. The former were later transformed into border outposts for performing special tasks. The new stage of mobile units' development began in the frameworks of implementation of the Concept of the SBGSU development for the period until 2015. It was at that time that the concept of "mobile forces" was introduced, which included mobile border outposts (under



command of border detachments), separate mobile border outposts (subordinated to regional commands) and a mobile border detachment. However, the most active measures for reforming and improving the capabilities of mobile units took place during 2015–2016.

The military conflict in the East of the country, illegal migration, smuggling activities, the intensification of international terrorism prompts establishing of rational forces and assets of border units capable of providing proper response to existing threats and risks. Thus, the heads of the regional commands and border guard detachments received “rapid response” reserves capable of acting in non-standard situations. In particular, five border service units of type “C” were deployed on the basis of mobile border outposts under subordination of the SBGSU regional commands. Special operations units – rapid response division for action on water – were introduced in the system of SBGSU marine guard. They were created to fulfill specific tasks for protection of the state border and sovereign rights of Ukraine in its exclusive (maritime) economic zone within the limits of the SBGSU functions both independently and as a part of regular inspection teams of Marine Guard ships’ (cutters’) crews (Lemeshko, 2016).

In accordance with the Development Strategy of the SBGSU until year 2020, approved by the Decree of the Cabinet of Ministers of Ukraine (dated 23.11.2015, No 1189-p), a new Program of SBGSU mobile units’ development for the period until 2018 has been elaborated. The Program provides for the reorganization of existing mobile units and their reorientation to the highest standards and best practices of special units of the US and the EU countries. Experts from the US Border Patrol were invited to assess the performance of the SBGSU mobile units (Mobilni pidrozdily, 2017).

Besides, within the framework of international cooperation, a number of trainings were held in 2016 in accordance with the US Border Patrol Task Forces’ training system; joint training of the SBGSU (10<sup>th</sup> mobile border detachment) and National Police of Ukraine was conducted at the terminal “F” of the Boryspil airport. To increase readiness and improve the skills of the mobile detachment personnel to perform tasks of counteracting illegal activity at the sea and river sections of the state border, a special actions’ tactics training course on a vessel was conducted with the participation of the instructors of the Border Guard of the Republic of Poland. Advanced training for auxiliary assault teams was conducted. Units of counteraction against illegal activities on the water were created in the process of detachment reorganization (Desiatiy mobilnyi prykordonnyi zahin, 2017).

In connection with this, one of the directions for cooperation between the SBGSU and the US Embassy in Ukraine is the reformation of mobile units. The activity of DOZOR mobile detachment is being determined with this objective in view. A new regulatory and legal base is being developed for clear assigning of special tasks, functions and powers of the detachment, while new approaches to staffing and training of personnel are applied (Bereziuk, 2017). Learning of the experience of professional training of the US Border Patrol Special Operations’ unit is essential and important. This will contribute to the increase of effective professional training level of the SBGSU mobile units.

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

The aim of the study is to substantiate the professional training of the US Border Patrol Special Operations Units’ agents and reveal effectiveness of its implementation for SBGSU personnel training enhancement.

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

Many Ukrainian scholars (O. Bereziuk, 2017; V. Lemeshko, 2016; V. Kyrylenko, O. Meiko, 2013; O. Trembovetskyi, S. Zhuk, 2016; et al.) substantiated the tasks,



organization and establishment of Ukrainian special task border units. At the same time, foreign researchers (N. Jacobellis, 2014; S. Southworth, S. Tanner, 2002) mostly focus on the practical and historical aspects of the US special forces deployment. However, we currently lack the researches that would analyze and generalize the experience of professional training of the US Border Patrol Special Operations Unit agents. As understood from the above, training experience peculiarities have not been fully revealed, which, in turn, shall encourage elaboration of professional training courses which with the view of their implementation in the education process of the SBGSU mobile units.

To achieve the purpose of the study the following research methods were used: theoretical methods of analysis, synthesis, generalization, systematization, substantiation of theoretical and practical material of the research.

### **RESULTS**

The US Border Patrol (BP) is the mobile uniformed law enforcement arm of the US Department of Homeland Security (DHS) and oversees all aspects of border control, including visa policies, immigration, and transportation policies. The US BP incorporates three units: Mobile Response Unit (MRT), the Border Patrol Tactical Unit (BORTAC) and the Border Patrol Search, Trauma and Rescue Unit (BORSTAR), which formed the USBP Special Operations Group (SOG), headquartered in El Paso, Texas. The USBP SOG provides the DHS and BP with specially-trained and equipped tactical teams capable of rapid response to emergent and uncommon law enforcement situations requiring special tactics and techniques, search and rescue and medical response capabilities via land, air and sea (Border Patrol Special Operations Group, 2016).

BORTAC and BORSTAR enhance the missions of the BP and US Customs and Border Protection (CBP) by handling uncommon and dangerous situations beyond commonly assigned tasks of BP. These units accomplish their goals through planning and training. MRT, which is a rapidly deployable unit capable of addressing problematic issues along the borders, is supported by SOG in terms of training, equipment and logistics.

Let us consider the mission and personnel training of BORTAC. It provides an immediate response capability to emergent and high-risk incidents requiring specialized skills and tactics and is manned by full-time team members (headquartered in El Paso, Texas) and non-full-time members (stationed throughout the US). The BORTAC agents can be deployed immediately when needed. The unit was created in 1984 to serve a civil disturbance function and quickly evolved having acquired the following skills and tasks: intelligence, reconnaissance and surveillance; foreign law enforcement / BP capacity building; airmobile operations; maritime operations, etc. BORTAC is unique as it provides a global response capability, conducts training and operations both in the US and overseas. Enrollment to BORTAC starts with a Selection and Training Course (STC), which is similar to the US Special Operations Forces' selection courses. The STC lasts over a month, and begins with physical testing involving push-ups, sit-ups, pull-ups, a 1,5 mile run and a pistol qualification. Candidates who pass the initial testing must then complete a timed, six-mile ruck march with a weighted pack. Testing procedure also includes swimming, treading water and drown-proofing. In case of successful completion of the testing phase, candidates undergo weeks of intense training in small unit tactics, operational planning, advanced weapon skills, defensive tactics and airmobile operations. Prior to graduating and becoming an acting BORTAC agent, candidates must also demonstrate the ability to function in a team environment under stress and sleep deprivation conditions. STC graduates then will



return to their respective sectors and work alongside other operators while learning advanced techniques in weapons and tactics (Border Patrol Special Operations Group, 2016).

Both the screening program to qualify for BORTAC training and the actual training course are very demanding in the law enforcement profession (DHS Office of Inspector General, 2014). The current attrition rate for BORTAC training is around 70 percent. As sworn federal law enforcement officers, US BP BORTAC agents are authorized to carry firearms on and off duty. When participating in high-risk missions in US and abroad BORTAC agents are also authorized to carry an issued M4 Carbine and various other special weapons and equipment (Jacobellis, 2014).

The BORSTAR was created in 1998 in response to the growing number of injuries to BP agents and migrant deaths along the US state border. BORSTAR provides specialized law enforcement, search and rescue and medical response, specialized training support directed by the DHS for both domestic and foreign government agencies. BORSTAR is comprised of experienced BP agents selected from all border sectors nationwide who are specially equipped and trained to locate, access, stabilize, and transport victims to the places where they may be given proper medical care or treatment. In order to become a BORSTAR agent, candidates have to attend and successfully complete the BORSTAR STC. It is a physically and mentally demanding course in which candidates are evaluated in various search and rescue techniques, tactical medicine, communication, swift-water rescue, etc.

BP agents must meet the following criteria for Selection as a BORSTAR Candidate: serve at least two years at BP, be recommended by the Chief Patrol Agent of their Sector. Besides they must pass the BORSTAR physical abilities test: 7 pull-ups minimum, 40 push-ups minimum, 60 sit-ups minimum (in two minutes), 1,5 mile run 11 minutes or less, 250-yard swim (to graduate the Academy), pass a team field evaluation test and a standard interview process. BORSTAR STC lasts for approximately 5 weeks and includes the following disciplines: basic incident management system and incident command system, technical rescue training, land navigation, tactical medicine training, swift-water rescue technician training etc.

Having finished the Basic course, BORSTAR agents must demonstrate the following basic skills: technical rope rescue, swift-water rescue technician, first responder, aerial rescue operations, inherent tracking/sign-cutting skills, land navigation, wilderness survival. BORSTAR missions include: national security threat response, law enforcement operations, search and rescue, response/instruction, tactical medic support/instruction, emergency medical response, natural disaster response, incident command/management, capabilities assessment, air and marine operations support, maritime search, rescue, and recovery, training/advisory support. Upon completion of the BORSTAR STC, agents receive additional advanced specialized training in tactical medicine; technical rope rescue; paramedic; load planner; helicopter rope suspension training; rescue watercraft/boat operator; cold-weather operations; personnel recovery; small unit tactics; tactical combat casualty care; operations management and planning; and advanced dive, swift-water, and technical rope rescue operations (Border Patrol Special Operations Group, 2016).

The personnel of mobile units from the Eastern, Northern as well as Azov and Black Sea regional commands participated in advanced training at the Training Center of the SBGSU named after Igor Momot. It included 3 stages of the above-mentioned program of preparation designed for the staff of the US BP BORTAC special unit: special assault course, moving of heavy wooden logs, wheels, pushing of armored vehicles, overcoming water obstacles, using securing strap mountaineering equipment. The cadets also overcame



the 4-meter deep marshy terrain and ran several ten-kilometer accelerated marches with full pack. All that was done in conditions of limited nutrition and interrupted sleep. Not all cadets were able to make it to the final exam which took place on August 21. Only 12 servicemen were able to prove, first of all to themselves, that they were ready for any loads and obstacles. They were awarded with “survival course” completion certificates. Extremely complex tasks which simulated combat conditions required the border guards to show incredible endurance, determination, courage, moral stability and, most importantly, teamwork. It should be noted that over the first two stages of preparation, which involved more than 100 servicemen, just a few more than 20 were able to successfully complete it (Derzhavna prykordonna sluzhba Ukrainy, 2017).

The SBGSU mobile personnel training program lies in thorough study of the specifics of service management and carrying out of service duties, as well as learning of the SBGSU mobile units’ personnel actions during protection of the state border, personal security and the use of force. At the same time, the focus is made on the practical component of the actions of the border guards. In addition, they improve knowledge and skills during the training process.

The main objective of the SBGSU mobile units’ personnel training course is to acquire the special knowledge and practical skills necessary for performing the main tasks on the state border protection, which are prescribed by professional duties.

Upon completing the course, in accordance with the curriculum, a serviceman must: know the applicability, main tactical and technical characteristics, safety measures and the procedure for the use of weapons during the performance of professional duties; perform service tasks under the conditions of shortage of time for decision making, incomplete data on the situation, uncertainty of the situation, obstacles in executing of professional activities based on strict observance of the current legislation and the requirements set in the guidelines; independently perform official tasks initiatively without the instructions from senior executives.

The main tasks of the training of SBGSU military personnel are to determine: formation of sustainable skills of personal weapons handling, accumulation of experience of emotional and volitional behavior; risky situations modeling and practical training in ways of their solving; acquisition by the personnel of experience in the performance of their professional tasks under the conditions of limited time for decision making and incomplete data on the situation, its uncertainty, obstacles to performance of professional activities with strict observance of current legislation and meeting the requirements of guideline papers; formation and improvement of efficient skills and techniques while performing tasks on the protection of the state border; formation and development of personnel’s initiative and autonomy during performance of service and training tasks, ability for performing service activities without the instructions from senior commanders; formation of intellectual labour culture, autonomy and initiative in acquisition and retrieval of knowledge; mastering of the methods and techniques of psychic self-regulation during performing service activities; increase of psychological compatibility and efficiency of joint actions.

The training course includes the study of the following disciplines: “Tactics and special training”, “Topography”, “Weapons practice”, “Tactical medicine”, “Physical training” (104 academic hours and 88 hours of classrooms lessons).

“Tactics and special training” includes the following topics: “Concept, essence, content and types of special operations”, “Organization and conducting of special measures for physical detention of persons in buildings”, “Tactics of performing tasks on the field”,



“Tactics of actions of a serviceman within the group during the enforcing of special measures for the physical detention of persons in vehicles”.

The subject of “Topography” covers following topics: “Terrain as an element of the operational environment. Measurement and orientation in the field without a map”, “Topographical and special maps. Topographical maps reading. Measurement on the map. Determining of the coordinates of objects on the map.”

The discipline of “Weapons practice” provides for mastering of the following topics: “Rules and safeguards of weapons and ammunition handling during shooting”, “Materiel of small arms”, “Basics and rules of small arms shooting”, “Delivering fire from small arms on appearing and mobile targets in daytime and at night. Shooting training and assessment exercises”.

“Tactical medicine” encompasses the following topics: “Providing first aid during wounds and bleedings” (Wound: methods and ways for primary wound treatment. Application of individual first aid kit, procedure and rules for its use in various types of injuries). (Types of bleeding. Methods of bleeding control. Indications, rules, order and features of garrots use). “First aid during bone damage” (Symptoms of bone damage. Rules of placing a tourniquet. Standard and improvised methods for immobilization during bone fractures. Immobilization during limb fractures. Use of improvised means for immobilization). Methods of evacuation of the wounded from the battlefield), “Providing emergency care at conditions threatening human life” (The notion about conditions that threaten human life. The procedure of artificial lungs ventilation and the tactical medical care).

“Physical training” involves mastering of “Comprehensive physical activity” and “Applied swimming”.

### CONCLUSIONS

As can be confirmed by the above, SOG (incorporating MRT, BORTAC, BORSTAR) – as a highly mobile and rapid-response tool of US BP meant for responding operationally to specific terrorist threats and challenges, providing all-around support for traditional BP operations. Effective measures are being taken to improve the SBGSU mobile units’ training system and to provide them with comprehensive support taking into account combat experience, urgent challenges and threats at the state border. After analyzing the peculiarities of the professional training of the US BP SOG’s agents, it should be noted that considerable attention in the US is paid to the physical training of law-enforcement personnel. Thus, in addition to strict test in PT, they are required to pass a rigorous team field evaluation test and a standard interview process. The subjects taught during the course are revealed in the article in detail. Studying of the experience of special forces training for the US BP SOG, has enabled the SBGSU to introduce new approaches to personnel training, especially in the educational process of the SBGSU Training Center named after Igor Momot and at the mobile border detachment.

Directions of the further investigations are substantiation of the organizational structure of special task border units of the US BP Special Operations Group, the peculiarities of the professional training of the SBGSU Marine Guard units.

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### FORMING PEDAGOGICAL AESTHETIC CULTURE OF STUDENTS IN BRITISH EXPERIENCE

#### ABSTRACT

*The author of the article analyzes the concept and primary factors of personality aesthetic culture development in the context of higher education in England. The scholars' works and pedagogical advanced experience of the country nowadays pay special attention to forming personal creativity and self-realization of modern specialists. They are grounded on a high level of aesthetic culture. Among these essential conditions, the following are indicated: solving the issue of forming aesthetic culture at the national level, financing educational cultural projects and the cultural environment in educational institutions, functioning a wide network of cultural centers, which create the opportunities for everybody to aspire to cultural development. Determining the role of control and coordination of the process of forming students' aesthetic culture, the author highlights the state policy that is interested in education of personal aesthetic culture as well as encourages students' creative projects. The pedagogical factors of forming aesthetic culture in higher education institutions have been distinguished, namely, aestheticization of the education process, integration of academic subjects and art, implementation of art disciplines, introduction of new methodologies and technologies in the education process. In the article, there have been shown the best standards of experience of English pedagogy for higher education institutions, indicated on the research base of foreign and native scholars. They deserve a thorough study and adoption: collaboration between artists, culture experts an educational institutions, aesthetic practice of students as a part of public life, support of modern cultural-aesthetic environment of educational institutions. It has been concluded that the British education system offers exciting possibilities for development of aesthetic interests for everybody who aims at cultural growth with the help of the wide network of creative centers, educational institutions, public institutions and churches.*

**Keywords:** *aesthetic culture, aestheticization of the education process, creative self-realization, multicultural, innovative approaches, academic subjects integration, educational space, aesthetic perception, aesthetic emotions, aesthetic feelings, aesthetic environment.*

#### INTRODUCTION

Post-industrial civilization has considerably increased the status of creative aesthetic personality. Understanding of the fact that only highly educated people can creatively realize themselves has appeared as a problem of the present. In this connection, considerable changes take place toward intensification of aesthetic education as an important method of forming and developing creative personality. Nowadays, culture has become the basic factor of solving economic, political and ecological problems and even choosing alternative variants of European development (Perminova, 2012). The world of globalization has become open for adopting the best achievements in forming students' aesthetic culture,



their comprehension and exchange of practical information. Within our research, we will focus on individual achievements of world experience in this important sphere, considering I. Pavlova's (2012) assumption that everybody has a hidden potential for forming personal aesthetic culture.

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

The aim of the article is to study and analyze English advanced experience in forming students' aesthetic culture in higher education institutions.

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

The ideas of personal cultural development in the context of higher education have become important in view of a valued attitude toward art, multiculturalism as respect for different cultural prospects, general education humanization, integration of art and professional disciplines, educational packages aestheticization (P. Abbs (1989), D. Best (1989), R. Gibson (1988), E. Storr (1983) et al.).

While researching we have used a descriptive method to analyze the advanced pedagogical experience of England and to synthesize the ideas that can be adopted by native educators to improve the system of education in Ukraine.

#### **RESULTS**

Into view of our research, there is aestheticization of the education process in English educational institutions as most close to the conception of forming students' aesthetic culture in the process of studying literature. In the context of literature and other types of art as an enormous power for creating personality and the state, foreign scholars and pedagogues introduce some creative subjects into curricula not only of schools and higher education institutions. English pedagogy humanizes education, forms cultural and aesthetic competency of future specialists as creative personality in a form of a peculiar shift, which can accept diversity. O. Shevniuk (2006) indicates that education acquires a fundamentally creative character, achieves efficiency through an integrative principle of teaching creative disciplines and aestheticization of the education process. As N. Ladyzhets (1995) shows in the book, titled "Philosophy and Practice of Tertiary Education", English higher education institutions train not only a specialist but also a cultural person, who apart from special knowledge should possess wide views on the world. The concept of an intellectual university implies students' humanitarian knowledge, their interest in cultural achievements, development of their spirituality. Traditionally, aestheticization of vital personality space as well as all spheres of their life stands in creative self-realization of their talents that is the purpose of life. British scholars prove that all spheres of human life (domestic, social, economic, political, etc.) embrace the elements of creative aesthetic activity and are the basis of dialectical progress of society (P. Abbs (1989), D. Best (1989), R. Gibson (1988), E. Storr (1983)). They distinguish the main aspects of personality cultural development in the context of education: aesthetic culture that provides for development of a valuable attitude toward art and multiculturalism as respect for different cultural prospects that exist in a modern world. The last aspect is based on understanding of the 21st century culture as a global integration process, where are the mix of different ethnos and cultures. In concurrence with this, the desire of every nation to save the national values, traditions and ethnic mentality has been identified. Taking into account various ethnic populations of Great Britain, its curricula are oriented toward cultural multiculturalism: British educational packages take into account ethnic variety of students, promote their realization of cultural identity and elimination of ethnocentric points of view, stereotypes and develop their



critical attitude toward history of their nation and other world's nations as well as the problems of nowadays.

L. Volynets (2009) specifies foundation of a large intergovernmental project on European History of Arts and young generations' understanding the common European identity. The European educational objective to develop the understanding of cultural variety value necessary for European and world collaboration has been realized. In Great Britain, as well as in other EU countries, the interest in development of universal creative education is growing. Initiatives, projects, programs, that are realized based on partnership between educational institutes, cultural and other organizations are being created. Arts Council has been founded. It is aimed at improving educational standards, developing permanent collaboration between educational and creative cultural institutions. The local departments of education assisting it are Creative Youth Partnership, New Development of Education, Art through a Curriculum. With their help the innovative approaches have been introduced that provide for combining efforts of cultural workers, art and educational institutions in enhancing aesthetic culture. For instance, in the context of allocating educational packages on aesthetic education have been realized the following programmes: Knowledge and Understanding of the World, Personal, Social and Emotional Development, Creative Development. Beginning from preschool, pupils are trained to carry out many types of creative activities, namely, plastic arts, music, singing, drama, dancing and artwork. In school education, it saves formality and is limited to single kinds such as music, art, plastic arts, dancing and drama. To acquaint pupils with the types of arts, to associate formal and informal creative education and integration of its components in practically all "serious" disciplines (social science, languages, literatures and even physics, mathematics, geography, history, computer science) are on the agenda. Modern English politicians, pedagogues, public officials understand importance of using the potential of creative cultural education for preserving and developing cultural heritage of humanity in all their variety and enhancing culture of young people that will enter the adult world. Despite the fact that in conservative England many researchers and public representatives ambiguously object to implementing art pedagogy in the realm of science, there are some enthusiasts who are trying to extend science borders taking into account the new requirements of the present. Thus, today there is an association of narrow specialization and intellectualization of the education process, where an important place belongs to forming aesthetic culture of young learners (Storr, 1983).

Moreover, information technologies are of significance. Literature and other types of art are now available through electronic media and possess the features of intertextuality. Therefore, the main task of education is to prepare a young person able to make a right choice and correctly rate the wide variety of real creative values and pseudocultural standards. In education, there is a trend in promoting the process of forming learner autonomy skills. British experience in forming students' skills of creative culture through intermingling with mass media is very valuable for native higher education. On the example of English pedagogues, we have suggested a model of indirect guidance for forming students' aesthetic culture in higher education institutions through improvement of educational packages, manuals, personality-oriented tasks, instructional materials, etc.

In England, as well as in most Western European countries, special attention is paid to the disciplinary approach that involves general education humanization through the launch of educational subjects. For example, the Getty research institute integrated this approach in the Art concept, due to which college students master four conceptions: aesthetic



(studying the nature of art as well as its roles in human experience), critical (describing, interpreting and evaluating works of art), historical (comprehending works of art in the cultural and historical context), productive (creating works of art). P. Sobolev (1986) in his book "The Artistic Culture of Personality" states that such an approach provides wide opportunities for self-realization and obtaining aesthetic literacy.

In England, the Royal Society of Arts (RSA) and Arts Council launched the programme on Arts and Ecology, which works successfully today. Artists, writers invited by educational institutions, work with young people on artistic projects and promote the ideas of harmonization of relationships between people and nature. The program suggests a new ecological thinking that can be developed with the help of art (Volynets, 2009), which, in our opinion, should be implemented at Ukrainian universities. It must be noted that the faculty of humanities and pedagogy at Khmelnytskyi National University launches various projects, engages students in aesthetic activities and thus increases aesthetic culture of future specialists.

D. Best (1989) claims that when a young person feels the beauty of art, experiences it, they react emotionally and intellectually. The researcher united abstract logical and emotional spheres as, "we must... insist on the fact that aesthetic feelings are liable to rational ones, when cognitive feelings are similar to highly emotional, subconscious ones" (Best, 1989, p. 38). In order to realize this universal task of pedagogy, pedagogues should be ready to be engaged in culturological subjects' acquisition and collaboration.

In our opinion, the most successful examples of aesthetic education in England are the MAQIC network (Cambridge museums and galleries), the project Africa95, founded by the Royal Academy that suggests uniting art, ethnography, history and literature; the project on ancient Greek mythology, founded by the National Gallery and the British Museum Library. The education department of the Royal Opera House together with the British Museum offered the program on opera art involving historical materials related to the Anglo-Saxons. Musical education is presented by choir performances in famous concert-promenades in the Royal Albert Hall, dancing theatres and the clubs of ethnic dance. Museum pedagogy offers integrated courses (the MAQIC network).

Also, there is a search for new models of forming aesthetic culture, taking into account a new sociocultural situation, which envisages integration of education in the cultural process through creation of the "synthetic" programmes and areas. Professor of aesthetics at Sussex University P. Abbs created courses on Art of Education, Art of Speech, in which he realized the basic provisions of his aesthetic system. He considers aesthetic feelings to be fundamental properties of the individual. They are formed in the so-called "aesthetic field". Provided that the pedagogical system is well balanced, the aesthetic field provides ensures harmonious upbringing of a creative personality. According to P. Abbs, the teacher should develop the pupils' ability to produce original ideas in various fields of activity (Abbs, 1989).

The tasks of the British system of education are presented in the National Curriculum, where it is indicated that it is necessary to form and develop aesthetical culture of pupils. It is important to note that the education system of the country is understood as a complex of interrelated components of every educational institution: an initial conception; those activities, which provides realization of the conception; the subjects of the activity; the relations between the subjects, which are integrated in society; society, where the activities takes place; management, which provides integration of all the tools of the system in general. Thus, aesthetic education cooperates with social, natural, cultural surroundings. An important constituent is an environment, a so-called educational space. The term



“education” is accepted in English pedagogy, which designates the education process aimed at teaching the individual certain codes of the conduct, good manners and standards of culture, explaining what aesthetic education is. British schoolchildren are traditionally named students. The traditions of monasteries or nobility manors are saved in these educational institutions, for example, at Westminster, Oxford or Cambridge universities. They save originality and support the traditions, simultaneously mastering and applying modern educational technology. Most British educational institutions have an enormous historical and cultural value from the point of view of architecture and the inside fittings of the rooms. Often this circumstance is the most important in aesthetic education. The own emblem, motto and other symbols assist to culture of education: scarfs, ties with the colours of faculties. Apart from civic education in schools, it carries an original aesthetic value. The main source of students’ aesthetic culture of is not a separate educational event but spirit of the institution. Almost everywhere function drama studios, musical classes; they have their own cinemas, organize visits of theatres and dancing evenings. Thus, students are encouraged to be interested in cultural events. Much attention is paid to organization of the way of students’ life: the architectural features of the apartments where they live, the equipment, creation of living environment, schedule and etiquette according to the traditions of the institution. So, an aesthetic environment is created, including picturesque territory, carefully elaborated uniform, which contribute to studying the academic subjects of art.

R. Gibson, professor of the University of Cambridge, opposes instrumentally rational pedagogy, for which the most important is control, success and evaluation. The personality of the pupils, their feelings and, consequently, the ability to empathize are top-priority for the teacher. The task of the teacher is to create an atmosphere of mutual understanding, empathy for the pupils to be able to develop their skills of emotional control (Gibson, 1988, p. 53).

#### CONCLUSIONS

The general aim of aesthetic education in the system of higher education of England is to form a high level of personal aesthetic culture and creative orientation of graduate students. The main conditions and factors of achieving this aim are creative education and aesthetic education, due to which aesthetic evaluation of the surrounding world is formed, the unique creative individuality is shown. This difficult task can be solved with the help of creative education at all levels through creation of aesthetic environment within educational institutions, integration of narrow specialization and aesthetic disciplines, management and coordination of aesthetic culture formation.

So, perspectives for further studies are seen in a thorough study of foreign educational standards and introduction of their most exceptional aspects into Ukrainian pedagogy.

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## **FOREIGN EXPERIENCE IN USING EDUCATIONAL LOGOTHERAPY IN PROFESSIONAL ACTIVITIES OF PRIMARY SCHOOL TEACHERS**

### **ABSTRACT**

*The article examines the nature and importance of using aesthetic and therapeutic concept and educational logotherapy, in particular, for creating a special emotionally comfortable socioeducational environment for primary education. The author has represented interpretation of foreign scholars' views (J. Bugental, V. Frankl, A. Maslow, R. May, J. Moreno, C. Rogers et al.) on such terms as "communication", "aesthetotherapy", "educational logotherapy" etc. An attempt has been made to analyze the social content of pedagogical activity in the context of using logotherapy in primary school based on an agogical paradigm. In the scope of the article, the specific of using the therapeutic metaphor in the educational environment of primary school has been represented as well as the basic stages of its implementation have been determined. These stages are the following: description of the storyline, persuasion and binding. The author has defined the role of the "living metaphors" in organization of the therapeutic interaction between the teacher and primary schoolchildren. Particular attention has been paid to formation of the humanistic competency among primary schoolchildren; this competency is to be based on their understanding of the following philosophical and pedagogical categories: a norm (as a means and a results of pupils' social activity), freedom (as a mean and a result of individual self-expression among primary schoolchildren) and happiness (as an individual self-expression among primary schoolchildren). The author has assessed the role of deflection method and paradoxical intention for the social development of the pupil and further formation of the individual. Additional attention has been paid to determination of the socioeducational and psychological and pedagogical potential of such leading method in logotherapy as "The Socratic dialogue" (or "The Socratic circle"); as well have been highlighted the main stages of its implementation: consent (search for what pupil may agree), doubt (an expression of doubts towards weak arguments of interlocutor) and arguments (the teacher must convey one's opinion, without any resistance from the child); have been represented different various algorithms of its realization: the method of "aquarium", "panel method" and "questioning technique".*

**Keywords:** agogics, aesthetotherapy, logotherapy, primary school age, pedagogical communication, "The Socratic dialogue", social education, therapeutic metaphor.

### **INTRODUCTION**

Primary school age is an important stage in the process of development of each particular individual as this age is sensitive for successful sociopsychological, physical, moral and spiritual health. In this regard, the prior task of primary school is to create conditions for fulfillment of needs and interests of pupils, determination of their talents and life and preferences, harmonization of interpersonal relations in the context of the education



process, formation of the necessary range of knowledge, skills and competencies as well as practical implementation of educational support in the process of addressing the moral, spiritual, personal and social problems. An important role in the realization of these objectives belongs to the teacher, who is the subject of the education process and, at the same time, manages the set of following tasks: being an agent for pupils' socialization; managing the educational relations; shaping the opinions and beliefs of schoolchildren; providing a range of measures, needed for the child's social welfare in the process of education. The use of the *aesthetic and therapeutic concept* is an effective mean for the addressing the tasks, as it is "a new method of teaching and training for a body, soul, emotions, mind and willpower of man" (Kyriashchenko, 1998, p. 185) and a powerful tool for managing the "authoritarian and soulless educational practice, leading to a condition of social apathy among pupils, school aggression, "inhumane" behaviour in relations between the teacher and the pupil and mental imbalance in own worldview" (Fedii, 2012).

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

The aim of the study is to reveal the psychological, educational and social potential of pedagogical logotherapy and to highlight the specific of its use in primary school.

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

In modern scientific works the problem of using pedagogical logotherapy in professional activity has been studied mainly through the prism of philosophical, psychotherapeutic and man-centered approaches, which fully covers the content of its aesthetic and therapeutic nature (Fedii, 2012).

This article is a scientific and methodological research, during which were used the methods of analysis, synthesis, comparison and synthesis of scholarly works of native (O. Fedii, A. Makarenko, V. Sukhomlynskyi, I. Ziaziun et al.) and foreign scientists (J. Bugental, V. Frankl, A. Maslow, R. May, J. Moreno, C. Rogers et al.).

#### **RESULTS**

The aesthetic and therapeutic concept contains a huge arsenal of up-to-date means of influence on the personality of modern pupils (picture, photography, music, game, communication, fairytale, nature, etc.). Still, regardless of the historical period, the leading instrument of persuasion, promotion, organization and education of schoolchildren is *communication*. The importance of communication in teaching activities is represented in the scientific works of J. Bugental, V. Frankl, A. Makarenko, A. Maslow, R. May, J. Moreno, C. Rogers, V. Sukhomlynskyi, I. Ziaziun et al.

A significant number of the scholars note that pedagogical communication is a form of social therapy and, at the same time, a powerful method of "treatment" of pupils' behaviour. For instance, I. Ziaziun (2002) stated that professional pedagogical communication is an organic system of social and psychological interaction between the teacher and pupils. The major essence of such communication is represented in the form of informational exchange, implementation of educational influence, organization of relationship by using the means of communication. Moreover, the teacher acts as an activator of this process: they organize and, furthermore, manage it.

V. Sukhomlynskyi (1988) noted that "every word, that sounds in school, should be thoughtful, wise and purposeful – and it is especially important – the word should appeal to conscience of the individual human, with whom we deal ... to omit the words' depreciation and to maximize the value of the word" (p. 140). Therefore, pedagogical communication should be a special kind of creativity that focuses on the development of students' emotional





sphere, formation of their active life position, internal motivation for learning, happiness from gaining knowledge and desire for achievement of success in all areas of life. In this context, attempting the aesthetic and therapeutic influence on pupils, the teacher works as a psychotherapist (to some extent), who provides a kind of social and psychosocial support in the process of addressing a variety of academic and personal problems (such as loss of interest in education, social exclusion, anxiety, inability to build interpersonal interaction, etc.).

One of the leading means of the practical implementation of the above listed functions by the primary school teacher is *pedagogical logotherapy* (one of the various types of social therapy) (from Greek “logos” – meaning), which is a type aesthetotherapy, aimed at providing the individual with the meaning of life, redirecting their attention to the moral and cultural values of personality (Fedii, 2012).

This psychotherapeutic direction was introduced into scientific world by V. Frankl (1990), who emphasized that “the desire for meaning” is a natural driving force of behaviour and personal development regardless of sex, age or status in society.

The leading idea of pedagogical logotherapy is the humanistic idea of education and development of personality, who, according to J. Bugental (2010), should be prepared for internal comprehension of events and for making choice of adherents in amore conscious way and as an outcome, for being more sincere with them.

Another scholar R. May (2001) argued that the main purpose of logotherapy is to help people in comprehending the depths of their personality that has a specific structure: freedom (in self-expression, communication, etc.), personality (as a result of its internal “search”), social integration (“it is not possible to understand human without one’s social environment”) and “spiritual strength”, which provides the individual with an option of taking and making sustainable natural spiritual tension in an adequate manner.

Thus, the main purpose of pedagogical communication in the context of logotherapy is not only management and coordination of the education process, but also, revelation of the essential powers and capabilities of pupils, provision of the experience needed for feeling happy because of making independent decisions and solving vital problems.

The necessity for social and content fulfillment of pedagogical activities in the context of the practical application of logotherapy in primary school is reflected in the innovative scientific direction – agogics (Greek “agōgē” – transaction, education), – the theory and practice of human perfection: one’s skills, knowledge and art of happy life in the process and final outcomes of education and development (Bim-Bad, 2010). While referring to the statements of the author of this scientific concept, it is possible to make a claim that pedagogical activity, particularly in primary school, is agogics in its essence, because it involves the process of bringing up” a young generation (primary pupils, in particular), by improving their life skills and knowledge in accordance with the established social norms.

The efficiency of this process is determined by the development of pupils’ *humanistic competency*, which is defined by such philosophical categories as norms (as a means and a results of pupils’ social activity), freedom (as a mean and a result of individual self-expression among primary schoolchildren) and happiness, which is an outcome of pupils’ education and development. According to B. Bim-Bad (2010), “a norm is a core of being and knowledge” (p. 6), the main mechanism of child’s assimilation of “the rules of life”, which develops a kind of “educational and social intellect”, which, in turn, helps them to enter the educational environment in an optimal manner and, furthermore, shape their own social status in a comparatively independent way. In the process of communication with pupils, the teacher refers to specific (social, cultural, ethical, educational etc.) norms, which determine the level of pupils’ education and their ability to match these norms.



In addition to the need of matching the existing norms and standards by the pupils, the main task of the teacher in the context of logotherapy is to develop schoolchildren's sense of personal and psychological comfort, which is often called *happiness*. Quite right is the opinion of M. Argyle (2003), who noted that a person reaches a happy self-awareness through communicating with spiritually close people (parents, friends, teachers, etc.), in other words, by reaching the unity with micro- and macro-society.

From the perspective of current investigation, this interpretation of happiness is the key in professional communication of primary school teachers, because in the period of primary school age, pupils need a special support and understanding of the one's closest environment. Close to the definition of "happiness" or "psychological comfort", according to opinion of O. Fedii (2012), is the concept of "freedom", which is a condition of harmonization of human relationships with one's environment.

Therefore, it is a complicated task to overestimate the necessity of practical implementation of the pedagogical logotherapy into the educational environment of primary school, because it helps to form the 'happy view of the world' among pupils. Such worldview is an outcome of the proper balancing of such philosophical and pedagogical categories as a norm and freedom, and the main educational slogan in this case should be the following – "formation of a free creative personality that is able to be oneself and feel one's own "self" (Fedii, 2012, p. 27).

One of the leading means of optimization of the professional pedagogical activity in the context of logotherapy is the *therapeutic metaphor*, which, as noticed by J. Mills and R. Crowley (2000), is launched through three major stages: plot, persuasion and binding. Thus, it is essential to give a brief characteristic of its psychological, pedagogical, social and educational potential.

*The plot* should gradually unfold in the following stages: conflict (must match the nature of the pupils' problems), description of the characters (to some extent has to implement unconscious images of schoolchildren), playback of the problematic educational situations (which were taken care of), crisis (as a transitional point in decision-making), self-understanding among pupils in their new role as the culmination and celebration of their personal development. Creation of the therapeutic stories in accordance with the corresponding scheme is done by using especially fictional themes, fairy-tale motifs, popular animated themes, imagination of pupils, cases of life of the teacher and others.

*The persuasion* should organically fit into the context of the therapeutic metaphor. On the conscious level, pupils take it as part of the story (not correlating it with themselves), but the subconscious mind of pupils will be looking for these convictions and perceive them as a motivator for some actions. As a result of this activity, by changing the "literary tones", the favourable conditions for identification of the needed behavioural resources of schoolchildren (which have not been used before) are created.

*The binding* must be supplemented with sensory characteristics of teachers' speech, which promotes awakening all sensor systems among pupils simultaneously. At this stage, pupils have the opportunity to identify the source of internal resources and direct them to the problematic area (Mills & Crowley, 2000).

One of the leading roles in the process of organizing the logotherapy interaction in primary school belongs to "*live metaphors*", which, in turn, are the set of the home tasks, represented in the metaphorical form and oriented toward reproduction of the effective algorithm for solving pupils' problems and are excellent curative and educational addition to the therapeutic narrative.



For example, for the schoolchildren who used to interfere with others, it is possible to think out a metaphor, associated with the hedgehog that protects itself with spines, and thus does not provide others with the possibility of understanding its sensitive soul. In the form of a “living metaphor”, it is possible to give a following task for a pupil: they must find the hedgehog in the village or in other place (such as park, near their own house, in the cottage, near school, etc.), make an attempt of following them and, furthermore, attract in a gently, patiently and gradually way and, as a result, to feed and domesticate it.

The author of logotherapy V. Frankl (1990) actualized the value of the following methods of social changing personality:

1. *Direflection method*, which promotes minimization of excessive self-control among pupils, which, in turn, is related to considerations about their shortcomings and complexes and, thus, prevents them from the full and complex social life.

2. *The paradoxical intention method* implies that the teacher should encourage schoolchildren to those activities, which are omitted by them (because of some fears, complexes, uncomfortable or traumatic situations, etc.). In this case, the teacher uses different kinds of humour. For example, if the child feels fear of enclosed spaces, one is offered to make oneself to spend a durable timeframe in such a room, while being supported with several funny stories and humoresques. During the implementation of this method, the major part of pupils' fears disappears and pupils acquire self-confidence, and are no longer afraid of what was previously avoided by one because of fears and frustrations.

3. *“The Socratic dialogue”* is one more method of logotherapy, which implies involvement of pupils into cooperation and expansion of their consciousness. “The Socratic dialogue” is a kind of intellectual duel between the teacher and the child, during which inconsistent, contradictory and unsubstantiated judgments of pupils are adjusted. The teacher “leads” the child to the planned conclusion, logically arguing their position. During the conversation, the teacher formulates the question to give the child the maximal number of positive responses (Frankl, 1990). This method enhances pupils' thinking, concentration of their attention, shapes an adequate assessment of the current debate by pupils and their role in it. Typically, the “The Socratic dialogue” consists of three phases: *consent* (search for what pupil may agree with), *doubt* (an expression of doubts towards weak arguments of the interlocutor) and *arguments* (the teacher must convey their opinion, without any resistance from the child). The result of such an intellectual battle is expressed in three forms: the pupil wishes the same things as the teacher, the schoolchild adequately proclaims their own point of view, the child finds out the most effective approach towards teacher's argumentation. “The Socratic circle” (“The Socrates Seminar”) is one of the forms of “Socratic dialogue”. It is a pedagogical approach, based on “The Socratic dialogue” and applied into the practice for better absorption of the information by pupils (Metod Sokrata, 2016). This technique implies gaining specific knowledge through the discussions and is based on the opinion that the pupil has some ideas on the topic of discussion, while the new knowledge is gained through the discussion. This method is based on the belief that schoolchildren would get deeper understanding of the essence of the subject with thoughtful arguments rather than via the means of usual familiarization with the material. There are different variations of “The Socratic circle”:

– “Aquarium”: pupils form two circles external (an observer) and internal (active members) together with their teacher. Members of the inner circle are involved in the discussion of the issue, offered by the teacher. Others watch and act when any of offered versions interests them; they supplement, ask questions, concretize. In this case, the “observer” should stand near an active participant (the one, who has attracted their attention



with an offered version). After discussing a problem participants change their roles (those, who were outside of the circle, seat into a circle);

– “Panel method”: pupils are divided into groups of six to eight and form a circle. Members of each group select a representative or a chief, who will defend their position in the process of discussion. Within the timeframe of 15–20 minutes, the group is engaged into the process of discussion and generation of a common point of view. Representatives of the groups are gathered in the center of the circle and express the position of their group and defend it, while other pupils watch the progress of those discussions and assess the way the representative of the group expresses their common position. The schoolchildren cannot express their opinion; they are provided with the option of sending notes during the discussion, where their arguments are clearly represented;

– “Questioning technique”: the pupils’ interaction is based on a question- answer system, which provides the teacher with an option of effective assessment and evaluation of the depth of pupils’ thought. Questions are focused on general ideas rather than on specific information and usually begin with guiding statements. This strategy helps participants in concentrating on their problem and producing the wide set of different perspectives of its resolution. Even more, they have to express their opinion, based on the statements of previous speakers (Metod Sokrata, 2016).

The methods and techniques of logotherapy outlined above intensify thinking, attention, communicative competence and creativity of primary schoolchildren. In addition, these methods enhance children’s self-development and self-determination, inspire them to seek new achievements in education and life, help in terms of independent formation of their own social position and outlook. Finally, the children learn to express their opinions and arguments and defend them.

### CONCLUSIONS

Social and creative nature of pedagogical logotherapy proves its humanistic orientation and formative character. Based on analysis of scientific sources, it is essential to note that using different techniques of logotherapy in primary school contributes to forming a “value field”. This ‘value field’, in turn, is a synthesis of the interaction of such philosophical concepts of freedom, norms and happiness, which integrate the value of creation (are top-priority and based on the common work of pupils), the value of experience (e.g., friendship, love, etc.) and the value of the relation (the conscious attitude of pupils toward the objective reality).

Prospects for further researches should determine the development of the algorithm and methodical support for the process of implementation of the elements of pedagogical logotherapy in the educational environment of primary school, that may serve as a fertile background for creation of a positive emotional and comfortable atmosphere of sympathy understanding, mutual trust, empathy communication and actively social mutual creativity.

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### **THE INFLUENCE OF EXTERNAL AND INTERNAL FACTORS ON FORMING THE SYSTEM OF MANAGERS' PROFESSIONAL DEVELOPMENT AT TRANSNATIONAL CORPORATIONS IN POLAND**

#### **ABSTRACT**

*The author performs analysis of external and internal factors that influence organization of the system of Polish managers' professional development. These factors can be united into two groups. We will attribute the factors formed under the influence of external factors to the first group, to the second – the internal ones. So, due to the dynamic changes in economy and business, which take place in the world in general, and in Europe in particular, the first group covers the following three directions: 1) the national and political position of Poland and its geographical location (EU membership and close proximity to the highly developed European countries); 2) the socioeconomic condition of Poland at the present stage (intensive economic development and its rapid international exit, the growth of the number of transnational corporations and their subdivisions, thus, investment growth, including in transport industry: as the host country, Poland is considered to be one of the largest transport basins in Europe; the growing popularity of TNC among the Poles as the most desirable employer); 3) the manpower (cheap labour, employment opportunities and the prospect of professional development, the increasing demand for highly skilled managers for positions of heads' divisions of transnational corporations). The internal factors of the second group should be considered at two levels: at the organizational level (in particular TNC) and the level of personnel (in our case, managers). At the organizational level, we can notice changes in approaches to manpower management (the employer's market is transformed into a worker's market) and the growth of investment in training and personnel development, and also the involvement of top managers in the process of training and personnel development. There are the following trends at the personnel level: the possibility of rapid career in TNC, the growth of authority of Polish managers at the international level.*

**Keywords:** professional development, personnel development, Poland, manager, transnational corporations.

#### **INTRODUCTION**

The topicality of this issue is conditioned to the annual increase in the number of transnational corporations (TNC) in Poland, namely, those corporations, where there are hundreds or thousands of employees and which have a certain organizational culture. According to the research by Sedlak & Sedlak Company based on the data of Central Statistical Office, there were 882 international companies well known as corporations in 2009 in Poland. 61 % of them (541 units) had a large share of foreign capital. The corporations with dominance of foreign capital came from 36 countries; the majority (over 87 %) were from EU countries. Moreover, 20 % had their headquarters in Germany. At that



time, almost 888,000 Poles worked at these corporations. More than 80 % of them (713,8 thousands) worked at the largest companies, with the employment of more than a thousand of people. But, the largest group consisted of the companies that employed from 50 to 249 people (26,3 %). On the second place (23 %) there were small firms that covered less than 50 people (Raszewska, 2011).

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

The purpose of the article is to distinguish and characterize external and internal factors that have a decisive influence on the process of managers' professional development at TNC in Poland.

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

Theoretical foundation of the study consists of the works by Polish scholars on the problems of employment and professional development of personnel in the transport industry in Poland. In particular, the works of H. Bednarczyk, S. Prytula, A. Zygadlo are important for our study, as they present a classification of modern managers engaged by transnational corporations and models of their competences. J. Leverages, M. Piotkowski, B. Piwnicki, G. Rashkowska explored the current trends in the employment of Polish managers. J. Bulinski, P. Kuskowski, M. Michna, A. Wozniak characterized the transport industry in Poland. The results on introduction of innovative methods for promotion of automobile industry products have been highlighted in the studies by B. Pilarchyk, A. Rogal, K. Zhywanowski.

For the purpose of the study a set of general scientific research methods has been used, such as study and analysis of literary, scientific, informational and Internet sources, statistical data, as well as theoretical comprehension, systematization and generalization in formulating conclusions.

#### **RESULTS**

The dynamics of the expansion of Polish and foreign TNC and their subdivisions on the territory of the country as external factors determining the employment opportunities and ways of professional development of personnel in general and managers in particular can be seen on the example of a brief analysis of the current state of the transport industry in Poland. Consequently, the transport industry in Poland is a powerful engine of the economy of this country. According to the Ministry of Economy, automotive industry is the leading sector in 6 out of 14 special economic zones operating in Poland. The transport industry employs nine of the top 15 leading investors in Central and Eastern Europe and more than 25 % of the total investment in this territory is invested in automotive industry (Michna & Kuskowski, 2015).

Statistics on the dynamics of development, the growth of the role and importance of the transport industry in the Polish industry are evidenced by statistics over the past few years. By the end of the 2000s and early 2010, the Polish automotive sector had accounted for about 11 % of the total industrial output, accounting for about 4 % of GDP. In this sector, some 130,000 people were employed at that time, and production amounted to about 800,000 to 900,000 passenger cars per year. In the period 2007–2009, Poland became the second (after the Czech Republic) passenger car manufacturer in Central and Eastern Europe. Most of the products are export-oriented, first of all in the European Union. In 2009, exports from this sector amounted to € 15.7 7 billion, or 16 % of total Polish exports. As of 2012, Poland was 23rd in the list of the world's largest car manufacturer (for comparison: Germany – 4th, Ukraine – 38th) (Buliński, 2010; Wikipedia, 2012; Production Statistics – OICA, 2016).



However in 2015, which can be considered a record year in the Polish automotive industry, exports reached 21 billion EUR due to new investments, which also contributed to the rapid increase in the number of jobs. According to data of analytical company AutomotiveSuppliers.pl, at the end of 2015 more than 285 thousand people were involved in the transport industry in Poland (Woźniak, 2016).

The researchers notice that 2015 did not only show high results, but also gave a great hope for the further development of this industry. According to A. Wozniak (2016), investment growth in the transport sector is impressive: according to the data of PZPM and KPMG, the value of investments in this industry in 2015 exceeded 7 billion zloty and became 23,4 % higher than in 2014. Due to these investments, two large projects have been launched since the beginning of the year: in April, the Nexteer Automotive Corporation, which manufactures steering systems, and in January the PKC Group's cable harness production plant in Białogarde. Two new built plants have also been started to build: in March, the Uniwheels Group, which is building the third plant in Poland for the production of aluminum wheels, started its investment company in Stalowa Wola. It will become a part of the world's largest production of wheels with a generating capacity of up to 10 million units a year. And in April, in Mysłenice, the work of the Cooper Standard Polska plant extension began. The plant will produce automotive sealing systems with a planned employment of 700 people (Woźniak, 2016).

It is worth emphasizing that the construction of two completely new enterprises was planned. Thus, Industrias Alegre Poland has announced the construction of a factory for the production of internal plastic parts for automobiles (80 million zloty). Another corporation, Panattoni Europa, has informed about the construction of the Koluszki plant for the Norwegian company Kongsberg Automotive.

At the same time, there are two more investments from Germany in the queue, which, according to expectations beginning from 2019, will attract dozens of suppliers: and in the third and fourth quarters of 2015, the construction of the factory for the production of Volkswagen van in Wrzesnia and the Daimler engine production plant in Yawor. A renovation to the amount of about 250 million euros for a motor-vehicle plant owned by General Motors Manufacturing Poland in Tychy is going on. New 4-cylinder blocks for Opel will be produced in two years there. The production capacity of the plant is expected to reach 200 thousand engines per year. According to the Polish Agency of Information and Foreign Investments, the transport industry in Poland is the largest supplier of foreign investment in terms of planned costs (Woźniak, 2016).

The results achieved in the first half of 2016 prove that the output growth of means of transport in 2015 was not one-time act – this is the result of steady progress. Moreover, the situation on the Polish market and the European is favourable. Eurostat's current data allows us to summarize the achievements of the Polish automobile export for 2016. During 12 months, automotive products for export were manufactured to the amount of 30,4 billion euros.

The Data for 2017 indicates a further increase in exports of automotive products. Thus, in the first quarter of 2017, the growth of production in all categories was recorded – in total 202,5 thousand means of transport were produced and it is 7,3 % more than in the corresponding period of the previous year. The production of buses is growing dynamically – 1,4 thousand units left the territory from January to March and that is 36,1 % more than a year earlier. The similar dynamics were typical for the production of cars and trucks that amounted to 43,1 thousand units and was 30 % higher than in the previous year. The production of cars is slightly slower – in this category 158,1 thousand units were registered,





thus, the growth is 7,3 % (Branża motoryzacyjna w Polsce I kw. 2017, 2017). According to the statistics, the data for the first quarter of 2017 is quite optimistic and shows that the best result is expected during this year in comparison with several past years.

So, as it is seen, Poland is attractive for foreign investment for many reasons. There are important political, economic and legal factors among them. The membership of Poland in the EU is a guarantee of political stability and predictability of economic development, coordination of the legislative base, system of privileges to investors on the part of the government. The geographic position and the size of the country are advantageous. Polish experts point out that Poland is a big country with a population of almost 8 times greater than the leader in the automotive industry in Eastern Europe the Slovak Republic, which has only 5,5 million inhabitants. Therefore, Poland can attract new strong investments in a short time.

Cheap labour also attracts investors. Decisive solutions to the choice of investment location in East Europe for the German transport industry are funds spent on work. According to the German Transport Industry Association, they are much lower than the average payment in Germany, where an hour of an employee costs about 52 euros, but in Poland and Hungary less than 10 euros, and in Romania even less – 5,90 euros (Cöllen, 2016).

However, the most important factor, in Polish and foreign experts' opinion, is human capital. Thus, the head of the VW (VWN Volkswagen Nutzungsfahrzeuge) Eskard Scholz points out “an industrious, motivated and highly skilled team” (Cöllen, 2016). Paweł Gos states that the main factor encouraging investments in Poland is the staff, “we really have many highly skilled engineers, young people who want to work in the transport industry, which is the most advanced industry in world (Branża motoryzacyjna w Polsce I kw. 2017, 2017).

Taking everything into account, we can turn to an analysis of internal factors based on human potential and see how they affect the organization of professional development of managers in Polish TNC. The problem of professional development of managers who work or are to work in TNC is being actively investigated in scientific, literary and Internet Polish sources. Researchers confirm that the majority of polled young people in Poland answering the questions at what companies they would like to start their careers, responded without hesitating that it was transnational corporations (Piwnicki, 2016).

On the other hand, the results of the Antal International Survey as for the most desirable employers also confirm that most of the companies included in the rating are transnational corporations. The researches are based on the responses of more than 1900 Polish professionals from different industries (Antal, 2011).

Due to this research, we can analyze the criteria for selecting the TNC. The main advantages for over half of the interviewed specialists and managers are their size and prestige of TNC (58 %), and also the style of management and organizational culture (50 %). Wages and benefits are also very important factors, and they were chosen by 42 % of respondents who participated in the Antal International Survey. It is increasingly important that advantages pass the limits of wages. A mobile phone, a laptop or a car and a possibility of their use for personal purposes become a basic requirement for many specialists. It is also important for the candidates to ensure the protection of their health, life and their families. Some companies also provide legal policy and guardianship. It is also important that employers offer the employee the opportunity to maintain a balance between a work and their personal life, attending a gym or swimming pool, additional days of rest, company dinners and a subscription of magazines or holiday vouchers. The opportunities for promotion and development offered by the employee are the reasons for 39 % of respondents to choose the companies, and education – for 21 %. Often, the most desirable



employers finance the MBA course to employees and offer the opportunity to take part in additional training courses, specialized language courses or individual trainings for improving skills (Antal, 2011).

In connection with the globalization processes in business and the increasing presence of foreign capital in Poland, every time the way to an international career opens out for a larger number of Polish managers. There are new opportunities, new chances at the level of global business. Many Polish managers now take superior positions at TNC. Fifty Poles representing important functions in major international companies are represented in the report “Poles in Corporations 2010 – The Leaders of the Corporation”, prepared by the Portal Spraw Zagranicznych. The vast majority of Poles in TNC are mainly responsible for Poland and the countries of the region. Several winners work at the company headquarters at the global level. Some of the winners manage the units in the EMEA region (covering Europe, Russia, the Middle East and Africa), North and South America and Asia. Polish representatives are also in other regional markets. American companies are the largest groups among the companies where the top managers work. They are followed by the companies from the European Union. There are also Polish managers who are at the top at Japanese TNC and one – at Indian corporations (Levernes, 2010).

Poles are at the key moment when it goes about the development of the Polish managers' career in foreign corporations. This is due to the fact that in recent years, the number of foreign investments has considerably increased, that creates possibilities to promote Polish specialists in the world market. The history of the international career of Polish managers is relatively short, but extremely fast. Professional managers had the opportunity to show themselves only in the last 20 years. In addition, the chances of such a dynamic career, when only the knowledge of English and self-confidence allowed taking high positions, but now chances are smaller than in the 1990s. At that time, the first wave of foreign investment came to Poland, when large transnational corporations decided to place their offices, mainly in Warsaw, giving their potential to the Polish managers for career development in large corporations, but at the local level. And only the second wave of investment during the next 5–7 years allowed managers to take key positions in global structures at the level of Europe and even the world (Levernes, 2010).

Theoretical studies and practical examples show that Polish managers have a strong potential. A distinguishing feature of Polish managers is to focus on the results and professional ambition, the desire to be better than their foreign colleagues. Their ingenuity, ability to cope in critical situations, diligence, attachment to the company in which they work, and at the same time hospitality and openness are rated highly at the international level. “We are creative, open to new solutions, flexible, innovative and hardworking”, cites Michal Gembal. “Our biggest asset is the ability to work under unpredictable conditions and cope with emergencies” (Piątkowski, 2015).

Even the features they consider national flaws, such as skepticism and pessimism, sometimes combined with the possibility of finding new solutions for representatives of other countries can be a sign of common sense and a clear thinking. From the point of view of the Poles, answering the question what originality Polish managers can bring in the international corporate culture, they think that there are two views: pessimists answer – nothing, because companies around the world use the same procedures, standards, visual identification, as globalization has French, German or British specificity, and for Poland there is no niche. Optimists state with confidence even if there is no Polish school of management there is a Polish style: expressive, unique, noticeable.



In this context we note that the success of Polish managers is partly explained by national characteristics and a complicated history. Ronald Binkofski, the general manager of the Polish branch of Microsoft, thinks that not easy history has become a good school of survival, about which foreign MBA students can only dream of. Previous generations of the Poles sustained occupation, divisions, communism. The ingenuity developed over a long period of time consolidated on the waves of the political changes initiated in 1989. "The Polish managers have unique experience connected with the period of transformation, especially in the construction and formation of new markets and the introduction of products and services," R. Binkoffsky explains. – It is time to realize that flexibility and overcoming barriers are particularly important in a context of fierce competition. Adaptability, determination, striving for success help the Poles to pave the ways and find non-standard solutions" (Piątkowski, 2015).

No less important advantage of the Poles is that they are not as optimistic as the Americans. Cornelius Makushinski wrote that everything in Poland is poured with "a sauce of sorrow". Sociologists wrote almost everything about the propensity of the Poles to complain about their pessimism, "searching for the hole in an intact thing". Skepticism and pessimism relate to negative feature. However, it turns out to be a surprise that representatives of other countries consider them as a confirmation of the rationality and a sober perception of the reality – Michal Gembal says (Piątkowski, 2015).

Researchers of cultural differences emphasize the fact that determining features of governance in Poland is avoiding extremes. Neither German hierarchy, American decrease in distance, nor Scandinavian egalitarianism (the opposite of elitism) is considered here. The Poles appreciate the partnership, but not in the way "the president makes coffee for the secretary." They look for a golden mean, focusing on the voice of reason. Intuition and feelings mean more for them than the theory of the textbook, which distinguishes the culture of Polish management from Anglo-Saxon, for example. Someone may criticize this style without coherence, uniqueness. However, this method of management follows a certain technique.

Conrad Grohs also believes that the best effects are achieved by combining wise management styles: Anglo-Saxon, Asian, and Polish. "The ideal situation when every member of the board brings something new, fresh, different," the company head, Fanuc Robotics, says. In his opinion the Polish leaders with their openness and flexibility fit perfectly their cosmopolitan teams. And their professional and social competences will accompany them on the main roles and more often. It will be a waste of potential to stay on the second or third line (Piątkowski, 2015).

The fact that Polish managers are becoming more mature as leaders, affirms that there are less expatriates in Polish branches of international corporations. Even 10 years ago they were very numerous. In recent years the Poles have been able to learn a lot, first of all to understand what an international activity is and what means to conduct international business at large scales.

The prospect for the Poles is also the fact that the Polish in-house companies have been growing up recently. Seven years ago new-created companies mainly dealt with the protection of their in-house budgets. That is why they were glad when the Polish managers were trained to work abroad for the account of a foreign company when the manager was already abroad. Today they can afford to conduct such seminars before business trip in order to avoid mistakes connected with removal and often with difficult or unsuccessful adaptation.

#### **CONCLUSIONS**

Therefore, after analyzing the external and internal factors that influence the organization of the system of professional development of Polish managers, we can finally



highlight the current trends that are specific for this country. They can be united into two groups. So, due to the dynamic changes in the economy and business, which take place in the world in general, and in Europe in particular, the first group of trends covers the following three directions:

1) the national and political position of Poland and its geographical location (EU membership is a guarantee of political, economic and legal stability and predictability, and close proximity to the highly developed countries of Europe, the territory and the population of Poland attracts investors' interest);

2) the socioeconomic condition of Poland at the present stage (intensive economic development and its rapid international exit, the growth of the number of transnational corporations and their subdivisions, thus, investment growth, including in transport industry: as the host country, Poland is considered to be one of the largest transport basins in Europe; the growing popularity of TNC among the Poles as the most desirable employer);

3) the manpower (cheap labour, employment opportunities and the prospect of professional development, the increasing demand for highly skilled managers for positions of heads' divisions of transnational corporations).

In our opinion, the second group of trends should be considered at two levels: at the organizational level (in particular TNC) and the personnel level (in our case, managers). At the organizational level, we can notice changes in approaches to manpower management (the employer's market is transformed into a worker's market) and a growth of investment in training and personnel development, and also the involvement of top managers in the process of training and personnel development. There are the following trends at the personnel level: the possibility of rapid career at TNC, the growth of authority of Polish managers at the international level.

Thus, the issue of organizational conditions for professional development of managers at TNC in Poland is very important for further researches.

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#### **METHODOLOGY IN TRAINING FUTURE TECHNOLOGY AND ENGINEERING TEACHERS IN THE USA**

##### **ABSTRACT**

*In the article, the defined problem has been justified and the significance of studying foreign experience in training future technology and engineering teachers in the USA has been determined. Particular attention has been paid to explanation of methods and forms of organization of future technology and engineering teachers' training in the USA. The authors have considered Education Technology Standards, developed by the International Society for Technology in Education (ISTE), that are used as reference points and determine the minimum amount of training as well as electives. In addition, there have been outlined such training techniques as microteaching, reflective teaching, the simulation method that allow involving the students into real teaching rather than role-playing; decrease complexity of pedagogical actions through ensuring acquisition of specific skills needed for the teacher in order to form experience of pedagogical interaction. It has been found out that in order to prove themselves during the first year of study in a higher education institution the students create their own web pages and portfolios that consist of working portfolio, showcase portfolio and documentation portfolio. It has been established that mini courses are actively used to help future technology and engineering teachers acquire necessary pedagogical skills. Based on analysis of the research findings, the authors have concluded that counseling or mentoring as forms of training greatly contribute to personal development of both students and their mentor as well as effective collaboration between school and university staff. It has been identified that enhancing effectiveness of teaching practice in American higher education institutions ensures involving clinical professors who monitor, guide and assess teaching practice of future specialists.*

**Keywords:** *technology and engineering teacher, pedagogical interaction, training methodology, disciplines, training methods, portfolio, microteaching, mentoring.*

##### **INTRODUCTION**

Innovative processes taking place in education and integration into the European educational space require reconsideration of the approaches to professional training of specialists, including teachers. In the context of personality-oriented and competency-based educational paradigms and changes in school curricula, there appears to be a need to update methodology of training future handicraft and technology teachers using modern interactive methods and forms of training organization. The teacher, as stated in the new Ukrainian



school concept, is to perform a new role “being not the only mentor and source of knowledge, but a coach, facilitator, tutor, moderator in the individual educational trajectory of the child” (Ministerstvo osvity i nauky Ukrainy, 2014). Therefore, the education process should not be aimed only at forming professional knowledge and skills; it is necessary to develop the teacher’s personality and form their competences, which will ensure their self-realization in personal and professional life. In this aspect, the study of the experience accumulated by foreign countries, in particular the United States, with regard to the methodology of future technology teachers’ training, takes on special significance.

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

The aim of the study consists in generalizing US experience in training technology and engineering teachers, analyzing the main forms and methods for their implementation into Ukrainian education system

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

The results on analysis of psychopedagogical researches give an indication of a significant interest in the peculiarities of future teachers’ training in other countries. Foreign researchers, namely, L. Darling-Hammond (1994), R. Floden & J. Ferrini-Mundy (2001), A. Hartnett & M. Naish (1980), S. Mau (1999), S. Wilson have studied the peculiarities of teacher training in the USA and, in particular, highlighted methods and forms of their training organization. Also it is necessary to note a small number of researches (by O. Halus, T. Kapeliushna, R. Monko, O. Orekhova, L. Shaposhnikova, O. Stelmashchuk, I. Zhernokleev) dedicated to the study of technology teachers’ training abroad. These have become the basis for writing the article.

During theoretical study of the problem, we have used a set of such research methods as an explanatory-analytical method with the use of analysis and synthesis of scientific results on methodology of training future handicraft teachers; methods of generalization and systematization in order to highlight the peculiarities of methods and forms of teachers’ professional training and formulation of conclusions.

#### **RESULTS**

In the United States, they pay significant attention to training of future technology and engineering teachers, as evidenced by the activities of an international organization titled the Council on Technology Teacher Education (n. a). Its main tasks are aimed at increasing the level of technology teachers’ training by involving them in researches on technologies with an appropriate appointment of scholarships; introducing innovative ideas on their training and information provision.

Ball State University (Indiana), California University of PA, Millersville University (Pennsylvania), University of Wisconsin-Stout, the State University of New York at Oswego, Purdue University, etc. provide professional training of technology teachers.

T. Kapeliushna (2012) has studied the peculiarities of technology and engineering teachers’ training in the USA by the example of Department of Technology at Ball State University (Indiana), which offers undergraduate programmes in Technology (pp. 35–36). According to the results, one can state that the programme is based on Education Technology Standards, developed by the International Society for Technology in Education (ISTE) and Indiana academic standards where the education institution is located; principles and standards justified by the The Interstate Teacher Assessment and Support Consortium (InTASC). It should be noted that all the standards are used as reference points and determine the minimum amount of technology teachers’ training as well as electives. In middle, high or vocational schools graduates may teach technology disciplines, namely,



Construction, Production, Communication, Transportation and obtain knowledge of the principles of learning and delivery of lessons, as well as practical experience of working with natural materials, power systems, robots, computers, etc. (Darling-Hammond, 1994; Mau, 1999). During training future technology teachers master the following disciplines: Architecture and Construction Technology, Manufacturing Technology, Design and Engineering Technology, Audio, Video and Digital Communication, Technology, Transportation, Distribution and Logistics Technologies. It is worthy of note that the names of courses as well as academic disciplines in the states may be somewhat different (Kapeliushna, 2012, pp. 37–38).

Widely practiced is microteaching, which consists of 1) reviewing relevant literature and preparation for a part of the lesson; 2) conducting a part of the lesson for three to five minutes with its video recording for schoolchildren or groupmates; 3) watching the video, its analysis and self-analysis. If necessary, the students can conduct the same part of the lesson again. After the students have gained some teaching experience, the time allotted for conducting a part of the lesson is increased to 20 minutes, so that future teachers may demonstrate the ability to interact with other participants of the education process. Microteaching as one of the main methods of learning is used in more than 91 % programmes for teacher education in the USA. Its advantages include the involvement of the student into real teaching rather than role-playing; simplification of pedagogical actions through ensuring acquisition of specific skills; a favourable and supervised learning environment (Kapeliushna, 2012).

Mini courses are directed at assisting future teachers in obtaining pedagogical skills. Initially, they were offered to working teachers, but later began to be used by students. The implementation of mini courses is as follows: choosing a pedagogical skill needed to be developed or improved; reviewing relevant literature and performing certain exercises aimed at forming the skill; watching a video or a movie showing the skill in use, video tutorials; conducting a part of the lesson (from five to ten minutes) so that the skill may be applied, recording it on video; analyzing a fragment of the video. The use of mini courses allows the students to form the behavioural patterns needed in pedagogical activity.

The next method of training for pedagogical interaction in professional activity is reflective teaching. For this purpose, students are divided into groups of four to six. One of the members of the group acts as an “appointed teacher”, who defines the aim and objectives of the lesson; plans and delivers the lesson; evaluates learning outcomes of their groupmates who act as pupils. Subsequently, a detailed discussion takes place that is expected to address actions and results of the appointed teacher. Reflective lessons should be interesting; their content should be original and differ from the academic programme; short (up to 15 minutes); the outcomes of the lesson should be analyzable and measurable (Halus, 2006; Kapeliushna, 2012).

To ensure the ability to interact during a discussion of a particular phenomenon in real life, one can use the simulation method, which involves listening to educational situations and stories from professors of pedagogy. Simulations provide a pedagogical problem in the context of a hypothetical classroom and generate several alternatives to solve it. The aim of simulation is to create an appropriate learning situation in which the typical behaviour of the student is formed using those methods and models of activity that experienced teachers consider to be relevant. Today, higher education institutions use computer simulations in teachers’ training. For this, the student receives information about the pupils who are participants of the simulation and becomes familiar with the problems that need to be addressed. It must be noted that the simulation method is based on specific school situations, which also simulates and makes them take an active part in these situations.





Thus, teacher training incorporates the technology of “partner teaching”, that is, peer teaching.

In order to prove themselves during the first year of study in a higher education institution the students create their own web pages and electronic portfolios that are annually supplemented and are posted on the Internet. A portfolio contains photos and short autobiographical information written in an arbitrary manner; a description of their views and considerations regarding modern education: approaches, principles and technologies of learning. Covering their own views, the student can visualize them using videos, drawings, charts, tables, photographs, projects (Teacher Education Digital Portfolio, n. a). It allows the student to present not only their achievements, but also prove themselves as personality and a specialist with certain views on life, the education process and suggestions for its improvement.

The analysis of researches dedicated to the peculiarities of teacher training in the United States allows us to distinguish three main types of portfolios that are created during studies at a higher education institution as well as teaching practice at school: working portfolio, showcase portfolio (for display) and documentation portfolio.

Working portfolio reflects the student’s learning outcomes and aims to demonstrate their progress during the training. It can contain information from parents and friends and allows teachers to certify and assess academic performance of a future teacher.

Showcase portfolio is based on the principle of an art collection, which shows the best works of the student. According to the results of this portfolio, a future teacher can publish a book, develop an interesting project, that is to prove themselves as a creative person. The student’s daily pedagogical activity is not reflected in this type of portfolio, as they themselves decide what should be contained here.

Documentation portfolio often complements showcase portfolio. Both the teachers and students keep copies of the results of certification and assessment of the students’ achievements, as well as the works the teachers assess. These records also become a part of working portfolio.

Counselling or mentoring is actively practiced during training of future teachers. Mentoring involves not only cooperation and interaction with the students; in fact, the role of “cognitive” mentor implies managing reflexive practice of future teachers. It contributes to personal development of both the student and their mentor. A successful way of mentoring is supportive interaction between school and university staff.

In order to increase effectiveness of teaching practice in the United States, higher education institutions hire “clinical professors”, i.e. school teachers who are to supervise, manage and certify teaching practice. They do not have a degree, but occasionally they engage in teaching at school so that students can observe and discuss the education process (Hartnett, & Naish, 1980).

The researches by O. Halus & L. Shaposhnikov (2006) suggest that forming readiness of future technology teachers for pedagogical interaction in the USA is facilitated by personality-oriented approach, which is the basis for future teachers’ training. In the education process, it is mainly realized through a democratic style of teaching: the student is considered as an equal participant in the education process; a partner who takes an active part in life of a higher education institution; the student’s ideas on organization and implementation of the education process are taken into account; initiatives are welcomed. Of great importance are reflexive teaching and microteaching. All this contributes to training the students for pedagogical interaction in future professional activity.

It is worth mentioning the annual events aimed at activating technology teachers, which involve identification and rewarding: the best technology teacher for outstanding



achievements in technology education (since 1950); the best programme of technology teachers' training; the best publication; the best research (Council on Technology Teacher Education Awards Programs, n. a). It promotes the teachers' creativity, stimulates them for personal and professional development.

### CONCLUSIONS

Thus, having studied US experience in training future technology and engineering teachers, we came to the following conclusions:

1) the programme of training is based on Education Technology Standards, developed by the International Society for Technology in Education (ISTE) that are used as reference points and determine the minimum amount of training as well as electives; the students are actively involved in researches in technology with an appropriate appointment of scholarships; introduction of innovative ideas on their training and provision of necessary information resources; 2) the main methods and forms of training are microteaching, reflective teaching, the simulation method, mini courses, the portfolio method; 3) effectiveness of practical training is ensured by counselling or mentoring as well as involvement of clinical professors who supervise, manage and certify teaching practice.

The prospects for further studies are seen in analysis of the system of monitoring handicraft teachers' training abroad and identification of the main areas of diagnosing the level of specialists' training in the education system of Ukraine.

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## PROFESSIONAL TRAINING OF COMPUTATIONAL LINGUISTS AT THE UNIVERSITY OF STUTTGART

### ABSTRACT

*The paper deals with the aspects of professional training of specialists in computational linguistics by the example of the University of Stuttgart. First of all, we have attempted to define the essence of the terms “applied linguistics” and “computational linguistics” based on the views of Ukrainian and foreign scholars. We have found out that there is an obvious inconsistency in using these terms as Ukrainian scholars view it as a science related to practical application of linguistic achievements with the use of the latest technologies, whereas abroad they believe that computational linguistics is aimed at developing strategies for researches on natural languages. However, applied linguistics is related to language teaching methodology. We have concluded that German scholars view computational linguistics as a cognitive science that attempts to most successfully apply the achievements of linguistics in practice. Based on the view, German universities develop curricula that encompass theoretical and practical aspects of computational linguistics to prepare modern specialists able to comprehend the complexity of the field and be willing to adapt to challenges of a globalized world. Consequently, we have described the peculiarities of the programmes of a Bachelor of Science in Machine Language Programming and a Master of Science in Computational Linguistics. We have defined that duration of the programmes is traditional – three and two years respectively. Their structure comprises obligatory and elective courses, including Computer Science, Mathematics and Linguistics. In addition, future specialists may develop key professional competences attending seminars and colloquiums, participating in research projects, etc. It has been indicated that the list of electives involves those subjects aimed at enhancing future specialists’ skills in linguistics as well as computer science, yet they are entitled to suggest what they are interested in even if such courses are not included. We have also suggested that rather perspective are further studies on the essence of the terms “applied linguistics” and “computational linguistics” based on the research findings of scholars all over the world.*

**Keywords:** *computational linguistics, applied linguistics, professional training, computational linguist, Germany, the University of Stuttgart.*

### INTRODUCTION

Considering political, economic, social and cultural transformations taking place in the world, one cannot underestimate their influence on all the spheres of human lives in Ukraine, including higher education. The 21<sup>st</sup> century is definitely characterized by the emergence of new approaches to developing higher education and those ideas that may help to solve topical educational and economical problems. They include multifaceted models of higher education institutions, top-priority of quality professional training, development of professional competencies, sustainable partnership between the global economics and the



labour market, international and social partnership in higher education. So, current integration and globalization processes alter the paradigm of Ukraine's higher education trends orienting toward humanization, humanitarization, internationalization, diversification, optimization, social partnership, etc.

Another important point is the vast popularization of the information and communication technologies (ICTs). Today it is impossible to imagine any sphere without using them. Although they penetrated our lives quite a long time ago, we can still observe how new features of this phenomenon appear and greatly affect the outcomes of any activity and, moreover, change the worldview of individuals. In this regard, it is reasonable to mention computational linguistics. Being a rather new field of scientific knowledge, it has managed to attract many followers and prove to be in-demand as a profession. Thus, millions of users all over the world sending requests to information retrieval systems (IRS), giving speech commands to their devices, performing automatic text summarization do not suspect that this became possible as a result of the development of the subject area of computational linguistics aimed at researching and developing algorithms and natural language programming.

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

Given the recognition and acceptance of German university curricula, we have attempted to study the organization of computational linguists' professional training on the example of the University of Stuttgart and outline positive aspects of this experience in the conclusions of our manuscript.

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

Theoretical framework of our research is based mainly on the research findings of German higher education institutions and scholars. Thus, to find out the definition of computational linguistic we first applied to official websites of German universities providing degree programmes in computational linguistics (the University of Stuttgart, the University of Heidelberg, the University of Potsdam, Ludwig Maximilians University in Munich). Consequently, we took into account the views on applied linguistics and computational linguistics by Ukrainian (O. Semotiuk, O. Selivanova) and foreign (K. Knapp, F. Königs, Naves, Spillner, H. Uszkoreit, H. Widdowson) scholars.

The peculiarities of professional training of computational linguists in detail have been analyzed based on the data provided by the University of Stuttgart.

During our study we have used such methods as analysis and synthesis, systematization and generalization, deduction and induction.

#### **RESULTS**

To begin with, we would like to present our findings on the definitions of computational linguistics and applied linguistics, as we believe it is extremely important to show different views on the subject of the science. They are rather controversial, as one may see from the information given below.

The Duden, a dictionary of the German language, defines computational linguistics (Computertinguistik) as a part of modern linguistics, which uses electronic computing systems for the processing and description of linguistic problems (Duden, 2017). According to the Institute for Machine Language Processing (Institut für Maschinelle Sprachverarbeitung) at the University of Stuttgart, the machine language processing is concerned with the so-called computational linguistics and examines the language from a special angle of view. It is about making the linguistic laws explicit, in order to create computer systems on this basis that can understand and produce language (Institut für Maschinelle Sprachverarbeitung,



2013). At Heidelberg University they believe that computational linguistics is an interdisciplinary subject, which examines how natural language can be automatically processed and interpreted by formal modeling, algorithmic methods of computer science and statistical procedures. In addition to the research-theoretical side of computational linguistics, which studies the formal (mathematical and logical) properties of natural language and its implementation in efficient algorithms, the science also has a strongly application-oriented orientation (Universität Heidelberg, 2017). At Potsdam University they state that computational linguistics is more than a science and engineering discipline. It also deals with the mathematical properties of natural and artificial languages. The focus is on the investigation of various formalisms to represent linguistic facts in a form, which is comprehensible to the computer (Universität Potsdam, 2011). At Ludwig Maximilians University in Munich, they indicate that computational linguistics is the study of the mechanical processing of natural languages. So, this is an interdisciplinary science, which is characterized, on the one hand, by an abundance of up-to-date applications in the area of speech technology, information search and data mining, through close content and methodical connections to traditional subjects such as linguistics, computer science, logic and phonetics (Ludwig-Maximilians-Universität München, 2017).

Based on the above-mentioned definitions, we believe it necessary to draw a parallel between the notions of computational and applied linguistics. In Ukraine, the study of the problem of automatic processing of the natural language mostly correlates with the subject area of applied linguistics, and the meaning of the term “applied linguistics” differs from the interpretation of the loan translation “applied linguistics” in foreign scientific literature, including Western European science generally. O. Semotiuk (2011) states that in Ukrainian tradition applied linguistics is understood as a branch of linguistics that applies the knowledge about language in order to solve applied tasks and optimize language functions (p. 66). O. Selivanova (2008) believes that applied linguistics is a full branch of linguistics aimed at solving practical tasks of different fields of science and technology, people’s everyday life, society based on theoretical studies on language and speech (p. 641). At the same time, the term “computational linguistics” is not common and points out to the toolkit needed to achieve scientific results, whereas applied linguistics is oriented toward results.

In Europe, under applied linguistics they understand the discipline dealing with the problems of language teaching methodology, “up to now, the main part of the developments in applied linguistics has been devoted to teaching and, the teaching of languages, primarily English as a foreign language or a second language” (Naves, 2008, p. 4). According to the Handbook of Applied Linguistics, applied linguistics is a coherent activity, which theorizes through speculative and empirical investigations real-world problems in which language is a central issue (Davies & Elder, 2004). The German scholar F. Königs (1983) defines applied linguistics as the science that applies theoretical achievements of linguistics in practice as well as that of other sciences that are only mediately related to language (p. 37). K. Knapp (2011) assumes that applied linguistics is a cross-disciplinary field of research and practice that deals with practical problems of language and communication, either available theories, methods and results of linguistics and related disciplines, or the development of new theories and implications of practical problems. B. Spillner (1987) indicates that applied linguistics is a linguistic discipline, which interacts interdisciplinarily with non-linguistic disciplines and mediates between theory and practice, thus participating in problem solving in all those human fields of practice in which language is involved. H. Widdowson (2000) suggested to distinguish “applied linguistics”



and “linguistics applied” as it is important to take into account not only the achievements of linguistics but also that of psychology, anthropology, philosophy, sociology, etc.

So, we can conclude that abroad and, in particular, in Germany, the terms “computational linguistics” and “applied linguistics” imply two different branches of linguistics. The first one is more practice-oriented and aims to conduct the processing of natural language with the use of various computer technologies. The second one is more related to humanities and generally means application of theoretical achievements of linguistics in language teaching methodology. If to compare the scope of two disciplines, we believe that applied linguistics is wider and uses practical achievements of computational linguistics as well; computational linguistics is more limited and directed at elaborating those means and techniques that can be used within other branches of general linguistics.

In our opinion, it is reasonable to use the term “computational linguistics” referring to relevant professional training at German universities as it reflects the realia adopted in the higher education system of this country. The problem of inconsistency in the use of such terms as “computational linguistics” and “applied linguistics” in Ukrainian scientific thought remains open and requires detailed justification.

Now, we would like to analyze the organization of computational linguists’ professional training by the example of the University of Stuttgart.

The Institute for Machine Language Processing (MLP) at the University of Stuttgart offers two degree programmes on computational linguistics: a Bachelor of Science in Machine Language Processing and a Master of Science in Computational Linguistics (Institut für Maschinelle Sprachverarbeitung, 2017).

The Bachelor programme is divided into 6 semesters and encompasses natural languages (German and English) as well as their computational processing. Therefore, the concepts of human and computational engineering are interrelated. The required expert knowledge is presented through an interdisciplinary approach including computer science, mathematics and linguistics. The MLP differs from similar programs that are more linguistically oriented as its linguistic and computational aspects are equally important during the study.

Its theoretical component concentrates on formal models of the complex processes of production and perception of verbal expressions. Thus, students master the basics of speech processing (experimental phonetics, grammar development, semantics, logics, statistics, parsing). Its practical conception includes the basic solutions to speech processing (automatic speech recognition and speech synthesis of spoken language, search engines, automatic translation systems, etc). The students can choose their own specializations (Linguistics, Computer Science, etc.). It must be noted that the knowledge of a programming language is not obligatory as it can be obtained during the first two semesters.

The courses are divided into obligatory and elective. As usual, obligatory courses are to be attended by every student, and elective ones allow the students to set their main points of interests in a predefined number of topics or areas. The ideal scheme for the BSc study in MLP is presented in Table 1.

It must be noted that the students are offered three elective areas so that they may slightly individualize their study. They may choose between the courses offered within each of these areas to receive the necessary number of credits to pass the respective elective area. The elective area F involves different courses on advanced natural language processing (12 credits are to be gained). They are Computational Morphology, Pragmatics, Advanced Speech Synthesis, Machine Language Processing in Medicine and Biology, Foundations of Signal Processing in Loudspeaker Processing, etc.



Table 1

**Bachelor of Science in Machine Language Processing:  
the Scheme of the Study Programme**

Semester	Course	Obligatory/ Elective	Lectures (hours per week)	Practical classes (hours per week)	Credits
1	Mathematics 1*	O	4	2	9
	Theoretical Foundations of Computer Science 1	O	3	1	6
	Programming and Software Development	O	4	2	9
	Introduction to MLP	O	2		3
	Programming Course	O		2	3
	<b>Total</b>			<b>13</b>	<b>7</b>
			<b>20</b>		
2	Mathematics 2*	O	2,7	1,3	6
	Theoretical Foundations of Computer Science 2	O	3	1	6
	Data Structures and Algorithms	O	4	2	9
	Foundations of MLP	O	4	2	9
	<b>Total</b>			<b>13,7</b>	<b>6,3</b>
			<b>20</b>		
3	Foundations of Syntax	O	3	1	6
	Parsing	O	3	1	6
	Semantics	O	3	1	6
	Phonetics and Phonology	O	3	1	6
	An elective	E	3	1	6
	<b>Total</b>			<b>15</b>	<b>5</b>
			<b>20</b>		
4	Algorithm. Speech Understanding	O	3	1	6
	Speech Synthesis and Recognition	O	4	2	9
	Statistical Language Processing	O	3	1	6
	An elective	E	2	1	6
	Key competences		2		3
<b>Total</b>			<b>15</b>	<b>5</b>	<b>30</b>
			<b>20</b>		
5	Information Retrieval & Text Mining	O	3	1	6
	An elective (F area)**	E	3	1	6
	An elective (F area)**	E	3	1	6
	Project			4	6
	Project seminar		2		3
	Key competences		2		3
<b>Total</b>			<b>13</b>	<b>7</b>	<b>30</b>
			<b>20</b>		
6	An elective (F area)**	E	3	1	6
	An elective (F area)**	E	3	1	6
	An elective (F area)**	E	3	1	6
	Bachelor's thesis			8	12
	<b>Total</b>			<b>9</b>	<b>3</b>
			<b>20</b>		

\*The courses in Mathematics correspond to the seminars Mathematics I and II for Computer Science and Software Engineering. In these courses, the content is specifically tuned for a BSc in MLP. In addition, IML math tutorials are offered.

\*\*In total 12 CP are to be gained in the elective area F and 18 CP in the electives area E/I.

Based on the findings retrieved from <http://www.ims.uni-stuttgart.de/studium/interessierte/studiengaenge/bsc/index.en.html>



The elective area E/I contains modules from other BSc programmes such as Electrical Engineering & Information Technology and Computer Science (18 credits are to be gained). They are Fundamentals of Artificial Intelligence, Human-Computer Interaction, Computer Graphics, Databases and Information Systems, Fundamentals of Integrated Circuits, Telecommunications, Digital Signal Processing, Design of Digital Filters, etc. The third elective area contains modules from Linguistics and Philosophy (12 credits are to be gained). They are Language Change, Varieties of the German Language, Basic Principles of Practical Philosophy, Man and Technology, Language and Mind (Fundamentals of Theoretical Philosophy).

Key competences are to be passed in all Bachelor programmes offered at the University of Stuttgart. There are key competences with belong to the respective programme, namely, they comprise specific knowledge for the respective programme and interdisciplinary key competences.

Those, who would like to extend their knowledge, skills and competence in Computational Linguistics and Speech and Natural Language Processing, may proceed to a Master of Science in Computational Linguistics. The programme lasts two years and is based on natural languages such as German or English and how they can be represented and processed on the computer (Institut für Maschinelle Sprachverarbeitung, 2017).

Table 2

**Master of Science in Computational Linguistics:  
the Scheme of the Study Programme**

Semester	Course	Depth / Specialization / Key Competence Course	Credits
1	Methods in Computational Linguistics*	D	9
	Computational Linguistics Concentration 1 (Part 1)	D	6
	Computational Linguistics Concentration 2 (Part 1)	D	6
	Electives	S	9
	<b>Total</b>		<b>30</b>
2	Computational Linguistics Concentration 1 (Part 2)	D	6
	Computational Linguistics Concentration 2 (Part 2)	D	6
	Electives	S	9
	Key competences	Key Competence Course	3
	Computational Linguistics Team Laboratory	S	6
<b>Total</b>		<b>30</b>	
3	Electives	S	18
	Research seminar	S	9
	<b>Total</b>		<b>27</b>
	Research colloquium	S	3
	Master's thesis		30
			<b>33</b>

\*The typical recommended course of study is as follows: in the first term, all students have to attend the module "Methods in Computational Linguistics" (9 credits) assessed by a written exam. The module introduces students to standard methodologies.

Based on the findings retrieved from <http://www.ims.uni-stuttgart.de/studium/interessierte/studiengaenge/bsc/index.en.html>

The first semester includes a central course introducing and reviewing the most important concepts of Computational Linguistics. Standard methodologies are discussed and practised in hands-on exercises. A team laboratory in the second semester further develops the skills required in project (team) work both in research and in development. During the study, students are to choose two concentrations, one of which is usually the





basis for the topic of Master's thesis. The following concentrations involve Computational Syntax und Semantics, Laboratory Phonology and Speech Processing, Statistical Natural Language Processing. During the programme, students are provided with the opportunity to spend their third semester abroad.

So, the programme is divided into depth and specialization courses. Students have to choose concentrations (24 credits) and electives (36 credits). In addition, they are to attend key competence (3 credits). The Master's thesis is equal to 30 credits. It is also recommended to rather choose lectures and overview / introductory courses in the beginning and seminars on specific topics in the later course of studies. The latter especially concerns those students who obtained Bachelor degrees different from Computational Linguistics / Natural Language Processing. The characteristics of the course details for a MSc in Computational Linguistics is given in Table 2.

It must be noted that research and development in Computational Linguistics and in Speech & Language Technology require some key skills and competences for successfully working in project teams. The team laboratory is aimed at developing these skills and competences through practical team work on a specific project. Students are assessed based on the system implemented in the course and their project report.

During the MSc programme, students are given the opportunity to spend their third semester at a foreign university that is highly recommended: not only is this a valuable experience, it also offers the chance to make useful contacts that might help with the career choices later on.

As for electives, students may choose courses on specialized topics offered by the Institute of Natural Language Processing or from Master degree programmes offered by other university departments, in particular Computer Science and Electrical and (Theoretical) Linguistics. In addition, the Board of Admission may also allow other courses to be taken as electives; there is the possibility for students to use courses taken at a foreign university during studying abroad as electives.

Importantly, students must pass the Orientation Examination (Orientierungsprüfung) at latest at the beginning of the fourth semester to find out whether they have chosen the right career path or still need additional assistance.

Consequently, we can fully agree with the statement by H. Uszkoreit (2000), a scientific director at the German Research Center for Artificial Intelligence that "computational linguistics is a discipline between linguistics and computer science concerned with the computational aspects of the human language faculty, belongs to the cognitive sciences and overlaps with the field of artificial intelligence.

#### **CONCLUSIONS**

So, computational linguistics is rather a young scientific field that eventually causes numerous discussions among scholars all over the world trying to generate the most exact scope of its exercise. Indeed, German scholars view it as a cognitive science that attempts to most successfully apply the achievements of linguistics in practice. Based on the view, German universities develop curricula that encompass theoretical and practical aspects of computational linguistics to prepare modern specialists able to comprehend the complexity of the field and be willing to adapt to challenges of a globalized world.

The organization of computational linguists' professional training has been studied by the example of the University of Stuttgart. We have found out that those interested in pursuing their future career in computational linguistics may start from a BSc in Machine Language Processing and later proceed to a MSc in Computational Linguistics. The



duration of the programmes is traditional – three and two years respectively. Their structure comprises obligatory and elective courses, including computer science, mathematics and linguistics. In addition, future specialists may develop key professional competences attending seminars and colloquiums, participating in research projects, etc. We are in particular impressed by the fact that the BSc students are not supposed to be fluent in programming languages as they may catch up during the course of the programme. The list of electives involves those subjects aimed at enhancing future specialists' skills in linguistics as well as computer science, yet they are entitled to suggest what they are interested in even if such courses are not included. Adhering to global trends in higher education, the University encourages the MSc students to study abroad (third semester), therefore, enhancing their mobility.

Ukrainian higher education universities have accumulated valuable experience in training future specialists in applied linguistics, too. Future applied linguists are provided with the latest achievements of linguistics, applied linguistics, computational linguistics as well other prominent linguistic branches. However, it is advisable, in our opinion, to draw a precise line between applied linguistics and computational linguistics, taking into account the peculiarities of the procedure at foreign universities. It is essential, as two fields being related still focus on different areas, which is why they should complement, yet not contradict each other or imply the same but in different ways.

Hence, rather perspective are further studies on the essence of the terms “applied linguistics” and “computational linguistics” based on the research findings of scholars all over the world.

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## INDUSTRIAL ENGINEERING EDUCATION IN INDIA

### ABSTRACT

*The industrial revolution can be termed as the catalyst of human growth. The establishment of various industries has been detrimental to the meteoric rise of any commodity, product or service across the world. Industries fuel the economy of countries and form the main constituent of their GDP. Industries not only generate the production of the market ready material but also generate the employment for the citizens of the country, which drives multiple factors of any country progress. In order to keep the industries thriving, we need commendable industrial engineers who have not only the skills of a technician but also as a manager to run the plant successful. Indian Government initiative "Make in India" to establish the industries in India, will not be successful without the capable Industrial Engineers. This paper focuses on the engineering education structure of India with regard to Industrial Engineering from diploma level to post doctoral level and assesses how our education system is incubating future industrial engineers. We have made some suggestions why this engineering discipline should be offered as a regular engineering discipline in India and highlighted the contribution of the Indian government to this discipline. We have given a brief view on the comparative status of industrial engineering with other countries and provided the suggestions to improve the industrial engineering education in India. Thus, Industrial Engineering plays a pivotal role in the field of engineering for the proper development of industries in any nation. Indian government's initiatives in laying the framework of the industries for those commodities, which India is purchasing from the other parts of the world since independence is praiseworthy. These production plants across the country will see the advantage in the manufacturing and production engineering. Present scenario of industrial engineering education seems in its premature stages in India. With a mere number of colleges offering this stream in undergraduate studies leaves a chasm to be filled promptly in near future. Although the platform set in India regarding industries at present gives a kick start for employment and research opportunities in Industrial Engineering.*

**Keywords:** *Industrial Engineering, technical education system, engineering education in India.*

### INTRODUCTION

Industrial Engineering (IE) or Industrial Engineering & Management (IEM) is the specialist branch of engineering that involves the improvement of the things, which led



them to be better. Industrial engineers are focused on the reduction of production time, overall product production cost as well as improve the quality of the product and output efficiency. Industrial engineers are also responsible for the worker safety and health, productive working environment and complying with government regulations. They work to eliminate waste of time (worker time and machine time), money, materials, energy and other commodities. They engineer processes and systems that improve quality and productivity of the product and improve the production process. Industrial engineering is concerned with the development, improvement and implementation of integrated systems of people, money, knowledge, information, equipment, energy, materials, analysis and synthesis, as well as mathematical, physical and social sciences together with the principles and methods of engineering design to specify, predict and evaluate the results to be obtained from such systems or processes (Elsayed, 1999; Köksal & Eđitman, 1998).

The term “industrial engineering” coined in the late 18th century, when it was only linked with the increase in efficiency and profit of the production plant. From Industrial Revolution till now, rapid development of machinery and power sources to run them provide the new challenges for the industrial engineers to optimize their use in the effective production of the product. Since an industrial engineer participates in each stage of the production, they are accountable for the upgrading (adding new tools or a new technology), expanding (enhancing the production of the same product, which is demanded in market in short time), halting (stopping the production of product or unit, which is going in loss), reconfiguring (optimizing the use of unit by configuration of unit again) existing production faculties and sub-faculties (Elsayed, 1999). Industrial engineers are also responsible for adding the new equipment and modifying the existing instruments, which can be used to meet the production of a product.

To maintain the industry standards, industrial engineers have basic working knowledge of multiple engineering fields as well as are familiar with the associated tools, material, equipment and operational process. According to the US Bureau of Labor Statistics (BLS), depending on their tasks, industrial engineers work both in offices and in the settings they are trying to improve. Most industrial engineering job has eligibility of undergraduate degree of industrial engineering or mechanical engineering having specialization of industrial engineering subject. A degree with the management is preferable in the higher-level jobs in industry. Also, employment rate of the industrial engineers will grow five percent from the time period of 2017 to 2022 (BLS Report, 2013).

Since, industrial engineers possess knowledge of multiple fields, they can apply this science, mathematics and engineering methods in complex system integration. Industrial engineers use their skills to improve the production process by using the statistical data analysis, proper planning, execution of the plan, quality control of the product, operation management, personal communication in different levels for issue, computer simulation etc. (Salvendy, 2001). Beside these, industrial engineers also analyze and design the working faculties of the production unit, working group workspace, material handling, information system, resource allocation, worker safety, quality assurance etc. (Strong, Sharonb & Jamshed, 2004).

India is the second largest county in the world by population with the biggest population of young people in the world and the seventh largest country in the world by area. India has the largest number of technical institutes and engineering students in the world (Bajpai & Khare, 2015). After the independence of India, industrialization process started through Public Sector Units (PSU), which is set up Indian government and private



sector companies set their manufacturing units to fulfill the demand generated by locals, manufacturing sector got accelerated and there was a great demand for skilled engineers across the industry (Khare, Chatterjee & Bajpai, 2014).

Present paper is divided into three major parts in which first part has dedicated to the status of industrial engineering education in India at five different stages from diploma, undergraduate, postgraduate, doctoral to post-doctoral level, then future scope of industrial engineering in different production industries with the employment of industrial engineering engineers or other engineering graduate students (mechanical, production, mechatronics, manufacturing, metallurgical) having industrial engineering background and at the end of paper, a conclusion of industrial engineering education in India with a brief comparison with the other countries across the globe.

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

The aim is to give a complete survey of the industrial engineering education in India. Since industries generate the employment for citizens of any country, so it is necessary to have an appropriate skill for the job. For skill development, academic institutes are needed. The authors outline the following objectives of the present manuscript, which is follows here: 1) to give the complete review of the engineering education from diploma level to postdoctoral level in India; 2) to outline the effort of India Government specific to industrial engineering; 3) to give the comparative overview of the industrial engineering with other countries.

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

Theoretical framework of present research consists of current data on engineering education system of India, specific to industrial engineering. A similar type of research had been carried out in the multiple fields, which are control engineering, production engineering, mechatronics engineering & manufacturing engineering.

Indian technical education system is more than 200-year-old, when they laid off the first technical institute at Chennai as survey school in 1794. From then till today, there are 4354 diploma institutions (polytechnics) offering diploma in 60 major disciplines and 5850 technical institutions offering (including technical universities) undergraduate degree in about 45 major engineering disciplines, post graduate degree in more than 200 engineering specialization, doctoral degree in almost each area of technical core or sub core areas of the technical disciplines & postdoctoral degree in the specific sub-areas (industry-oriented) of the industrial engineering at premium technical institutes of India (Banerjee & Muley, 2007). The first engineering college was established in the India in 1847 for the training of Civil Engineers at Roorkee named as College of Civil Engineering (1847–1853), later on, name changed to Thomason College of Civil Engineering (1853–1948). After the independence of India, it became University of Roorkee (1948–2001) and currently it is known as Indian Institute of Technology, Roorkee. Indian Institute of Science (IISc), Indian Institute of Technology (IITs) and National Institute of Technology (NITs) are top technical institutions in India which are providing the education in engineering (Agarwal, 2007).

The industry is the base of any country economy, whether it is products of daily needs, machinery, computer related hardware or system etc., computer hardware, electronics product, metal associated work etc (Khare, Bajpai & Bharati, 2015). Industrial Engineering is offered as a mandatory subject for the mechanical engineering and associated engineering curriculum. Operation Research & Project Management is also offered as a mandatory subject for mechanical engineering and associated engineering curriculum (Dixit et al., 2017).



Duration of diploma degree engineering course is six semesters (three year course), undergraduate degree course (B. Tech or B.E. or BSc Eng.) course is eight semester (four year course), dual degree course (B. Tech or B.E. with M. Tech or B. Tech or B.E. with M.B.A.) is ten semester (five year course) and postgraduate degree course (M. Tech or M.E.) is four semester (two year course) for full-time postgraduate course and six semesters (three year course) for part-time or evening postgraduate course (Khare, Chatterjee, Bajpai & Bharati, 2016). Duration of the doctoral degree program is normally three-year but it can be extended up to six years according to the need of the research topic. Students have to do the two-semester course work, which includes two to four subjects according to their research topic, which gets approved by their supervisor. Postdoctoral program is of two years duration but it can be extended next a year according to the project requirements (Khare, Chatterjee & Bajpai, 2014).

In Europe, North America and another part of the world, Industrial Engineering and Production Engineering are taught separately as an independent engineering discipline, but in India, it is taught as a common postgraduate course in the name of Production Engineering or Industrial Engineering under the mechanical Engineering (Strong, Sharonb & Jamshed, 2004; Khare, Chatterjee, Bajpai & Bharati, 2016).

Diploma courses in industrial engineering are not offered but it is offered with the production engineering in the name of “Production and Industrial Engineering” by few polytechnics across India. AICTE (All India Council for Technical Education) has approved and given a model for diploma level engineering courses. In diploma, first-year course curriculum is common to the diploma courses. It has major subjects are Applied Physics, Applied Mathematics, Applied Chemistry, English, Engineering Drawing & Information Technology (introductory level). The second-year course curriculum is similar to mechanical engineering and it is associated diploma courses in which major subjects are Applied Mechanics, Workshop Technology, Mechanical Engineering Drawing, Hydraulics and Pneumatics, Strength of Materials, Thermodynamics and Strength of Materials. Final year (third year) course curriculum has specialization associated subjects in which major subjects are Production, Planning and Control, Industrial Metrology and Quality Control, Industrial Safety and Maintenance, Industrial Engineering and Machines, and Automation. One subject associated with industrial engineering has been taught in the final year mechanical engineering diploma.

At undergraduate level (B.E. or B. Tech or BSc Eng.), there are about 10–14 core subjects & 2–4 elective subjects options which are directly associated with industrial engineering, rest of them are related mechanical engineering, mathematics and management science (Khare, Chatterjee & Bajpai, 2014). Major core theory subjects are operational research, production design and process planning, product planning, quality control, supply chain management, product development, heuristic methods and quality engineering. Elective courses are more associated with the project areas in which students are working. Major subject offering under this category is interdisciplinary courses, which can be taken by the production engineering and mechanical engineering students. UG curriculum includes a major project, which is done in the final year (both semester) on the field of Ergonomics and Work System Design, E-Procurement and Reverse Auction, Information Systems, Layout, Logistics, Operations Research, Optimization in business decision, Quality Engineering and Management, Project Management, Safety Engineering and Management, System Dynamics & Work Study etc.

The UG course of industrial engineering at Indian Institute of Technology, Kharagpur has laid out a proper format, which includes appropriate courses from mechanical engineering, mathematics, management and other departments.



Indian Institution of Industrial Engineering (founded in 1957, head office in Mumbai) is an institute for propagating the profession of Industrial Engineering and also generating the skill industrial engineers in India. This Institution has 27 chapters all across India. Indian Institution of Industrial Engineering (IIIE) conducts a Graduateship Examination as an external examination for enabling candidates of other engineering background (diploma in other engineering braches), to qualify for Graduate Membership of the institution. The graduateship examination conducted by the institution is recognized by the Central Government of India as identical to bachelor's degree in industrial engineering from any technical campus in India.

At the postgraduate level industrial engineering is offered under the specialization Industrial Technology, Industrial Engineering and Management (IIT Kharagpur), Industrial Engineering and Operations Research (IIT Bombay), Industrial and Management Engineering (IIT Kanpur), Production & Industrial Systems Engineering, Industrial Mathematics and Informatics (IIT Roorkee), Industrial Engineering, Industrial Automation (IIT Indore), Industrial and Production Engineering (NIT Kurukshetra), Industrial Engineering (NIT Nagpur), Industrial Engineering and Management (NIT Raipur) and Industrial Design (NIT Rourkela). IIT Kharagpur offers a dual degree (B. Tech with M. Tech; five-year course) in industrial engineering. Postgraduate level industrial engineering is offered under the specialization.

Major theoretical topics studied under postgraduate degree course include computational methods in engineering, tooling for manufacturing, flexible manufacturing systems, modeling of manufacturing processes, manufacturing management, manufacturing of non-metallic products, rapid manufacturing, lasers in manufacturing, design for manufacture, intelligent manufacturing systems, sustainable manufacturing etc. In final semester, the student has to defend his/her master's thesis before an external examiner (specialization to the thesis) from another institution in India. Master of Science (M.S.) course in Industrial Engineering specialization is offer at the IIT Kharagpur.

National Institute of Industrial Engineering (NITIE), Mumbai is one of the most prestigious and oldest institutions dedicated solely to the studies of Industrial Engineering. It was set up by the Central Government of India in 1963 with the assistance of United Nations Development Program (UNDP) through the International Labor Organization (ILO). Courses such as Postgraduate Diploma in Industrial Engineering (PGDIE), Postgraduate Diploma in Industrial Management (PGDIM), Postgraduate Diploma in Industrial Safety and Environmental Management (PGDISEM) are some of the courses available in it. It also offers Doctoral Fellowship Program recognized by Ministry of HRD, central government of India as equivalent to PhD of any Indian University.

Decision Support Systems, E-Procurement, Ergonomics, Information Systems, Inventory Control, Layout, Logistics, Operations Management, Operations Research, Project Management, Reverse Auction, Strategic Management, Supply Chain Management, System Dynamics, System Engineering and Work Study are the major field of Industrial Engineering in which faculty and research in India work. At the doctoral level, students deals with theoretical and practical problem analysis for their doctoral thesis. Some research projects funded by funding agency (Government agencies and Private organizations) may form a part of their research work.

Postdoctoral level research in Industrial Engineering is offered by top technical institutions in India by their industrial engineering or mechanical engineering department.

Due to its importance, many courses took by students during the undergraduate course of industrial engineering are same as those took by mechanical, production, mechatronics





or manufacturing engineering, undergraduate students. Singiresu S. Rao, M. V. Gandhi, Balasubramanian Muralikrishnan, Jayaraman Raja, J. K. Sharma, Sunil Chopra, Siddhartha Ray, Dileep R. Sule, P. Rao, N. Tewari, T. K. Kundra are the major Indian authors whose books are adopted as a textbook in the different courses associated with the industrial engineering.

Various Computer Aided Manufacturing software such as NX CAM of Siemens and Delcam are most widely used for simulating industrial problems with utmost accuracy. There are numerous software such as MasterCAM, SolidCAM, CATIA etc. Some open source CAM software are OpenSCAM, Probotix CNC software, Wings 3D, Blender etc.

Indian Government has taken many initiatives to enhance teaching and learning through the online web medium. Indian Government has developed virtual labs, online videos lecture database through National Program for Technology Enhanced Learning (NPTEL) (Krishnan, 2009) and online theses management system Shodhganga (Vishwakarma, Maurya & Prarshar, 2013). Virtual labs are developed with the partnership of technical institutions & Ministry of Human Resource Development (MHRD). Some labs such as metal forming lab, general purpose production shop simulation lab, laser based flow diagnostics laboratory, etc. have been already developed which is associated with the students of industrial engineering. Some labs are still in development phase (Ray, 2012). NPTEL program gives the students an opportunity to learn course from the faculties of the premier institutes of the country. Those students, who participate in these online series, are asked to take a test and are awarded a certificate on qualifying the test. The duration of these online courses is around 40–50 hours. Some small duration courses are also offered nowadays of such duration as 10 hours, 20 hours and 40 hours. An open source repository provides lectures of the faculties that students can access through online, which is completely free of cost. Students can also clear their doubts in some on-going courses. Indian Governments also develop an Android Application of NPTEL for the convenient of the student. Shodhganga is an online space for research scholars (from any country in the world) to access the research work ongoing in Indian universities & scholars. They can also submit their doctoral theses (after defense through their campus) and make it available to the entire research community in open access space throughout the globe. This online repository is able to index, store, disseminate and preserve ETDs (Electronic Theses and Dissertations) (Vishwakarma, Maurya & Prarshar, 2013). There is a program called “Text Book Companion” in which the students are asked to solve the standard books related to manufacturing or industrial engineering and to code the results so that the solutions can be visualized by the students. The solutions are usually coded in SciLab. Upon successful completion of the assigned book to the students they are rewarded both with a certificate as well as a cash prize (Bhattacharya, 2008 & Banerjee & Muley, 2007).

## RESULTS

Only few premium technical institutes in India have departments on Industrial Engineering or Production Engineering. IIT Kharagpur has a dedicated department on Industrial Engineering, which offers degree courses (B. Tech and M. Tech) as well as Dual-Degree courses (B. Tech with M. Tech and B. Tech with MBA). This institute also offers Doctoral and Postdoctoral degree courses. In present 5 out of 23 IIT's offer courses in Industrial Engineering as shown in Fig. 1 and Fig. 3 whereas in NIT's the count is 17 out of 31 represented in Fig. 2 and Fig. 4. Indian Institution of Industrial Engineering offers MSc in industrial engineering and should also initiate some short term professional courses in Industrial Engineering.



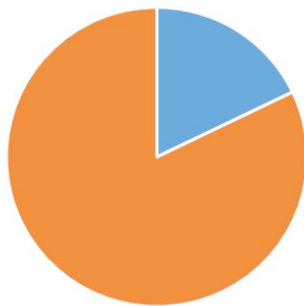
■ IIT offering Industrial in UG  
 ■ IIT not offering Industrial in UG

Fig. 1. Industrial Engineering (UG) at IITs



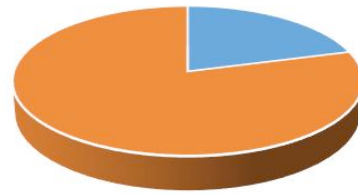
■ NIT offering Industrial in UG  
 ■ NIT not offering Industrial in UG

Fig. 2. Industrial Engineering (UG) at NITs



■ IIT offering PG in Industrial  
 ■ IIT not offering PG in Industrial

Fig. 3. Industrial Engineering (PG) at IITs



■ NIT offering PG in Industrial  
 ■ NIT not offering PG in Industrial

Fig. 4. Industrial Engineering (PG) at NITs

Engineering is the base for any type of industry. Engineers with a bachelor's degree in manufacturing or mechanical engineering are more likely to find their place in production firms both private and government sectors. As per their curriculum, they are most eligible for private production units, railways, armed forces and PSUs. Usually managerial or supervisory where critical decision-making skill is needed for the smooth production and high performance of the industry. Those who have a doctoral degree in manufacturing or industrial engineering are usually found taking a decision at the top levels of the organization or management. Scholars with a doctoral degree or above can easily find their ways in technical institutions across the globe. Usually, the graduates obtain the jobs in industry manufacturing engineer, operations analyst, industrial managers, management engineer, quality control technician, process engineers, quality engineers etc. Besides these, industrial engineers are also eligible for the certain jobs of mechanical engineers in government own companies including railways, Engineering Services Examination (ESE) and automobile sector are major (Khare, Chatterjee, Bajpai & Bharati, 2016).



Central Manufacturing Technology Institute (CMTI) is a registered Government of India Society, an autonomous institution under the administrative control of the ministry of commerce and industry (MoCI), which offers one year (two semesters) postgraduate diploma in advanced manufacturing technology (PGDAMT) in collaboration with Karunya University, Coimbatore, which is very beneficial for the industries as modern ways of manufacturing are extremely efficient and power saving which ultimately increases the profit of the organization. This course has the objective of making fresh engineers industry ready. This course trains an individual on typical manufacturing industry processes, advanced technologies, live applied research projects and industrial visits (Khare, Chatterjee, Bajpai & Bharati, 2016).

A recent initiative of Indian government “Make In India” will help industrial engineers as the Indian government is inviting the manufacturing firms to open their manufacturing plants in India for production (Seal & Shubhasree, 2015). This will generate the jobs for the candidates having an engineering degree in industrial engineering (Rajan, 2015; Biswas, 2016).

#### CONCLUSIONS

We have used widely accepted QS university ratings for shortlisting the universities to compare of industrial engineering education status in top universities of BRICS countries (Quacquarelli Symonds, 2017). Tsinghua University, China tops the chart of BRICS most prestigious nation, offers a bachelor’s program in Industrial Engineering. It has many applications based research centers focusing on computer integrated manufacturing, numeric controlled manufacturing, automated manufacturing and CAD. Shanghai Jiao Tong University has a department of Industrial Engineering in China. Other top five universities in China do not have separate departments for manufacturing related courses. Bauman Moscow State Technical University of Russia has a program in Industrial engineering. Other technical campuses in Russia have higher degree program associated with the industrial engineering. The University of Sao Paulo, Brazil offers many graduate programs including industrial engineering under the aegis of Department of Materials and Manufacturing Engineering and Department of Production Engineering. The Brazilian government has provided a vision for education prioritizing on science and technology which reflects in their curriculum. Industrial Engineering also finds its place in the curriculum of various other courses in several different universities.

When compared to India, Brazil and South Africa have a better laid out plan for expansion of industrial engineering courses. While surprisingly Russia has merely a number of colleges focusing on industrial engineering. China stands at par with India with respect to industrial engineering education curriculum .

Industrial Engineering plays a pivotal role in the field of engineering for the proper development of industries in any nation. Indian government’s initiatives in laying the framework of the industries for those commodities, which India is purchasing from the other parts of the world since independence is praiseworthy. These production plants across the country will see the advantage in the manufacturing and production engineering. Present scenario of industrial engineering education seems in its premature stages in India. With a mere number of colleges offering this stream in undergraduate studies leaves a chasm to be filled promptly in near future. Although the platform set in India regarding industries at present gives a kick start for employment and research opportunities in Industrial Engineering.

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## THE ROLE OF COMPARATIVE PEDAGOGY IN EVALUATING EDUCATION SYSTEMS OF DIFFERENT COUNTRIES

### ABSTRACT

*The article presents the definition of comparative pedagogy according to comparisons from different parts of the world. The subject of the pedagogical sub-disciplinary study, which in its own particular way relates to the research method, has been presented. The obtained results provide the basis for the argument that the scope of comparative pedagogy is quite extensive. In addition, over the years, it has widened considerably. The vocational comparative pedagogy has been added to the traditional direction of comparative pedagogy. Its indispensable function has been the analysis of the economic processes in close connection with the problems of preparation and improvement of the qualifications of personnel. Therefore, comparative pedagogy does not currently have a theory of one kind that definitively determines its subject matter. The author points out that not only the didactic system itself, but also the various conditions that support or inhibit educational activity, are important for comparability. This article also describes the objectives of comparative pedagogy. It has been found that the cognitive goal is to explore the knowledge of education systems and to compare the qualitative and quantitative changes in these systems. The practical aim is to borrow and introduce theoretical and/or practical solutions into the didactic system. On the other hand, the educational goal is to determine and improve the actual educational situation. Based on the collected materials, it has been concluded that both the objectives and the subject matter of comparative pedagogy research are very broad and often go beyond the area of the pedagogical sub-discipline.*

**Keywords:** education system, comparative pedagogy, subject of comparative pedagogy, objectives of comparative pedagogy.

### INTRODUCTION

The concept of “comparative pedagogy” has a broad palette of definitions that are similar to each other, sometimes supplementing each other and sometimes quite different. To this day, no definitive definition of comparative pedagogy has been formulated.

According to the American comparator, “comparative pedagogy is the analysis of systems and problems of pedagogy in two or more countries, in the context of their historical, socioeconomic, political, cultural, religious and other significant determinants” (Průcha, 2004, p. 32).

In the scientific works it has been also pointed out that comparative pedagogy as a discipline is intended to verify the current development trends of education in a larger area of states, to combine theory with practice and social education with society (Průcha, 2004).

The German comparator has proposed to specify the working area of comparative pedagogy. The scholar claims that comparative pedagogy is a synergy between Academic comparative education and interventionist comparative education (Průcha, 2004).



The diversity of concepts points to the fact that the definition of comparative pedagogy is multidimensional definition (Chepil, 2014; Sbruieva, 1999; Halus, Shaposhnikova, 2006).

Therefore, the following questions arise: what is the subject of comparative pedagogy in modern times? What are the aims of comparative pedagogy?

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

The purpose of the study is to present the area of the activities of comparative pedagogy.

The task is to define the subject and the objectives of this pedagogical sub-discipline, and to try to determine its directions of development both in the present and in the future.

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

In many European countries, the concepts of comparative pedagogy have influenced the education system of a given country. They also supported the reorganization of the education systems in Poland and Ukraine.

The subject matter of comparative pedagogy in the evaluation of the Polish education system has been presented in numerous scientific papers. They described the development of the Polish education system and analyzed the process of creating it in different time periods (Furmanek, 2010). Many times the national educational system has been compared with the Western European school system and new methods of teaching and educating young people have been analyzed (Dziewulak, 1997; Jalmużny, Leżańska, 2002).

Academic backgrounds supported the concept that “comparative pedagogy is one of the tools of educational policy” and gave this pedagogical discipline “a specific scientific and practical status that distinguishes it from other pedagogical sciences” (Suchodolski, 1972, p. 25). In the papers it has been also pointed out that “if we use the common divide between the two traditional streams of comparative pedagogy: the first stream pays homage to the concept of pure science, and the second one is seeking to validate discipline through its usefulness for practice, it turns out that in Poland this second understanding has been accepted” (Pachociński, 2007, p. 54).

It can be concluded that the influence of comparative pedagogy on the Polish education system has led to the fact that in the process of systemic transformation in Poland, national education has been oriented and rebuilt in the model of Western European countries (Włoch, 2016).

Comparative pedagogy has also played an important role in evaluating the Ukrainian education system and helped to reorganize it.

In Ukrainian scientific publications it has been emphasized that the task of this pedagogical sub-discipline is to describe and analyze education systems in the present or in the past, taking into account all external and internal factors such as culture, tradition, religion, political or economic system (Chepil, 2014; Sbruieva, 1999; Halus, Shaposhnikova, 2006).

Looking through the prism of comparative pedagogy, it has been also recognized the correlation between social changes and educational changes, and it was noted that “the changes of the social system, especially the radical changes, must naturally bring about changes in the education and training system” (Nyczkało, Szlosek, 2008, p. 36).

While reforming the education system of Ukraine, the experience of other nations and the specificity of their own country has been taken into account.

The ways of knowing and explaining certain facts from the past or present are different. It can be said that the study of certain facts or their separate phenomena has its own way or research method. According to the accepted assumptions, “the research method is a system of logical thinking, expressed in a scientific approach to solving specific problems” (Maszke, 2008, p. 157).



In this theoretical study, a comparative method has been used. About the significant role of this method it was written: "(...) in some sciences, comparison is a cognitive activity that is extremely important and occurs in the first set of research, as well as observation in observational methods. That is why some teachings, such as comparative linguistics, comparative psychology and comparative zoology are called comparative" (Pieter, 1967, p. 127).

When describing the role of comparative pedagogy in evaluating education systems, it should be noted that the subject matter of the study is particularly related to the research method.

### RESULTS

Comparative pedagogy describes problems that are the subject of other sciences, and therefore the scope of comparative pedagogy is very broad (Nawroczyński, 1972). In Polish scientific circles it is considered that the subject of comparative pedagogical studies is actually all pedagogical issues in which knowledge of the state of things may be helpful in solving similar educational problems in other countries (Suchodolski, 1985).

The author of the work *Comparative Pedagogy*, proposes to divide comparative pedagogy by reference to the subject of the study into historical comparative pedagogy and the pedagogy of spatial comparisons (Frątczak, 1993).

One of the Ukrainian pedagogues points out that the terms "comparative pedagogy" and "foreign pedagogy" should be distinguished. According to the author, the goal of foreign pedagogy is to collect and describe facts that reflect the state of education in a given country. Therefore, foreign pedagogy is descriptive. On the other hand, for comparative pedagogy the main objective is to reveal the global regularity of the development of the didactic system. It should also take into account the specificities of education in different countries (Vasiuk, 2008).

Another Polish pedagogue presents the peculiar views on the subject of comparative pedagogy. He writes that the mentioned science does not seek the object of research, and that object creates itself. He also points out that we currently do not have one type of theory that could be used to describe the subject of comparative pedagogy. "Rather it should be said that there are many theories with varying degrees of application that are equally well suited for this purpose. It is to be expected that many such theories will arise in the future. In this sense, those who think that the subject of comparative pedagogy is quite extensive are right and that comparative research can be equally well carried out in areas traditionally reserved for pedagogy, pedeutology, andragogy and many others" (Pachociński, 2000, p. 96).

Over the years, the subject of comparative pedagogy has expanded. For comparative purposes, not only the didactic system itself and its results, but also the various conditions that supported or inhibited its activity, became important. More and more attention was paid to the educational aspect. In the scientific papers the need to consider in the comparative studies of all genetic and functional determinants has been highlighted. Based on this view, it has been argued that "for comparative pedagogy, it is not important that there are different phenomena, but rather the way in which they originate – what are their origins and how they appear in historical development and in some concrete reality" (Wiloch, 1970, p. 186).

It is worth stressing that in the papers describing the theoretical foundation of comparative pedagogy there is still a debate underway verifying the subject of pedagogy of comparative study.

Despite such a broadly understood subject of comparative pedagogical research and the different and even extreme and contradictory views described in pedagogical literature, comparative pedagogy is developing and occupying an important place among other



scientific disciplines. Today, as in the past, it still continues to set goals and objectives. According to the accepted concept the goals of comparative pedagogy can be divided into: cognitive goals; practical goals; educational goals (Frątczak, 1993).

The subject matter of objectives of comparative pedagogy appears in numerous scientific papers. According to one of the authors by comparing the education system in one country but at different historical periods, we are aware of the magnitude of progress, we get to know the qualitative and quantitative changes that have taken place in this system, thus achieving the goal – cognitive goal (Pęcherski, 2000).

Next to the cognitive goal, utilitarian purposes (practical) count. One component of this objective may be providing objective information about the learning process in different countries or providing valuable material to improve the education system. “If the purpose of educational policy in a country is to promote secondary education, comparative educational research will help answer the question: what school system and what organizational structure of education is more effective in achieving this goal? What factors and conditions – including extracurricular – conduce and what inhibits the achievement of such school system goals” (Pęcherski, 2000, p. 85).

The Czech pedagogue also writes about the practical orientation of comparative pedagogy. The author points out that “the traditional idea that comparative pedagogy works exclusively with pedagogical theorists is no longer justified. On the contrary, today the achievement of this science is also used by employees in other disciplines of knowledge, officials, politicians and educators” (Průcha, 2004, p. 20).

We are inclined to believe that the utilitarian purpose of comparative pedagogy is also to borrow and introduce proven theoretical and/or practical solutions for both secondary-school education and vocational education (Nychkalo, 2011). The inspiration for this opinion has been drawn from the work of a Ukrainian pedagogue who emphasizes that “comparative pedagogy as a pedagogical sub-discipline (...) is related to the specifics of vocational training in various economic and education systems on the basis of their close connection. As a result, professional comparative pedagogy cannot be limited only to analyzing educational processes in different countries or regions of the world. Its indispensable function is the analysis of economic processes (macro- and microeconomic) in the conditions of individual states (...) in close relation to the problems of preparation and improvement of the qualifications of personnel at various stages of socio-economic development” (Nyczkało, 2011, p. 41).

The child-rearing aspect of comparative pedagogy has also become important. By presenting the didactic system as a component of two processes: teaching-learning and being raised within academic circles it has been noted that “comparative pedagogy as a discipline that evaluates educational phenomena from various systems of reality, specifically determining educational processes, must cover a very broad range of pedagogical issues, in order not to omit some relationships in educational realities which has significant pedagogical importance” (Wiloch, 1970, p. 180).

Based on the presented material it has been stated that both the aims and the subject matter of research in comparative pedagogy are very broad and often go beyond the field of pedagogical sciences.

The above reflections on the concept of comparative pedagogy, the subject matter and the purpose of its research can be summarized by the words of the Polish scholar who writes about the importance of pedagogical comparative research: “(...) in comparative research, the most important thing is to know more about education in other countries





(especially our neighbors), focus attention on the most valuable achievements (learn from others) to properly promote their own models of educational activities in other countries and to build theoretical foundations of mechanisms for growth of achievement in the various fields of effect in education and to create links that are conducive to shape the compatibility of education systems in many European countries and similarly in some global solutions” (Niemiec, 2011, p. 24).

### CONCLUSIONS

The comparative analysis of Czech, German, Polish and Ukrainian source materials describing the role of comparative pedagogy in evaluating different education systems gives the basis for arguing that the scope of this sub-discipline is very extensive. Sometimes comparative pedagogy studies the objects traditionally included in other pedagogical sub-disciplines. Therefore, its future is shaping such directions as comparative pedagogy of pre-school education, comparative pedagogy of general education, professional comparative pedagogy, comparative pedagogy of higher education and others.

The broad scope of comparative pedagogical activities explains why the subject of research and the aims of this sub-discipline today are not definitively defined. It can be assumed that they will never be unambiguously defined, as the development of science will continue to widen.

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## COMPARATIVE ANALYSIS OF LINGUISTS' PROFESSIONAL TRAINING AT BRITISH AND UKRAINIAN UNIVERSITIES

### ABSTRACT

*We have performed comparative analysis on professional training of linguists at British and Ukrainian universities at administrative and managerial, legislative, organizational and pedagogical, systemic, conceptual, socioeconomic levels. As evidenced above, British and Ukrainian systems of professional training of linguists differ significantly, but simultaneously they are similar to the trends in development. In the first place, the main difference is manifested in the content of curricula. Professional training of linguists in Ukraine is aimed primarily at professional orientation on the national (regional) labour market, comprehensive development of personality of future specialists, formation of harmonious development of both general and professional qualities. In British experience, this training is oriented toward the world labour market. In view of the above, it is expedient to update the content of curricula for linguistics, in particular, its focus on professional and research-based training, taking into account the best practices of foreign experience, in particular British one. An important objective of Ukrainian higher education institutions is to improve quality of teaching professional and special disciplines, provide modern teaching materials, as well as attract foreign specialists to teaching. It is also worthwhile to encourage students to participate in work placements abroad, as it is the case with leading universities in Great Britain. Perspectives for further researches are seen in studying foreign experience in training linguists at leading European universities in order to justify the best aspects of such experience and therefore implement them into practice of professional training of linguists at Ukrainian universities.*

**Keywords:** linguistics, linguist, comparative analysis, professional training, university, Ukraine, Great Britain.

### INTRODUCTION

The 21st century modifies the paradigm of awareness of the phenomenon of education in a global context. The states all over the world are making efforts to improve educational practices in primary, secondary and higher education through the prism of economic and social projects designed to promote the idea of a modern person who seeks personal and professional development. So, in 2005, Ukraine signed the Bologna Declaration and thus launched a new stage in the development of the national education system. The integration of Ukrainian higher education into the European Higher Education Area (EHEA) prompts the search for effective innovative ways of modernizing professional education. The internationalization of the system of higher professional education creates conditions for expanding the boundaries of international activities of universities, including development and implementation of double degree programmes and academic exchanges. This is especially important for professional training of linguists, since it is a prerequisite



for its quality. In this regard, improvement of the content and organization of linguists' professional training becomes a topical direction of pedagogical researches.

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

The aim of the study is to perform comparative analysis of professional training of linguists at British and Ukrainian universities.

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

Theoretical framework of the research consists of works by N. Bidyuk (2013), Cunningham (2014), D. J. Edwards (1994), A. I. Gretchenko (2016), R. Hudson (2004), T. Tretko (2014). In addition, we have applied to such sources as the National Archive of UK legislation, Quality Assurance Agency and several Ukrainian electronic editions. Also we have used the information on linguistics curricula provided by Khmelnytskyi National University and Newcastle University to analyze the peculiarities of organization of linguists' professional training in both countries.

Comparative pedagogical analysis has been carried out in different directions in order to identify common and different approaches for the purpose of borrowing positive achievements and preventing mistakes in the process of modernizing professional training of linguists in Ukraine: *administrative and managerial, legislative, organizational and pedagogical, systemic, conceptual, socioeconomic*, etc. In our opinion, justification of positive ideas of British experience and their comparison with the traditions of national higher education will contribute to improvement of professional training of linguists.

#### **RESULTS**

Consequently, on the path to creation of European educational space, one of the fundamental issues that requires urgent resolution is the convergence of higher education systems. After all, each country formed her own national higher education systems, which are significantly different from similar systems in other countries.

Thus, we consider it necessary to analyze the peculiarities of higher education of Great Britain and Ukraine at the administrative and managerial level.

So, in Great Britain Department for Education is responsible for general management and strategic planning of the higher education system. Partly the duties of Department are delegated to governing bodies of England, Wales, Scotland and Northern Ireland. Financing bodies are also regionalized. In addition, in all higher education institutions of the country there is a special system of self-government and self-control, according to which important, principle decisions are taken at the level at which they should be implemented (The National Archives, n.a.). Thus, we can conclude that British higher education management is based on the principles of decentralization. Instead, in Ukraine, higher education administration is carried out by the Cabinet of Ministers of Ukraine, central executive authorities in the field of education and science, the National Academy of Sciences of Ukraine and national, branch academies of sciences, etc., therefore it is centralized (Tretko, 2014). In our opinion, this is the most significant difference in organization of higher education management in both countries at the administrative and managerial level.

Another distinguishing feature of the British model of education management is the great number of specialized intermediary organizations (Quality Assurance Agency, Higher Education Statistics Agency, British Accreditation Board, etc.). In addition to their direct functions of studying, coordinating and evaluating the activities of universities, they fulfill the strategic objectives defined by Department for Education. Although the institutional distance between the intermediary bodies and the state authorities is clearly established, lately these organizations have been largely influencing central government policy.



In Ukraine, the National Agency for Quality Assurance in Higher Education was established in 2015 and officially began its activities in 2016. Positive steps of the Agency's activity are participation in the meeting of the Committee on International Cooperation of the National Agency for Quality Assurance in Higher Education. Among the first objectives is clear determination of the needs of other committees in terms of studying international experience and attracting relevant foreign experts; systematization of the results of international projects in the field of higher education quality implemented or being implemented in Ukraine, etc. (Osvitnii portal "Pedahohichna presa", 2016). It should be noted that the adoption of the Law on Higher Education in Ukraine in 2014 was a real impetus towards "europeanization", since higher education institutions were granted the right to academic, economic and financial autonomy.

Research findings prove that the laws regulating higher education in Great Britain include the Education Reform Act 1988, the Further and Higher Education Act 1992, The Further and Higher Education (Scotland) Act 1992, the Higher Education Act 2004 (The National Archives, n.a.).

In our view, the system of legislative regulation of higher education in Ukraine has much in common with the British system. During the first years of independence Ukraine existed under the legislative acts of USSR, in particular, the Law of the USSR "On Education" dated May 23, 1991. An important component of the state-building process was the task of forming its own educational policy. The main component of the regulatory framework for reforming higher education in modern Ukraine is the Constitution of Ukraine, the Law of Ukraine "On Education" dated September 5, 2017, the Law of Ukraine "On Higher Education" dated January 7, 2014, the State National Program "On Education (Ukraine of the 21st Century)", the National Doctrine of Education Development, the National Strategy for the Development of Education in Ukraine for 2012–2021. It should be emphasized that the adoption of the new Law of Ukraine "On Education" means creation of an education system of the new generation that "will provide conditions for education of all categories of the population of Ukraine, an effective system of ensuring comprehensive development of people and will contribute to a significant increase in the intellectual, cultural, spiritual and moral potential of society and personality" (Publichnyi audyt, 2017).

Having analyzed the peculiarities of professional training of linguists in Ukraine, we came to the conclusion that in addition to the above-mentioned legal documents, the Regulations "On the Organization of the Education Process in Higher Education Institutions", "On Qualification Levels (Step-by-Step Education)", the Provision "On the Approval of the List of Branches of Knowledge and Specialties for which Higher Education Institutions Train Specialists", drafts of higher education standards, such as 014.02 "Secondary education (language and literature with the indication of language) (bachelor's degree)", 035 "Philology (humanities) (master's degree)", etc. (Tretko, 2014).

According to D. Edwards (1994), quality is a range of features and characteristics of an item and services that conform to the approved norms (standards). That is, in the field of higher education, quality implies the indicators of the level of knowledge, abilities, skills, professional mastery of British universities that are responsible for "state educational standards", which are also "approved norms". However, in Great Britain, under the autonomy there is no single normative framework or system of the state regulation of the content of student training, unified demands for all university graduates, since each university approves its own curricula, introduces its own organization of the education process and the system for assessing students' knowledge. So, in Great Britain there is no single national programme for training linguists.



In 2002, the Quality Assurance Agency developed Subject Benchmark Statement for Linguistics (bachelor's degree). The second edition of the document took place in 2007, the third – in September 2015. It should be noted that this document is of a purely advisory nature (Quality Assurance Agency, 2007; 2014; 2015).

Of practical interest is comparative analysis of the structural, content, organizational and pedagogical principles of professional training of future linguists at British and Ukrainian universities, which proves the existence of both common and different approaches. It has been revealed that at the present stage, the main trends in higher education of Great Britain and Ukraine are diversification, centralized and decentralized management, internationalization, social partnership, informatization, competency-based approach, interdisciplinary approach, universalization, individualization (Cunningham, 2014; Gretchenko, & Gretchenko, 2016). The common approach of both countries is the desire to form a system of linguists' professional training based on the national traditions with the requirements of integration and globalization processes. The possibility of synthesis of these two aspects is aimed at forming a modern linguist capable of generating new ideas, carrying out professional activities under the conditions of sustainable development and information technologies, knowledge transfer, multiculturalism.

It should be noted that since the foundation of the Quality Assurance Agency in 1997 and the approval of the 2000 National Code of Practice for Academic Quality and Standards in Higher Education, systematic measures have been taken to modernize technologies of ensuring higher education quality in Great Britain. However, quality of professional training is seen by British educators not only as a ratio of "goals and outcomes", but also as a functioning quality system. Quality system indicators are identical in many countries: quality of applicants, quality of studentship, quality of teaching staff, quality of educational and methodological support, quality of facilities and appliances. These indicators also correlate with the indicators of UNESCO (Gretchenko & Gretchenko, 2016).

As noted above, British higher education institutions are empowered to independently develop curricula. Thus, universities engage teaching staff in development of curricula, syllabi, as well as modules for professional training of future specialists. Developers of curricula for professional training of linguists use Subject Benchmark Statement for Linguistics (Q100), the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, the Framework for Qualifications of Higher Education Institutions in Scotland (for Scottish universities). General provisions for development and approval of curricula are set out in Chapter 1 of the Quality Code for Higher Education developed by the Quality Assurance Agency. All the documents, which form the basis of organization of the education process of linguists' training, contain clearly defined strategic goals and objectives for their professional training (Hudson, 2004). It should be noted that Great Britain has a well-developed system for providing applicants with necessary data on curricula. For instance, the Universities and Colleges Admissions Service (UCAS) annually publishes reports on the number of enrollments of applicants; in addition, it processes applicants' applications, thereby contributing to efficiency of the admission system. UNISTATS and Postgraduate Search provide detailed information on curricula at all levels of higher education, allow one to read reviews by other students and compare official information about the courses offered by universities and colleges. Unfortunately, such effective services for higher education are not yet available in Ukraine.

A positive aspect in the process of modernizing the system of higher education in Ukraine is modification of the classification of higher education levels, in particular



introduction of junior bachelor, abolition of the “specialist” degree”, introduction of doctor of philosophy (PhD) (Ukrainci Sohodni, n.a.). We believe that this is an important step towards the transition from the Soviet classification to modern European standards.

We share the views of V. Tretko (2014) on the low level of academic mobility of Ukrainian students, in particular students-linguists. As practice shows, British universities offering curricula in linguistics, in particular combined degrees (English, German, Spanish, French, Russian, etc.), provide students with the opportunity to take part in various exchange programs abroad. For example, Lancaster University maintains close partnerships with three universities – the University of Ghent (Belgium), the Beijing Institute of Foreign Studies (China), the Chile-British University of Culture (Chile); the University of Edinburgh collaborates with universities in the USA, Australia, New Zealand, Asia, etc. Instead, most Ukrainian universities can offer students only double degree programmes (in particular, in Poland, due to the territorial closeness of both countries), or the Work and Travel programme that is extremely popular among students, which, in our opinion, is not a very successful example of student mobility, since it involves acquisition of life skills rather than academic ones, which in this context play a more important role, because they are related to professionalism of future specialties. Given the integration processes taking place in the academic community of Ukraine, special attention should be drawn to the fact that compliance with the European standards will, to some extent, require Ukrainian universities to expand geography of mobility of students and teaching staff, and now it involves certain challenges for the higher education system of Ukraine.

The next positive point is that now in Ukraine, master programmes operate independently of bachelor programmes and involve one to two years of study, depending on the specialty, curriculum and university. At British universities it is not obligatory to obtain a bachelor’s degree in Linguistics in order to pursue a master’s degree in this subject. As you can see, British and Ukrainian approaches to organizing admission to master programmes in Linguistics do not differ from Ukrainian ones.

The essential difference between educational curricula for linguistics in the Great Britain and Ukraine is the level of specialization. Thus, the British system of professional training of bachelors in Linguistics combines wide- and narrow-profile programmes that involve training of specialists in various fields (linguistics, cognitive linguistics, language and linguistics, linguistics and philosophy, linguistics and psychology, linguistics and sociology, linguistics and history, linguistics and economics, linguistics and geography, linguistics and the media, linguistics and music, linguistics and journalism, etc.). In Ukrainian higher education such specializations are not common.

So, we have analyzed the peculiarities of curricula for bachelor’s degree in Philology at Khmelnytsky National University (Faculty of International Relations) and bachelor’s degree in Linguistics at Newcastle University (School of English Literature, Language, and Linguistics). In accordance with the requirements of the Bologna Declaration, the education process in both institutions is based on credit-based modular principles. In Ukraine, professional training of Bachelors in Philology (applied linguistics) encompasses the study of 53 academic disciplines, of which 62 % are professional disciplines and are normative in nature, that is, compulsory (Fundamentals of Computer Science and Technology, Fundamentals Applied Linguistics, Modern English, Practical English Grammar, Practical English Phonetics, Fundamentals of Programming, Information Technologies in Linguistics, Fundamentals of Text Linguistic Analysis, Automatic Systems of Text Information Translation, Communicative Linguistics, Organization of Databases and Knowledge, Information Resource Support of



Linguistic Activity, Contrastive Linguistics, Psycholinguistics, Automatic Processing of Natural Language, Pragmatics, Political Linguistics, etc.). The total number of credits is 240, including 231 credits for compulsory and optional modules, 3 credits – for computer-based practice, 3 credits for computer-based linguistic practice, 3 credits – for certification exam (Khmelnitskyi natsionalnyi universytet, 2017).

At Newcastle University, bachelor's degree in Linguistics consists of only 9 required modules (The Nature of Language, Language Through Time: Introduction to the History of English, Shaping Sounds and Syntax, Building Blocks of Language, Language Across Space: Introduction to English Dialects, Phonological Theory, The Syntax of the World's Languages, Syntactic Theory, Extended Study 1: Linguistics and English Language, Extended Study 2: Linguistics and English Language). The total number of credits is 360 CATS, corresponding to 180 ECTS credits. Of these, 140/70 credits are allocated to the study of compulsory disciplines, 220/110 – optional disciplines. It should be noted that in the third year of study at Newcastle University professional training of Bachelors in Linguistics involves studying only optional modules, which, in turn, are also classified. In addition, a bachelor thesis (40/20 credits) is not a prerequisite, which is common to both universities (Newcastle University, 2017).

In addition, the content of programmes for professional training of Bachelors of Linguistics at these universities is also different. Thus, at Khmelnytskyi National University bachelors-linguists must possess communicative, linguistic, information, analytical thinking, scientific, value-based competencies. In addition to linguistic and communicative competencies, Newcastle University encourages continuing development of professional competency (such modules as Career Development for Second Year Students, Developing Enterprise, Entrepreneurship and Employability, Career Management). A considerable advantage is development of sociocultural competency of future specialists (Language Development: Cross-Disciplinary approaches, Sociolinguistics and the Sociology of Language). In our opinion, positive aspect of bachelors' professional training at Khmelnytsky National University is compulsory completion of computer-based and linguistic practice, which promotes development of information, computer and analytical competencies of future specialists.

At Khmelnytsky National University, training of Bachelors in Linguistics involves providing them with the opportunity to work as translators/interpreters, as evidenced by the presence in the curriculum of such disciplines as Theory and Practice of Translation (English) (6 credits), Theory and Practice of Translation (German) (6 credits), Automatic Systems for Text Information Translation (6 credits); programmers, developers of linguistic databases, compilers of electronic catalogues – Fundamentals of Computer Science and Technology (7 credits), Fundamentals of Programming (7 credits), Mathematical Logic (6 credits), Organization of Databases and Knowledge (6 credits), Object-Oriented Programming (5 credits) (Bidyuk, 2013).

At Newcastle University, students have wide opportunities to obtain two specializations, such as Linguistics with Chinese or Japanese BA Honours, Linguistics with French BA Honours, Linguistics with German BA Honours, Linguistics with Spanish BA Honours, Modern Languages with Linguistics BA Honours. In addition, the University offers a wide range of master programmes, including English Language with/or Linguistics MLitt, Linguistics (with specialist pathways in English Language, Language Acquisition and European Languages MA), Applied Linguistics and TESOL MA, Applied Linguistics (Research) MA, Cross-Cultural Communication and Applied Linguistics MA, Modern Languages MPil, Sociolinguistics (Research) MA, Speech and Language Sciences MPil.





Based on comparison of the structure of syllabi, it has been found that the syllabi of both universities cover normative (compulsory) and optional units. It is worth noting that both units are different, yet similar aspects are present, too. Thus, in these syllabi, technology is provided exclusively for training future specialists, and general scientific and additional training are beyond. The cycle of humanities and social sciences provides the students with fundamental knowledge, teaches them to navigate in a constantly growing amount of scientific knowledge, the opportunity and knowledge of social interaction; a cycle of general professional and special disciplines – with professional mastery and the opportunity to exercise, if possible, professional mobility.

We emphasize that optional disciplines are important components of the curriculum. So, the number, the list and the names of the disciplines vary considerably, which can be explained by the difference in a conceptual vision of the profession of linguist in Great Britain and Ukraine, as well as the needs of the society of both countries for implementing this profession in the modern labour market, both at the global and national levels.

As one can see, Ukrainian curricula provide fundamental theoretical training that meet global academic challenges, as well as provide the students with practical skills through different types of practice. However, the situation with optional disciplines remains to be complicated, as Ukrainian students are limited in their ability to independently choose optional disciplines that would meet their academic demands, therefore, they are not in a position to independently design their own learning trajectory. In our opinion, this aspect requires a gradual solution, since it is possible to popularize the sector of national higher education not only in Ukraine but also abroad.

By comparing volumes of annual academic load of bachelor curricula, we have concluded that at British universities only 18–20 % are allocated to classroom studies, 78–80 % – to independent study. In Ukrainian higher education, this figure is significantly lower, however, over the past few years there has been a trend towards gradually increasing the time spent on independent study, in particular through distance learning. It should be noted that Ukrainian students do not yet have the skills of independent study, therefore, in our opinion, it is expedient to introduce special courses on the development of learner autonomy.

### **CONCLUSIONS**

So, we have performed comparative analysis on professional training of linguists at British and Ukrainian universities at administrative and managerial, legislative, organizational and pedagogical, systemic, conceptual, socioeconomic levels. As evidenced above, British and Ukrainian systems of professional training of linguists differ significantly, but simultaneously they are similar to the trends in development. In the first place, the main difference is manifested in the content of curricula. Professional training of linguists in Ukraine is aimed primarily at professional orientation on the national (regional) labour market, comprehensive development of personality of future specialists, formation of harmonious development of both general and professional qualities. In British experience, this training is oriented toward the world labour market. In view of the above, it is expedient to update the content of curricula for linguistics, in particular, its focus on professional and research-based training, taking into account the best practices of foreign experience, in particular British one. An important objective of Ukrainian higher education institutions is to improve quality of teaching professional and special disciplines, provide modern teaching materials, as well as attract foreign specialists to teaching. It is also worthwhile to encourage students to participate in work placements abroad, as it is the case with leading universities in Great Britain. Perspectives for further researches are seen in studying foreign experience in



training linguists at leading European universities in order to justify the best aspects of such experience and therefore implement them into practice of professional training of linguists at Ukrainian universities.

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## **MODERN APPROACHES TO TRAINING COMPETITIVE LOCKSMITHS-ELECTRICIANS IN THE EU COUNTRIES**

### **ABSTRACT**

*The article deals with the issues of modern approaches to training competitive locksmiths-electricians and the influence of effective management on the process of vocational training. The modern labour market needs concerning vocational training of highly qualified workers have been analyzed. The concept of a competitive worker has been revealed and justified. The study has shown that nowadays the problems of training a modern, competitive and highly qualified locksmiths-electricians in the European Union countries are solved at the political level. The revealed arguments regarding vocational training of workers indicate that modern economics, in fact, transforms the subjects of study into the subjects of the European market. It has been indicated that vocational education institutions have become mediators between the student and the potential employer. In this regard, various approaches to vocational training of workers, namely, locksmiths-electricians, prove the topicality of vocational training itself as this sector ensures vast development of the workforce. It has been justified that competitiveness of the worker is correspondence of the level of their vocational training to the requirements of the European labour market. Competitiveness of locksmiths-electricians in European countries is a significant factor in competitiveness of the finished product, its qualitative and cost characteristics, which satisfy the maximum requirements of the consumer. It has been concluded that the above circumstances should encourage leadership of professional lyceums to seek such an essence and structure of vocational training of highly skilled workers, namely, locksmith-electricians who ensure the opportunity to provide appropriate "commodity condition" of the customer, a graduate of a professional lyceum. It has been added that perspectives for further researches are seen in studying didactic principles of vocational training of workers, namely, locksmiths-electricians, in leading European countries.*

**Keywords:** *management, competitiveness, labour market, vocational education, vocational lyceum, locksmith-electrician.*

### **INTRODUCTION**

Nowadays, society puts great hopes on reforming higher education, since this is an objective necessity. Unfortunately, the existing potential of the education system of Ukraine does not quite correspond to the modern needs of humanity.

Analyzing the requirements of the European labour market regarding vocational training of highly skilled competitive workers, namely, electrical locksmiths, one can see the employers' interest in quality training of specialists. It is possible to ensure it on the condition of a high qualification level, therefore, management of the educational institution should be oriented toward solving the considered problem.



The achievements in scientific discoveries and introduction of the latest technologies provide for quality training of workers of the highest qualification level. This requires knowledge of modern technologies, development of the individual's ability to adapt to the labour market in Ukraine and other European countries in the context of constantly increasing competition.

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

The aim of the study is to analyze and theoretically justify methodological approaches to training highly qualified competitive workers in vocational lyceums of Ukraine and other European countries.

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

Theoretical framework of our research consists of the works by prominent European scholars. In particular, we have considered the works by M. Brockmann, L. Clarke, & Ch. Winch (2011), F. Bünning (2007), J.-M. Castejon, B. Chakroun, M. Coles, A. Deij & V. McBride (2011), R. H. Mulder & P. F. E. Sloane (2004), J. Olofson & D. P. Thunqvist (2014), G. Sprecht, O. Ahnfeld & Ch. Reichert (2008). In addition, we have taken into account the report by the European Commission, namely, Communication from the Commission. Europe 2020. A strategy for smart, sustainable and inclusive growth (2010), as well as relevant data on vocational education and training in European countries presented on the official website of the organization; the data provided by Cedefop; the report of Swiss Confederation on Vocational and Professional Education and Training in Switzerland.

While researching we have used such methods analysis and synthesis, generalization, systematization and individualization.

#### **RESULTS**

During the last years, vocational education and training (VET) have become one of the fastest growing sectors in many countries. This can be explained by the fact that 1) the system of vocational education is part of the structure of development of highly qualified workforce, meeting the needs of society and individuals in various professions; 2) this system of education is an integral part of a unified education system; 3) vocational education performs functions of social protection of a large part of the population that requires the state support. Under these market conditions, VET should become one of the effective ways of ensuring employment of the population, gaining priority in the system of measures to improve the quality of the workforce, regulating professional structure of supply and demand for it. Nowadays in Ukraine, one can observe contradictions between the labour market needs for skilled workers in different fields and their vocational training in unpopular occupations. That is, the VET system does not take into consideration the needs of economics, the labour market (in connection with the economic crisis, a significant number of workers have been dismissed, the activities of enterprises have been partly suspended, etc.). In order for the VET to adequately regulate the changes taking place in the labour market, it is necessary to introduce new mechanisms of their interaction, such as the relationship between vocational schools and employment centers, the structure and the volume of workers' training, training profilization, a contractual system of the relations with enterprises, determination of workforce needs based on monitoring studies.

Studying topical needs of the labour market for professional training of highly qualified competitive locksmiths-electricians, it becomes clear that modern employers, in particular foreign ones, are interested in quality training. Therefore, administration of an educational institution, namely a professional lyceum, should actively participate in solving this particular issue.



One of the first steps in Ukraine's approaching the European community was the Bologna process – a modern educational brand. There have been organized numerous scientific conferences, PhD and doctoral thesis on the issue of European integration of professional higher and secondary education have been written and defended. However, certain problematic issues are still on the agenda.

Due to the fact that Ukraine is a member of different international organizations in the European educational space, it is important to study foreign experience in training highly qualified workers and the possibilities of its adapting to our conditions. The dynamic process of social development is closely linked to the rapid changes in quantitative parameters of national education systems, in particular the mass dissemination of compulsory secondary, as well as higher education, the emergence of new conceptual approaches to organization, content and teaching methods, conceptual development of lifelong learning. One of the most important aims of continuing education is diversification and expansion of educational services complementing general education or higher education. The experience of countries with a developed market economy shows a direct dependence of the pace of improvement and development of production, its competitiveness in the world market on the level of professional training.

The European Commission (2010) indicates in its Communication Europe 2020: A strategy for smart, sustainable and inclusive growth, that initial vocational education and training (VET) aims to 'equip young learners with skills directly relevant to evolving labour markets'. Based on Cedefop's definition, VET refers to 'education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market' (European Commission, 2010).

It should be mentioned that unlike employment and occupational health and safety policies, the EU has been reluctant to regulate VET, symbolized in the tendency to regard as a "no-competence" issue. Indeed, VET has long been one of the few areas in which government have been able to subsidize producers without infringing competition policy. However, this does not mean that VET has been immune from regulation as part of the labour market policy (Castejon, Chakroun, Coles, Deij, & McBride, 2011; Mulder, & Sloane, 2004).

The 1995 White Paper on general and vocational education marked the acceleration of this process. It set out a number of principles concerning the necessary evolution of VET systems to fulfill the needs what came to be called the "information" society, laying the foundations for a more active European intervention in the field of qualifications. The Lisbon Summit and, in the field of VET, its ramifications (often called the Bruges-Copenhagen process) enlarged European intervention while significantly changing its overall context. The question of labour mobility remained, while general and vocational education policies were incorporated into a macro-economic and social strategy, often summoned in the phrase "The Europe of Knowledge". The contribution of general and vocational education was considered to be central to the development of an economic model founded on knowledge, as well as to social cohesion in Europe and realization of a "European social model". With the rising influence of lifelong learning, the borders between general and vocational education were put into question. Active and coordinated policies, which included but went beyond the question of qualifications, then developed with the help of a variety of old and new instruments (Brockmann, Clarke, & Winch, 2011).

Thus, in European countries, the vocational education system development is adequate to the needs of economics. In order to coordinate vocational training, social



programmes implementation was established by the European Center for the Development of Vocational Training (Cedefop). The Cedefop helps to develop and implement EU vocational training policies. It monitors the labour market trends and helps the European Commission, EU countries, employers' organisations and trade unions to match training provision to them (European Union, 2017). Each EU country has its own system of vocational training and its state regulation. In Denmark, for instance, there are national trade committees of continuing vocational training (CVT), in Germany – Federal and Land Committees and the Federal Institute for Vocational Education and Training (BIBB). In the Netherlands, state and regional authorities for vocational training jointly develop curricula and monitor implementation of training contracts concluded by employees with the directorates of enterprises. In Belgium, the National Employment Office manages the activities of the vocational training centers (European Commission, 2017).

The state and the level of a future locksmith-electrician's practical training is one of the important features of a skilled worker's competitiveness in the world labour market. Students need to obtain not only sufficient skills and knowledge of the chosen occupation; they should be able to use them in everyday situations. The term "creative self-realization" is recognition of personal professional motives and interests, the ability to apply knowledge in new circumstances for solving production tasks, the ability to independently manage professional activity in production. The standard of professional competency of creative personality is public importance of the results of locksmiths-electricians' activities, the final product and credibility of the worker in a particular field of activity. Professional competency of a graduate of a professional lyceum influences their competitiveness in the European labour market. Therefore, it is crucially important to what extent this influence is facilitated by the learning environment.

According to the Executive Summary on Guidelines for German Financial Cooperation Projects and Programmes, titled "Innovative Approaches to Promoting Vocational Training and Employment", the following approaches should be taken into account, namely, 1) promoting vocational training institutes based on criteria, 2) promoting selected institutes or "competence centres", 3) training funds, 4) voucher programmes, 5) training loans/student loans, 6) indirect financing of vocational training by way of other priorities (Sprecht, Ahnfeld & Reichert, 2008). In our opinion, further consideration deserve the approaches directed at promoting criteria-based vocational training institutes and implementing voucher programmes, since their positive aspects may be used by Ukrainian work groups to enhance efficiency of the national VET system.

Thus, the multilevel approach to promoting vocational training institutes by criteria includes institute-specific promotion contingent on criteria; open programme approach: multilevel selection procedure in competition; preparation of development/business plans for each institute as a central planning basis; minor amount of preliminary work prior to project appraisal by shifting the institute-specific analysis and planning to the implementation phase; synchronous planning and implementation of investments, advanced training/consulting and counterpart contributions; targeted promotion of specific vocational areas or training forms. Thus, support should be given particularly to those training institutes offering relevant training that is in line with demand and of satisfactory quality. The most important eligibility criteria for promotion are: 1) relevance of training for the labour market, practical relevance and imparting of skills needed in professional activity; 2) minimum qualifications of teaching and management staff; 3) appropriate legal status, organisational



structure and efficiency; 3) financial stability of operating institution (Sprecht, Ahnfeld & Reichert, 2008).

Speaking about voucher programmes, vouchers are instruments needed for effectively subsidising the use of training programmes or enterprise-related services. They are a demand-oriented instrument and represent an alternative to traditional supply-oriented models (institute-related promotion). The features of the approach are the following: 1) vouchers provide users/the target group with the freedom to choose the services they wish to buy and the source (promotion of the demand side); 2) they are lever for market development on the supply side; 3) they are usually subsidies with varying contributions from the target group; thus they are not a revolving mechanism; 4) they can be coupled with a loan component as a general rule; 5) they may cause a high risk of abuse, so they require a high monitoring effort and administrative costs. So, voucher programmes also may pursue varying objectives: either to permanently subsidise services or public goods that have a political priority for certain target groups (vouchers as a long-term instrument) or the development of service markets (temporary instrument) (Sprecht, Ahnfeld & Reichert, 2008).

However, professional lyceum should provide graduates, namely, future locksmiths-electricians not only with the opportunity to obtain a qualification, but also ensure conditions for personal development on the way to professional growth. Close cooperation of the educational institution with employers, practical classes and employment at the factories that are the customers of the workforce plays a significant role. Improvement and fulfillment of the working sector requirements by highly qualified and competitive European specialists demands continuing monitoring and adjustment of the methodology of teaching professional disciplines and production training.

In all European countries, colleges and universities are involved in vocational training, as well as contacts are established between vocational schools and enterprises. Continuing training of the workforce in the EU countries is carried out full- and part-time. Part-time training involves practical training in the enterprise and a theoretical course in a vocational school or a specialized center. This training system is preferred in Germany and Denmark. Part-time training is carried out in secondary vocational schools and training centers. Such a training system prevails in France and Italy. In Great Britain and the Netherlands, both full- and part-time vocational training is common (European Commission, 2017).

The use of modern pedagogical tools and technologies creates favourable conditions for achieving successful results through the best selection and allocation of resources. This greatly enhances the chances of solving such a complex task of pedagogy as forming creative personality of a socially adapted graduate, competitive in the European labour market. As modern educational technologies, interactive styles of teaching, the original forms of activities that allow future locksmiths-electricians to organize personal educational activities under the conditions at most approximated to real working conditions ensure expected outcomes.

It must be noted that changes taken place in the Swedish VET model during the 20th century can be nowadays considered as a regulated school-based vocational education at the post-compulsory level movement, although it used to be unregulated apprenticeship. The Swedish government have attempted to provide the initial, school-based vocational training with the final training of qualified workers that is regulated by collective agreements. However, these attempts have been only realized partially. After the university-oriented model of upper secondary school was established in the 1990s, one could probably observe the final point in the Swedish vocational education model development in an academic



direction. Today, the interest of trade and industry in the process of defining employability concerning education and competency requirements has enhanced. The latest reform on upper secondary school has presented great opportunities to cause an influence, for instance, through national and local councils. Yet, it does not concern only transformations in the training process of upper secondary vocational education. It also provides for using professional boards and other educational organizations to ensure opportunities for advanced vocational learning outside the upper secondary school and the regular educational system. Agreements on vocational introduction in certain trades constitute one tangible expression of the creation of opportunity (Olofson & Thunqvist, 2014).

Quite interesting are training arrangements in VET in Switzerland. To begin with, the VET system in this country is based on three approaches, namely, work-based training, classroom instruction and industry courses. With the dual approach to learning, trainees attend part-time courses at vocational schools. The rest of the training time is spent doing an apprenticeship at a host company where they are provided with the practical know-how, knowledge and skills needed for their chosen occupation. Learners also actively take part in the host company's production processes. Host company networks (in some cases, host companies) may wish to combine their strengths to offer one or more apprenticeships in a modular format.

VET schools also provide classroom instruction. This consists of instruction in vocational subjects as well as subjects falling under the Language, Communication and Society (LCS) category. Classroom instruction is intended to develop social, methodological and technical skills of learners while imparting the theoretical and general principles needed to perform occupational tasks. Classroom instruction covers one or two days per week. VET schools also offer a preparatory course for the Federal Vocational Baccalaureate Examination.

Industry courses are meant to complement classroom instruction at VET schools and work-based training at host companies by providing learners with essential practical skills. Industry courses often take place at third-party training centres run by the industries involved (Swiss Confederation, 2013).

F. Büning (2007) believes that the teaching and learning processes in VET should be transformed. Common models of these processes, which imply formal training, are usually not linked to the peculiarities of real practice. He states that the action learning method pioneered by British professor R. Revans in the 1960s provides enhancing learning that enables individuals to cope with complicated situations more efficiently. The outlined concepts of action learning are project-based learning, case study, role play, programmed instruction and experiment.

Thus, competitiveness of the worker is correspondence of the level of their vocational training to the requirements of the European labour market. Competitiveness of locksmiths-electricians in European countries is a significant factor in competitiveness of the finished product, its qualitative and cost characteristics, which satisfy the maximum requirements of the consumer.

### CONCLUSIONS

So, the study shows that nowadays the problems of training a modern, competitive and highly qualified locksmiths-electricians in the countries of European Union are solved at the political level. These revealed arguments regarding vocational training of workers indicate that modern economics, in fact, transforms the subjects of study into the subjects of the European market. Vocational education institutions become mediators between the student and the potential employer. Various approaches to vocational training of workers,





namely, locksmiths-electricians, prove the topicality of vocational training itself as this sector ensures vast development of the workforce.

The above circumstances should encourage leadership of professional lyceums to seek such an essence and structure of vocational training of highly skilled workers, namely, locksmith-electricians who ensure the opportunity to provide appropriate “commodity condition” of the customer, a graduate of a professional lyceum.

Perspectives for further researches are seen in studying didactic principles of vocational training of workers, namely, locksmiths-electricians, in leading European countries.

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## СУТНІСТЬ ТА СТРУКТУРА КОМПЕТЕНТНОСТІ ВЧИТЕЛЯ ІСТОРІЇ ТА ПРАВОЗНАВСТВА: АНАЛІЗ ВІТЧИЗНЯНИХ І ЗАРУБІЖНИХ ПІДХОДІВ

### АНОТАЦІЯ

*Успішне здійснення вчителем професійної діяльності вимагає відповідної компетентності. Компетентність учителя історії та правознавства як інтегроване утворення не була предметом окремого наукового дослідження. Мета статті – провести аналіз нормативних документів і наукової літератури та узагальнити й систематизувати підходи до розуміння сутності і структури професійної компетентності вчителя. Вона розглядається як сукупність певних компетентностей; складник компетентності вчителя; одна з двох його основних компетентностей. Ці підходи не сприяють формуванню уявлення про компетентність учителя як про цілісне інтегроване утворення; компетентності, які виокремлюються поряд із професійною компетентністю педагога, мають розглядатися як її органічні складники. Структуру компетентності вчителя, виходячи з позицій функціонального підходу, описують як сукупність складників: знань із психології і педагогіки, умінь, навичок, емоцій, внутрішньої мотивації, ставлень, моральних та етичних цінностей, досвіду; гностичних, конструктивних, організаційних, комунікативних, аналітичних, творчих, прогностичних, проєктивних, інформаційних, педагогічних умінь тощо. Компетентність учителя позначають різними термінами. Найбільш повно її сутність відображає термін «професійно-педагогічна компетентність», який дозволяє описати компетентність учителя як цілісне особистісне утворення, що належить конкретному педагогу-професіоналу, комплексно характеризує його та є засобом досягнення педагогічних цілей і вирішення педагогічних завдань, критерієм становлення педагога-професіонала. Незважаючи на певні відмінності в розумінні сутності та баченні структури компетентності вчителя, практично всі дослідники цієї проблематики суголосні в тому, що чинниками розвитку високого рівня компетентності вчителя є якісна педагогічна освіта, професійна підготовка та професійне самовдосконалення упродовж життя. Перспективою для дослідження є конкретизація обсягу і змісту знань, умінь, навичок, цінностей учителя історії та правознавства як складників його компетентності, а також експериментальне підтвердження відповідних теоретичних положень.*

**Ключові слова:** вчитель історії та правознавства, компетентність, професійна компетентність, професійно-педагогічна компетентність.

### ВСТУП

Суттєвим показником інтеграції вітчизняної системи освіти у світовий та європейський освітній простір є імплементація компетентнісного підходу. Виходячи



з його положень, навчальний процес цілеспрямовується не на засвоєння здобувачами освіти знань, умінь і навичок, а на розвиток у них компетентностей як результатів навчання, досягнутих відповідно до стандартів загальної та/або вищої освіти. Згідно із Законом України «Про вищу освіту» [11] (далі – Закон), компетентність – показник якості вищої освіти; динамічна комбінація знань, умінь і практичних навичок, способів мислення, професійних, світоглядних і громадянських якостей, морально-етичних цінностей, яка визначає здатність особи успішно здійснювати професійну та подальшу навчальну діяльність і є результатом навчання на певному рівні вищої освіти (ч. 13, 23 ст. 1). У проекті Закону «Про освіту» [13] компетентність – динамічна комбінація знань, способів мислення, поглядів, цінностей, навичок, умінь, інших особистих якостей, що визначає здатність особи успішно провадити професійну та/або подальшу навчальну діяльність (ч. 12 ст. 1). Незважаючи на певні відмінності у наведених вище визначеннях, для нашого дослідження важливим є те, що компетентність розглядається як здатність провадити професійну діяльність. Логічно припустити, що для цього особі потрібна саме професійна компетентність.

Чинне законодавство не містить визначення цього терміну, навіть не оперує ним. У законодавчий обіг його запропоновано ввести у проектах Законів «Про освіту» [13] та «Про професійну освіту» [14]. Згідно з першим, розвиток особистості, її громадянських, загальнокультурних, професійних компетентностей є метою освітньої діяльності (ч. 14, 23 ст. 1). У другому Законі, цей термін використано у визначеннях понять «кваліфікація професійної освіти», «професійна освіта», «професійне навчання». Відповідно професійна компетентність розглядається як мета професійної освіти і результат професійного навчання. Зазначимо, що, крім терміну «професійна компетентність», у цьому законопроекті використовується і термінологічний зворот «компетентності у сфері професійної діяльності», однак відповідних визначень у ньому не сформульовано.

Учитель – це представник певної професії, узагальнена назва виду трудової діяльності, назва роботи, що здійснюється спеціалістом, професіоналом у сфері організації навчально-виховного процесу в загальноосвітніх навчальних закладах. Згідно з ч. 1 ст. 24 Закону «Про загальну середню освіту», педагогічним працівником повинна бути особа з високими моральними якостями, яка має відповідну педагогічну освіту, належний рівень професійної підготовки, здійснює педагогічну діяльність [12]. Учитель історії та правознавства – професіонал, який у результаті навчання на другому (бакалаврському) і третьому (магістерському) рівнях вищої освіти за напрямом підготовки «Середня освіта; спеціальність «Історія», спеціалізація «Правознавство» здобув педагогічну освіту і професійну підготовку, необхідну для організації навчання відповідних предметів. Такі спеціальність і спеціалізація в підготовці одного вчителя поєднані тому, що історія та юриспруденція – споріднені суспільствознавчі науки, а отже, історія і правознавство як навчальні предмети в Державному стандарті базової і повної загальної середньої освіти [4] об'єднані в освітню галузь «Суспільствознавство». Успішне здійснення вчителем професійної педагогічної діяльності вимагає відповідної професійно-педагогічної компетентності.

#### **МЕТА ДОСЛІДЖЕННЯ**

Мета статті – узагальнити й систематизувати вітчизняні та зарубіжні підходи до розуміння сутності і структури компетентності вчителя, зокрема вчителя історії та правознавства.



### ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ

Проблематика компетентностей вчителів ґрунтовно розроблена вітчизняними фахівцями. Різні її аспекти у своїх працях розкрили І. Бех, А. Богуш, О. Дубасенюк, І. Зязюн, Л. Карпова, В. Кремінь, Н. Мельник, Л. Пуховська, І. Рогальська та ін. Питання структури і способів підвищення рівня професійної компетентності вчителів не залишили поза увагою й зарубіжні науковці, з-поміж яких: С. М. Абдо (S. M. Abdo), Т. Вос (Th. Voss), У. Клусман (U. Klusmann), А. К. Кульшреста (A. K. Kulshrestha), М. Кунтер (M. Kunter), К. Пандей (K. Pandey), М. Планк (M. Planck), Д. Ріхтер (D. Richter), М. Хай Рахман (M. Hi. Rahman), А. Хахфельд (A. Nachfeld), Б. Юрген (B. Jürgen) та ін. Науковий інтерес викликає й безпосередньо професійна підготовка вчителів суспільствознавчих предметів. Різні її напрями вивчали І. Авер'янова, Б. Андрусишин, К. Д. Антоніо (Cantù D. Antonio), Н. Бакланова, Т. Бакка, К. Баханов, Р. Байн (R. Bain), С. Вайнбург (S. Wineburg), А. Гуз, М. Дейзі (M. Daisy), Т. Ендрюс (T. Andrews), С. Екельман (S. Eckelmann), Р. Євтушенко, І. Єрмакова, С. Йоргенсен (S. C. Jorgensen), Г. Кашкар'єв, Н. Квам-Вікхем (N. Quam-Wickham), І. Коляда, Р. Костенко, Т. Ладиченко, О. Михайличенко, О. Морозова, Б. Найденко, А. Нікора, О. Певцова, О. Пометун, К. Робінсон (K. Robison), О. Салата, В. Снагощенко, А. Старєва, Ю. Стецик, О. Турянська, О. Чіркїна, Л. Шопков (L. Shorkow) та ін. Однак результати аналізу цих та інших, доступних нам джерел свідчать, що компетентність учителя історії та правознавства як інтегроване утворення, яке позначає особистість педагога-професіонала, не була предметом окремого наукового дослідження. Цим і зумовлена тема і мета нашої статті.

### ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ

Згідно з Педагогічною Конституцією Європи [9], новий учитель для об'єднаної Європи – це людина високого рівня освіти, загальнокультурної підготовки, високих духовних і моральних якостей, здатна навчати і виховувати дітей, молодь та студентів відповідно до вимог ХХІ ст. Головним завданням підготовки європейського вчителя є формування здатності до практичної навчально-виховної діяльності як динамічного поєднання етичних цінностей і когнітивних, метакогнітивних, міжособистісних і практичних умінь та навичок, знань та розуміння. Основними компетентностями вчителя, згідно з цим документом, є: комунікативна (зокрема, вільне володіння кількома європейськими мовами); самоідентичності; справедливості; лідерська; дослідницько-аналітична; навчатися протягом життя; розуміти переживання учня/студента і співпереживати в процесі спілкування (емпатія). Найважливіша компетентність учителя – це здатність забезпечити навчальне середовище, яке сприяє благополуччю кожної дитини і формує її духовний світ (ст.ст. 1.1, 2.2, 6.1–6.3).

Компетентність учителя як систему відносно вузьких видів компетентності (спеціально-педагогічної, методичної, соціально-психологічної, особистісної) описує і Г. Кашкар'єв [7, с. 75].

А. Старєва використала термін «предметно-методична компетентність» і розглянула її як складник професійної здатності здійснювати методичну діяльність, пов'язану з викладанням предметів освітньої галузі «Суспільствознавство». Професійну здатність наразі вона визначила як результат системної, багаторівневої, поетапної підготовки, що виражається в ціннісному ставленні до суспільно-політичних дисциплін, наявності фахових і методичних знань, володінні специфічними для цих дисциплін методичними вміннями та навичками, педагогічному досвіді навчання суспільствознавства, що означає виконання вчителем професійних дій якісно, згідно з державними стандартами освіти і нормативними документами. Предметно-методична компетентність



учителя, вважає А. Старєва, виявляється в його здатності осмислювати нові концепції предмета, нові педагогічні технології, вибирати програму і підручники, оцінювати їх з урахуванням специфіки методики предмета, власних можливостей, типу навчального закладу й особливостей учнів. При цьому поведінка вчителя ґрунтується на його професійній самосвідомості, яка визначається рівнем методичного мислення, що потребує постійного розвитку як у процесі самопідготовки, так і під час обговорення на методичних об'єднаннях, курсах підвищення кваліфікації [15, с. 163–164].

Е. Вяземський, А. Іоффе, В. Нечаєва, Ю. Никифоров та інші реалізують підхід, згідно з яким *професійна компетентність – складник компетентності вчителя* поряд з його комунікативною, інформаційною, правовою, когнітивно-методологічною, соціально-політичною компетентностями. Безпосередньо професійну компетентність учителя історії вони тлумачать як необхідну для його професійної діяльності систему знань, умінь, навичок, оптимальних поєднань методів роботи зі школярами. Вона дозволяє ефективно вирішувати професійно-педагогічні та соціальні проблеми й завдання, пов'язані з навчанням історії, згідно з вимогами, і означає, що вчитель володіє освітніми технологіями, методичними прийомами, педагогічними засобами, які дозволяють здійснювати навчання на інноваційній основі; використовує методичні ідеї, нову літературу й інші джерела інформації з методики навчання для побудови занять; володіє спеціальними знаннями щодо мотивів та здібностей учнів; уміє критично оцінювати власну особистість і діяльність, керувати особистою поведінкою, визначати мету та результати власної діяльності, планувати її, мобілізуватися, здійснювати ціннісно-оцінювальну рефлексію щодо реалізації мети навчання [10, с. 50].

У документі «Supporting teacher competence development for better learning outcomes», текст якого, за сприяння Європейської комісії, був укладений за результатами роботи Тематичної робочої групи «Професійний розвиток вчителів», яка складалася з експертів-представників із 26 європейських країн та організацій зацікавлених сторін, запропоновано розрізняти *професійну компетентність та компетентність учителя*. Професійна, згідно з документом, зосереджена на ролі вчителя в класі, безпосередньо пов'язана з його професійними знаннями та навичками і здатністю мобілізувати їх для виконання конкретних дій у професійній діяльності. Компетентність учителя передбачає ширший, системний погляд на його професіоналізм на різних рівнях: людини, школи, місцевої спільноти, професійної мережі. Водночас вказується, що ці компетентності тісно переплітаються як у теорії, так і на практиці, оскільки кожна з них стосується професійного життя та досвіду педагогів, охоплюючи ставлення до постійного професійного розвитку, інновацій та співпраці [23, с. 10].

М. Хай Рахман також виокремлює дві компетентності – *професійну та педагогічну*, якими повинен володіти кожен вчитель для досягнення ним успіху в професійній діяльності. Перша пов'язується з володінням системою знань у певній предметній галузі, поняттями й методами відповідної науки, а також умінями організувати засвоєння змісту відповідного шкільного предмету, конкретного навчального матеріалу. Друга – з управлінням процесом навчання, що включає планування та провадження навчальної діяльності (складання планів занять, проведення уроків, пояснення навчального матеріалу й забезпечення його закріплення, використання різних методів навчання та контролю, визначення й оцінювання результатів навчання тощо). Науковець акцентує, що як професійну, так і педагогічну компетентності



необхідно розвивати, удосконалювати професійно-педагогічні знання і навички, бути творчим та ініціативним. Особливу роль при цьому відіграє мотивація вчителів до професійного розвитку і самовдосконалення [22, с. 75, 77].

Для розуміння сутності професійної компетентності важливим є те, що її зміст не ототожнюється з певними предметними знаннями, а охоплює й додаткові передумови розвитку фахівця (здібності, схильність, життєвий досвід), особистий творчий і ціннісно-моральний потенціал, якість набутої освіти. Як зазначає В. Бочаров, структуру професійної компетентності утворюють не лише знання, вміння й навички, але й моральні та інші якості особистості, її теоретична (аналітичні, прогностичні, проєктивні, рефлексивні уміння) і практична (організаційні, комунікативні вміння) готовність до здійснення професійної діяльності. Саме тому професійну компетентність розглядають як одну з характеристик фахівця поряд із його професійністю, майстерністю, кваліфікацією [3, с. 80].

Специфіка компетентності вчителя зумовлюється сферою її застосування – педагогічною діяльністю. Компетентність потрібна вчителю настільки, наскільки вона сприяє реалізації ним функціональних обов'язків, допомагає діяти професійно, виконувати завдання у відповідь на індивідуальні та/або соціальні вимоги.

Саме з позицій функціонального підходу С. Іванова визначила професійну компетентність педагога як здатність відповідати суспільним вимогам професії, згідно із стандартом, визначеним державою, провадити ефективну професійну діяльність, демонструвати належні особисті якості, мобілізуючи для цього знання, вміння, навички, емоції, ґрунтуючись на внутрішній мотивації, ставленнях, моральних та етичних цінностях і досвіді, усвідомлюючи обмеження у своїх знаннях і вміннях та акумулюючи інші ресурси для їхньої компенсації. Суттєві риси цієї компетентності: зв'язок зовнішнього прояву і внутрішньої індивідуальної структури; конгломерат знань, когнітивних умінь, навичок, мотивації, моральних, етичних цінностей, ставлень, емоцій, інших соціально-психологічних компонентів, що мобілізуються для ефективної дії; розвиток та удосконалення упродовж життя під впливом різних соціальних інституцій [5, с. 107].

Проаналізувавши кращі системи шкільної освіти М. Барбер і М. Муршед встановили, що вчитель-професіонал вирізняється певними знаннями, вміннями й навичками, здібностями і прагненням підвищувати рівень кожної дитини, бажанням допомогти молодому поколінню адаптуватися в сучасному світі. Він має усвідомлювати і виправляти помилки у своїй професійній діяльності, володіти передовими методиками, бути вмотивованим до самовдосконалення. Науковці також наголосили, що важливим є те, щоб особа, яка прагне бути вчителем, мала певний реєстр характеристик, які можуть бути виявлені ще до початку відповідної професійної підготовки, зокрема високий загальний рівень мовної і математичної грамотності, добре розвинуті комунікативні вміння й навички міжособистісної взаємодії, готовність навчатися та наявність мотивації навчати [2, с. 19, 25, 34, 36].

Поділяючи думку більшості дослідників цього питання, професійну компетентність учителя правознавства Т. Нагорна розуміє як здатність ефективно здійснювати професійну діяльність, володіти необхідним обсягом знань із психології та педагогіки, умінь і навичок, що визначають сформованість його педагогічної діяльності, педагогічного спілкування (зокрема й вроджені здібності до співпраці з іншими людьми в поєднанні з належними моральними якостями) [8, с. 120].



Г. Кашкарьов розкрив структуру професійної компетентності вчителя через взаємозв'язки гностичних, конструктивних, організаційних, комунікативних, аналітичних, прогностичних, творчих, проєктивних, інформаційних і педагогічних умінь [6].

Компетентність педагога означає наявність і розвиток у нього таких професійних якостей, як оперативність, пунктуальність, систематичність; конструктивна самокритичність, що сприяє самовдосконаленню; творчість, креативність, активність, небайдужість до того, що відбувається в класі, задоволеність своєю роботою. Водночас, на думку С. М. Абдо, слід виробляти вміння створювати на занятті таку атмосферу, яка сприяє залученню кожного учня до навчальної діяльності; налагоджувати дружні стосунки з класом; ретельно планувати та організовувати навчальну діяльність, диференціювати форми й методи навчання з урахуванням індивідуальних особливостей учнів та класів; викладати матеріал у різних соціальних контекстах, пропонувати учням аналізувати реальні життєві ситуації; правильно використовувати потенціал навчальних посібників; об'єктивно оцінювати успіхи і досягнення учнів [17].

Як зауважує О. Чіркїна, професійно компетентні вчителі – це особистісно й професійно зрілі люди, зі сформованою готовністю застосувати знання на практиці та поповнювати їх у разі необхідності. На її думку, особливості компетентності вчителя історії зумовлюються специфікою навчального історичного матеріалу. Організація роботи з його засвоєння учнями вимагає від вчителя умінь встановлювати причинно-наслідкові зв'язки між історичними фактами, подіями, явищами та навичок роботи з історичними картами, документами тощо. О. Чіркїна оперує терміном «*психолого-педагогічна компетентність*» учителя історії і визначає її як сукупність умінь враховувати індивідуальні особливості, здібності кожного учня, аналізувати психологічні основи процесів спілкування всередині групи та з іншими суб'єктами, зокрема вчителем, обирати оптимальні методи навчання. Компетентність вона розглядає як результат професійно-особистісного становлення та самовдосконалення [16, с. 5, 8].

Національна рада з професійних стандартів викладання (National Board for Professional Teaching Standards) (NBPTS) проголосила основні вимоги до вчителів, згідно яких учителі повинні досконало володіти знаннями з предмету, який викладають; ефективно оцінювати навчальні досягнення учнів; прагнути професійного розвитку тощо [21].

Відштовхуючись від цих положень, Дж. Баумерт і М. Кунтер запропонували авторську модель професійної компетентності вчителів (Ein psychologisch gehaltvolles Modell der professionellen Kompetenz von Lehrkräften übersetzen). Виокремивши її психологічний аспект, структуру професійної компетентності вони описали як сукупність таких взаємопов'язаних і взаємодіючих компонентів: специфічний досвід використання теоретичних і практичних знань (знання і навички); професійні цінності, переконання, суб'єктивні (особисті) погляди, цілі; мотиваційні орієнтації; метакогнітивні вміння й навички професійного саморегулювання [18, с. 481].

Згідно з концепцією професійної компетентності («The Concept of Professional Competence»), яку розробили М. Кунтер, У. Клузман, М. Планк, Д. Ріхтер, Т. Вос і А. Хахфельд, професійна компетентність учителя є більшою, ніж знання («more than knowledge»), передбачає не просто когнітивні здібності осіб, котрі хочуть працювати в педагогічній професії («The Bright Person Hypothesis»), а спеціальні професійні знання («The Knowledgeable Teacher Hypothesis»). Для досягнення успіху необхідні



переконання (Teachers' beliefs), відповідальне ставлення до роботи (An intrinsic disposition toward their work), мотивація та професійна саморегуляція (Motivational orientations and self-regulation skills). Науковці вказують на важливість якісної педагогічної освіти для розвитку професійної компетентності, водночас акцентують: якщо глибока база знань – суттєвий чинник професійного успіху вчителя, то найкращий спосіб його забезпечення – формування переконань, що знання, які підлягають засвоєнню, є необхідними для проведення ефективної професійної діяльності [20, с. 806–807].

А. К. Кульшреста і К. Пандей вважають, що професійна компетентність викладача означає використання професійних знань і навичок на робочому місці, що базуються на професійних цінностях. Науковці виокремлюють теоретичний (когнітивна структура, сукупність знань) та практичний (вміння, навички, поведінка, ставлення, на основі яких особа свідомо і цілеспрямовано ухвалює рішення в професійній діяльності) аспекти професійної компетентності. У найбільш загальному вигляді описують її як сукупність знань із навчального предмета, навчальних програм, педагогіки, методики навчання, досвід викладання і сертифікацію фахівця; вказують на навчальний, організаційний та оцінювальний складники. Як і більшість дослідників цього питання, вони вважають, що компетентність є обов'язковою умовою успішної професійної діяльності, акцентують, що професійна компетентність учителя та результативність навчання учнів – взаємопов'язані. Високий рівень компетентності вчителя зумовлює високі результати учнів, і навпаки [19, с. 30–32].

*Професійно-педагогічна компетентність*, за визначенням А. Андрієнко, – це інтегральна характеристика професійних та особистісних якостей учителя суспільствознавчих предметів, що відображає не лише рівень знань, умінь, досвіду, достатніх для досягнення цілей професійної діяльності, але й соціально-моральну позицію особистості, що дозволяє людині реалізовувати свій потенціал, здійснювати складні види діяльності, оперативно адаптуватися до постійно змінюваних умов суспільного життя та професійної діяльності. Дослідниця не зводить таку компетентність ні до окремих якостей особистості або їх сукупності, ні до певних знань, умінь, навичок. На її переконання, така компетентність не тільки відображає потенціал особистості і здатність його реалізувати, але й породжує нові якості життя і діяльності, які дозволяють людині бути успішною; є засобом вирішення педагогічних завдань та критерієм становлення педагога-професіонала. Підсумовуючи, професійно-педагогічну компетентність вона визначила як узагальнене особистісне утворення, що містить у собі високий рівень теоретико-методологічної, психолого-педагогічної, методичної, практичної підготовки [1].

#### **ВИСНОВКИ**

У результаті проведеного дослідження ми дійшли певних висновків.

Чинне законодавство не містить визначення професійної компетентності, що й породжує наукові дискусії у цій сфері. Для з'ясування сутності й структури компетентності вчителя вироблено різні підходи, що знайшли своє закріплення в нормативних документах і науковій літературі.

Щодо сутності компетентності вчителя. Перша позиція: компетентність вчителя – сукупність комунікативної, лідерської, дослідницько-аналітичної компетентностей (Педагогічна Конституція Європи); професійна компетентність учителя – система відносно вузьких видів компетентності (спеціально-педагогічної, методичної, соціально-психологічної тощо) (Г. Кашкар'єв); складник професійної здатності вчителя –





предметно-методична компетентність (А. Старєва). Перший узагальнений підхід: *професійна компетентність учителя – сукупність певних компетентностей*. Друга позиція і відповідний підхід: *професійна компетентність – складник компетентності вчителя* (Е. Вяземський, А. Іоффе та ін.). Третя позиція: професійна компетентність та компетентність учителя – різні, але пов'язані компетентності («Supporting teacher competence development for better learning outcomes»); професійна компетентність та педагогічна компетентність – дві окремі здатності вчителя як умови досягнення ним успіху в професійній діяльності (М. Хай Рахман). Третій узагальнений підхід: *професійна компетентність учителя – одна з двох його основних компетентностей*.

На наш погляд, ці підходи не сприяють формуванню уявлення про компетентність учителя як про цілісне інтегроване утворення, ускладнюють розуміння її сутності та структури. Компетентності, які, згідно з цими підходами, виокремлюються поряд із професійною компетентністю педагога, мають розглядатися як органічні складники останньої, що й забезпечить її розуміння як комплексної особистісної характеристики професійного вчителя.

Щодо структури компетентності вчителя. Виходячи з того, що компетентність потрібна вчителю настільки, наскільки допомагає йому професійно виконувати функціональні обов'язки у сфері педагогічної діяльності, її структуру розкривають переважно з позицій функціонального підходу. Професійну компетентність учителя описують як сукупність певних складників: знань із психології і педагогіки, вмінь, навичок, емоцій, внутрішньої мотивації, ставлень, моральних та етичних цінностей, досвіду (С. Іванова, Т. Нагорна); гностичних, конструктивних, організаційних, комунікативних, аналітичних, творчих, прогностичних, проєктивних, інформаційних, педагогічних умінь (Г. Кашкар'єв); комунікативних умінь і навичок міжособистісної взаємодії, вмінь усвідомлювати і виправляти помилки у професійній діяльності, володіти передовими методиками, мотивів до самовдосконалення, професійної придатності до педагогічної діяльності (М. Барбер, М. Муршед); вмінь враховувати індивідуальні особливості, здібності кожного учня (С. М. Абдо, О. Чіркїна); спеціальних професійних знань, умінь, навичок, переконань, ставлень до роботи, мотивації та професійної саморегуляції (Дж. Баумерт, М. Кунтер, У. Клусман та ін.); теоретичного і практичного аспектів та професійних цінностей викладача; навчального, організаційного, оцінювального складників (А. К. Кульшреста, К. Пандей).

Реалізуючи викладені підходи, у вітчизняних і зарубіжних нормативних актах та наукових працях компетентність учителя позначають різними термінами: компетентність учителя/педагога, професійна компетентність, професійно-педагогічна компетентність, психолого-педагогічна компетентність, професійно-методична компетентність, предметно-методична компетентність, компетентності у сфері професійної діяльності. При цьому деякі дослідники цієї проблематики паралельно використовують різні терміни, що не сприяє однозначному тлумаченню відповідного явища.

На наш погляд, найбільш повно сутність цього складного поняття та відповідного цілісного явища відображає термін «професійно-педагогічна компетентність». Саме він дозволяє описати компетентність учителя як цілісне особистісне утворення, що належить конкретному педагогу-професіоналу та комплексно характеризує його. Відштовхуючись від визначення А. Андрієнко, *професійно-педагогічну компетентність розуміємо як інтегрований результат педагогічної освіти та професійної підготовки, здатність конкретного вчителя до здійснення педагогічної діяльності, безпосередньо до організації навчання історії та правознавства, що ґрунтується на високому рівні*



*теоретико-методологічної, психолого-педагогічної, методичної, практичної підготовки й охоплює відповідні знання, вміння, навички, способи діяльності, моделі професійної поведінки, особистісні ціннісні ставлення, переконання, мотивацію та орієнтації, прагнення і конкретні дії щодо самовдосконалення. Професійно-педагогічна компетентність є засобом досягнення педагогічних цілей і вирішення педагогічних завдань, а також критерієм становлення педагога-професіонала.*

Незважаючи на певні відмінності в розумінні сутності та баченні структури компетентності вчителя, практично всі дослідники цієї проблематики суголосні в тому, що чинниками розвитку високого рівня компетентності вчителя є якісна педагогічна освіта, професійна підготовка та професійне самовдосконалення упродовж життя. Необхідність постійного удосконалення вчителя вони пояснюють тим, що високий рівень його компетентності – умова ефективності й результативності навчання учнів.

Перспективною для дослідження є конкретизація обсягу та змісту психолого-педагогічних, методичних і предметних знань, умінь, навичок, цінностей учителя історії та правознавства як складників його компетентності, а також експериментальне підтвердження відповідних теоретичних положень.

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## МЕТОДИКА ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ТЕХНОЛОГІЙ ТА ІНЖЕНЕРІЙ У США

### АНОТАЦІЯ

*У статті обґрунтовано актуальність означеної проблеми, визначено важливість вивчення зарубіжного досвіду підготовки майбутніх учителів технологій та інженерії у США. Особливу увагу приділено висвітленню методів і форм організації підготовки майбутніх учителів технологій та інженерії у США. Зосереджено увагу на Національних стандартах технологічної освіти для вчителів, які створені Міжнародною спілкою освітніх технологій, та зазначено, що вони мають рекомендаційний характер і визначають мінімальний обсяг підготовки, який доповнюється варіативним складником програми підготовки. Відзначено такі методи підготовки, як мікрОВикладання, рефлексивне викладання, метод симуляції, які дають змогу залучити студента до реального викладання, а не до рольової гри; знизити складність педагогічних дій через забезпечення концентрації зусиль на набутті специфічних умінь, необхідних для вчителя, формувати досвід педагогічної взаємодії. З'ясовано, що з метою самопрезентації вже на першому році навчання у вищому навчальному закладі студентами розробляються власні веб-сторінки та електронні портфоліо, які містять такі складники: «робоче портфоліо», «шоукейс-портфоліо» (портфоліо для показу) та «портфоліо для записів». Встановлено, що для допомоги майбутнім учителям технологій та інженерії в набутті ними педагогічних умінь активно використовуються міні-курси. На основі аналізу результатів дослідження визначено наставництво або менторство як форми підготовки, які сприяють особистісному розвитку як студента, так і його наставника та ефективній взаємодії між шкільним і університетським персоналом. Виявлено, що підвищення результативності педагогічних практик у вищих навчальних закладах США забезпечує залучення «клінічних професорів», які здійснюють нагляд, керівництво й атестацію педагогічних практик майбутніх фахівців.*

**Ключові слова:** вчитель технологій та інженерії, педагогічна взаємодія, методика підготовки, навчальні дисципліни, методи підготовки, портфоліо, мікрОВикладання, наставництво.

### ВСТУП



Інноваційні процеси, що відбуваються в галузі освіти, інтеграція в освітній європейський простір вимагають перегляду підходів до підготовки фахівців, зокрема і педагогів. У контексті особистісно розвивальної та компетентнісної парадигми освіти, зміни навчальних програм для учнів загальноосвітніх навчальних закладів постає необхідність в оновленні методик підготовки майбутніх учителів трудового навчання і технологій із використанням сучасних інтерактивних методів та форм організації підготовки. Учитель, як зазначається в Концепції нової української школи, має виконувати нову роль «... не як єдиного наставника і джерело знань, а як коуча, фасилітатора, тьютора, модератора в індивідуальній освітній траєкторії дитини» [3, с. 24]. Тому освітній процес має бути спрямований не на формування необхідних професійних знань та умінь, а на розвиток особистості вчителя, формування її компетенцій, які забезпечуватимуть її самореалізацію в особистісному та професійному житті. У цьому аспекті особливої актуальності набуває вивчення досвіду зарубіжних країн, зокрема США, щодо методики підготовки майбутніх учителів технологій.

#### **МЕТА ДОСЛІДЖЕННЯ**

Мета дослідження полягає в узагальненні досвіду підготовки вчителів технологій та інженерії у США, аналізі основних форм і методів для їх упровадження в систему вітчизняної освіти.

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

Результати аналізу психолого-педагогічних низки праць свідчать про значний інтерес до особливостей підготовки майбутніх учителів в інших країнах. Зарубіжні науковці, зокрема С. Вілсон (S. Wilson), Л. Дарлінг-Хамонд (L. Darling-Hammond), С. Мау (S. Mau), Р. Флоден (R. Floden) і Дж. Феріні-Манді (J. Ferrini-Mundy), А. Харнет (A. Harnet) і М. Нейш (M. Naish) досліджували особливості педагогічної освіти у США. Однак лише незначна кількість досліджень (О. Галус, І. Жерноклеєв, Т. Капелюшна, Р. Монько, О. Орехова, О. Стельмашук, Л. Шапошнікова) присвячена вивченню досвіду підготовки саме вчителів технологій, що й покладено в основу написання статті.

Під час теоретичного вивчення означеної проблеми було використано комплекс таких теоретичних методів дослідження: пояснювально-аналітичний метод із використанням аналізу та синтезу результатів наукових досліджень щодо методики підготовки майбутніх учителів трудового навчання; методи узагальнення та систематизації – для висвітлення особливостей методів і форм професійної підготовки вчителів та формулювання висновків.

#### **ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ**

Значна увага підготовці майбутніх учителів технологій (Technology Teacher) і вчителів технологій та інженерії (Technology and Engineering Teacher) приділяється у США. Про це свідчить існування міжнародної організації – Ради з питань освіти вчителів технологій (СТТЕ) [5]. Її основні завдання спрямовані на підвищення рівня підготовки вчителів технологій за допомогою залучення їх до наукових досліджень у галузі технологій з відповідним призначенням стипендій; впровадження інноваційних ідей щодо їхньої підготовки та забезпечення необхідними інформаційними ресурсами.

Підготовка вчителів технологій, зокрема, здійснюється в університеті Бол Стейт (Ball State University (Indiana)), Каліфорнійському університеті в Пенсільванії (California University of PA), Міллерсвільському університеті (Millersville University (Pennsylvania)), університеті Вісконсін-Стаут (University of Wisconsin-Stout), Нью-



Йоркському університеті в Освего (the State University of New York at Oswego), університеті Пьюдью (Purdue University) тощо.

Особливостям підготовки вчителів технологій та інженерії в США на прикладі факультету технології (Department of Technology) в університеті Бол Стейт штату Індіана, який готує бакалаврів за різними академічними програмами в галузі технологій, присвячено дослідження Т. Капелюшної [2, с. 35–36]. За його результатами можна стверджувати, що програма підготовки ґрунтується на Національних стандартах технологічної освіти для вчителів, створених Міжнародною спілкою освітніх технологій (ISTE), та стандартах штату Індіана, де розташований навчальний заклад; обґрунтованих Асоціацією з питань оцінювання та підтримки вчителів-новаторів у різних регіонах (INTASC principles) принципах підготовки вчителів. Зазначимо, що всі ці стандарти мають рекомендаційний характер і визначають мінімальний обсяг, який для більш ґрунтовної підготовки доповнюється варіативним складником навчальних планів підготовки вчителів технологій. Випускники можуть викладати в основній (middle), старшій (high) школі або професійно-технічному училищі (vocational school) курси циклу технологічних дисциплін (будівництво, виробництво, основи спілкування, транспортування) та отримати знання про принципи навчання й особливості ведення уроків, а також практичний досвід роботи з природними матеріалами, енергетичними системами, роботами, комп'ютерами тощо [6; 8]. Під час підготовки майбутніх учителів технологій передбачено вивчення таких дисциплін: технології архітектури і будівництва (Architecture and Construction Technology), технології виробництва (Manufacturing Technology), технології дизайну та інженерії / техніки (Design and Engineering Technology), аудіо-, відео- та інформаційно-комунікативні технології (Audio, Video and Digital Communication Technology), технології транспортування, поширення, постачання (Transportation, Distribution and Logistics Technologies). Необхідно зазначити, що назви курсів та навчальних дисциплін у різних штатах можуть дещо відрізнятися [2, с. 37–38].

Під час підготовки вчителів широко практикується мікрОВикладання, яке передбачає 1) опрацювання наукової літератури та підготовку до частини уроку; 2) проведення частини уроку від трьох до п'яти хвилин з її відеозаписом школярам або своїм одногрупникам; 3) перегляд відеозапису, його аналіз та самоаналіз. За необхідності студент може ще раз підготуватися для повторного проведення цього ж фрагменту уроку. Після набуття певного досвіду викладання час проведення фрагменту уроку збільшується до 20 хвилин, де майбутні вчителі демонструють уміння взаємодіяти з іншими учасниками освітнього процесу. МікрОВикладання як один з основних методів навчання використовується більш як у 91 % програм педагогічної освіти у США. Його перевагами є: залучення студента до реального викладання, а не рольової гри; зниження складності педагогічних дій через забезпечення концентрації на набутті специфічних умінь; проведення в безпечному, контрольованому навчальному середовищі педагогічної практики [2].

На допомогу майбутнім вчителям у набутті ними педагогічних умінь скеровані міні-курси. Спочатку вони були запропоновані для вчителів-практиків, але згодом почали проводитися і для студентів. Реалізація міні-курсів відбувається таким чином: вибір педагогічних умінь, які необхідно розвинути або вдосконалити; опрацювання відповідної літератури та виконання певних вправ, спрямованих на формування умінь; перегляд відеозапису чи фільму, де демонструються вміння, відеоуроків учителів; проведення фрагменту уроку (5–10 хв), де застосовується це



вміння з його відеозаписом; аналіз відеофрагменту уроку. Використання міні-курсів дозволяє формувати необхідні в педагогічній діяльності моделі поведінки.

Наступним методом підготовки до педагогічної взаємодії у професійній діяльності є рефлексивне викладання. Для цього студентів розподіляють на групи з чотирьох-шести осіб. Один із членів групи виконує роль «призначеного вчителя», який визначає мету, завдання уроку, планує та проводить його, оцінює результати навчання своїх одногрупників у якості учнів. Після чого відбувається детальне обговорення дій та результатів діяльності «призначеного вчителя». Уроки рефлексивного викладання мають бути цікавими; їхній зміст повинен бути новим і відмінним від академічної програми; короткими (до 15 хв); результат уроку має піддаватися аналізу і вимірюванню [1; 2].

Для забезпечення можливості взаємодіяти під час обговорення певного феномена з реального життя використовується метод симуляції, який передбачає прослуховування навчально-виховних ситуацій та історій від професорів педагогіки. Симуляції подають педагогічну проблему в контексті гіпотетичного навчального класу та передбачають генерування декількох альтернатив для її розв'язання. Мета симуляції – створення відповідної навчальної ситуації, в якій формується типова поведінка студента з використанням методів та моделей діяльності, які вчителі-майстри вважають доцільними. На сьогодні у вищих навчальних закладах використовуються комп'ютерні симуляції для підготовки вчителів. Для цього студент отримує інформацію про учнів, які є учасниками симуляції, та знайомиться з проблемами, що потребують вирішення. Зазначимо, що метод симуляції ґрунтується на конкретних шкільних ситуаціях, який також і симулює їх таким чином, що змушує студентів стати активними учасниками цих ситуацій.

Отже, під час підготовки вчителів активно використовується технологія «партнерського викладання», тобто викладання своїм одноліткам, товаришам у навчальній групі.

Із метою самопрезентації вже на першому році навчання у вищому навчальному закладі студенти створюють власну веб-сторінку та електронне портфоліо, яке поповнюється кожного року і розміщується в Інтернет-мережі. Портфоліо містить фото й короткі автобіографічні відомості, написані у довільній формі; опис власних поглядів та міркувань щодо сучасної освіти: підходів, принципів і технологій навчання. Висвітлюючи власні погляди, студент може їх візуалізувати за допомогою використання відео, рисунків, схем, таблиць, фотографій, проектів [9]. Це дозволяє презентувати не лише власні досягнення, а й себе як особистість та фахівця з певними поглядами на життя, навчально-виховний процес та пропозиціями щодо його удосконалення.

Аналіз досліджень, присвячених вивченню особливостей підготовки вчителів у США, дозволяє виокремити три основні типи портфоліо, які створюють як під час навчання у вищому навчальному закладі, так і під час педагогічної практики в школі: «робоче портфоліо», «шоукейс-портфоліо» (портфоліо для показу) та «портфоліо для записів».

«Робоче портфоліо» відображає результати учіння студента і комплектується ним для демонстрування свого прогресу під час навчання. Може містити інформацію від батьків та друзів і дозволяє атестувати й оцінити освітні досягнення майбутнього вчителя.



«Шоукейс-портфоліо» складається за принципом художньої колекції, де відображено найкращі роботи студента. За результатами цього портфоліо майбутній учитель може видати книгу, розробити цікавий проект, тобто проявити себе як творчу особистість. Щоденна педагогічна діяльність студента не відображається в цьому типові портфоліо, він сам вирішує, чим його наповнити.

«Портфоліо для записів» часто укладається разом із «шоукейс-портфоліо». У ньому студент і викладач зберігають копії результатів атестації та оцінювання досягнень студента, а також роботи, за які викладач виставляє оцінки. Часто ці записи стають також частиною робочого портфоліо.

Активно практикується наставництво або менторство під час підготовки майбутніх учителів. Роль наставника передбачає не лише співробітництво зі студентами, взаємодію з ними, а й виконання ролі «когнітивного» ментора, який керує рефлексивною практикою майбутніх учителів. Це сприяє особистісному розвитку як студента, так і його наставника. Успішним способом наставництва є підкріплювальна взаємодія між шкільним та університетським персоналом.

Із метою підвищення результативності педагогічних практик у вищих навчальних закладах США працюють «клінічні професори», які здійснюють нагляд, керівництво й атестацію педагогічних практик. «Клінічними професорами» є шкільні вчителі, найняті на роботу у вищих навчальних закладах. Вони не мають наукового ступеня, але час від часу займаються викладацькою діяльністю у школі, щоб студенти могли спостерігати за навчально-виховним процесом з середини та обговорювати його [7].

Результати дослідження О. Галуса, Л. Шапошнікової дозволяють стверджувати, що формуванню готовності до педагогічної взаємодії у майбутніх учителів технологій у США сприяє особистісно орієнтований підхід, який закладено в основу підготовки майбутніх учителів. Реалізується це в навчально-виховному процесі переважно через демократичний стиль викладання: студента розглядають як рівноправного учасника освітнього процесу; партнера, який бере активну участь у житті вищого навчального закладу; враховуються погляди, думки студентів стосовно організації та здійснення навчального процесу; схвалюється наявність власних поглядів. Важливо відзначити також використання рефлексивного викладання, мікрвикладання [1]. Це все комплексно сприяє підготовці студентів до педагогічної взаємодії у майбутній професійній діяльності.

Необхідно схвалити щорічні заходи, спрямовані на активізацію вчителів технологій, які передбачають визначення та нагородження кращого вчителя технологій за визначні досягнення в галузі технологічної освіти (з 1950 р.); кращої програми підготовки вчителя технологій; кращої публікації; кращої наукової роботи [4]. Це сприяє активізації творчого потенціалу вчителів, стимулює їх до особистісного та професійного самовдосконалення.

#### **ВИСНОВКИ**

Таким чином, вивчення досвіду підготовки майбутніх учителів технологій та інженерії у США дає змогу зробити такі висновки: 1) програма підготовки ґрунтується на Національних стандартах технологічної освіти для вчителів, які створені Міжнародною спільнотою освітніх технологій, мають рекомендаційний характер і визначають мінімальний обсяг, який для більш ґрунтовної підготовки доповнюється варіативними складниками навчальних планів підготовки вчителів технологій; студентів активно залучають до наукових досліджень у галузі технологій





з відповідним призначенням стипендій; упроваджуються інноваційні ідеї щодо їхньої підготовки та відбувається забезпечення необхідними інформаційними ресурсами; 2) основними методами і формами організації підготовки є мікрОВикладання, рефлексивне викладання, метод симуляції, міні-курси, метод портфоліо; 3) результативність практичної підготовки забезпечується наставництвом або менторством, залученням «клінічних професорів», які здійснюють нагляд, керівництво й атестацію педагогічних практик.

Перспективи подальшого дослідження вбачаємо в аналізі системи моніторингу підготовки вчителів трудового навчання за кордоном та визначенні основних напрямів діагностування рівня підготовки фахівців у вітчизняній системі освіти.

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## **ЗАРУБІЖНИЙ ДОСВІД ВИКОРИСТАННЯ ПЕДАГОГІЧНОЇ ЛОГОТЕРАПІЇ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ ПЕДАГОГІВ ПОЧАТКОВОЇ ШКОЛИ**

### **АНОТАЦІЯ**

*У статті розглянуто сутність і значущість використання естетотерапевтичної концепції, зокрема педагогічної логотерапії, у створенні особливого емоційно-комфортного соціально-виховного середовища початкової ланки освіти. Розкрито тлумачення зарубіжними науковцями (Дж. Бюдженталь, А. Маслоу, Р. Мей, Я. Морено, К. Роджерс, В. Франкл та ін.) понять «спілкування», «естетотерапія», «педагогічна логотерапія» та ін. Здійснено спробу аналізу соціально-змістового наповнення педагогічної діяльності в контексті застосування логотерапії в початковій школі на основі агогічної парадигми. Висвітлено особливості використання терапевтичної метафори в освітньому просторі школи І ступеня, схарактеризовано основні етапи її імплементації: опис сюжетної лінії, переконання та переплетення. Схарактеризовано роль «живих метафор» в організації логотерапевтичної взаємодії педагога і молодших школярів. Звернуто особливу увагу на формування в учнів початкової школи людинознавчої компетентності, що базується на основі осмислення ними філософсько-педагогічних категорій норми (як засобу і результату соціальної активності вихованців), свободи (як засобу і результату індивідуального прояву школярів) і щастя (як результату навчання, виховання та розвитку учнів). Описано значення методів дереклексії та парадоксальної інтенції в соціальному розвитку і формуванні особистості вихованців. Розкрито соціально-виховний та психолого-педагогічний потенціал провідного методу логотерапії – «сократівського діалогу», або «кола Сократа»; висвітлено основні етапи його імплементації: згода (пошук того, з чим вихованець може погодитися), сумнів (висловлення сумнівів щодо недостатніх аргументів співрозмовника) та аргументація (педагог має донести свою думку, не відчуваючи при цьому ніякого опору з боку учня); представлено алгоритм його проведення в різних варіаціях: метод «акваріуму», «панельний метод» і «запитальний метод».*

**Ключові слова:** агогіка, естетотерапія, логотерапія, молодший шкільний вік, педагогічне спілкування, «сократівський діалог», соціальне виховання, терапевтична метафора.

### **ВСТУП**

Особливо відповідальний період у становленні кожної особистості – це молодший шкільний вік, який є сензитивним для успішного розвитку соціально-психічного, фізичного та морально-духовного здоров'я. У зв'язку з цим пріоритетним завданням початкової школи стає створення умов для забезпечення потреб та інтересів учнів, розкриття їхніх нахилів та вподобань, гармонізації міжособистісних відносин у контексті навчально-виховного процесу, формування необхідного



комплексу знань, умінь і навичок, а також здійснення педагогічної підтримки у вирішенні навчальних, морально-духовних та особистісно-соціальних проблем. Важливу роль у реалізації окреслених завдань відіграє педагог, який, будучи суб'єктом освітнього процесу та агентом соціалізації школярів, регулює освітні взаємовідносини, формує погляди і переконання учнів, а також здійснює комплекс заходів із виховання та соціального захисту дітей. Ефективним засобом реалізації означених завдань стало використання *естетотерапевтичної концепції*, яка є «новим методом навчання, тренінгом для тіла, душі, почуттів, розуму та волі людини» [5] і потужним інструментом подолання «авторитарно-бездуховної освітньої практики, яка призводить до стану соціальної апатичності учнів, шкільної агресивності, «обезлюдженості» у стосунках з педагогом і душевного дисбалансу у власному світобаченні» [10].

#### **МЕТА ДОСЛІДЖЕННЯ**

Мета дослідження – розкрити психолого-педагогічні та соціально-виховні можливості педагогічної логотерапії, а також висвітлити особливості її використання у початковій ланці освіти.

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

У сучасних наукових працях проблема використання педагогічної логотерапії у фаховій діяльності досліджується переважно крізь призму філософського, психотерапевтичного та людиноцентричного підходів, що повністю висвітлюють зміст її естетотерапевтичної природи [10]. Стаття є науково-методичним дослідженням, в ході проведення якого було використано методи аналізу, синтезу, порівняння та узагальнення наукових доробків вітчизняних і зарубіжних вчених.

#### **ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ**

Естетотерапевтична концепція містить широкий арсенал засобів впливу на особистість сучасних школярів (малюнок, фотографія, музика, гра, спілкування, казка, природа тощо). В усі часи головним інструментом переконання, заохочення, організації, навчання та виховання учнів було *спілкування*. Про значення спілкування в педагогічній діяльності писали Дж. Бюдженталь, І. Зязюн, А. Макаренко, А. Маслоу, Р. Мей, Я. Морено, К. Роджерс, В. Сухомлинський, О. Федій, В. Франкл та ін. У їхніх працях відзначається, що педагогічне спілкування є формою соціальної терапії і могутнім методом «лікування» поведінки вихованців. Так, на переконання І. Зязюна, професійно-педагогічне спілкування становить систему органічної соціально-психологічної взаємодії педагога й учнів, зміст якої – обмін інформацією, здійснення виховного впливу, організація взаємовідносин за допомогою комунікативних засобів. Причому педагог виступає як активатор цього процесу, організовуючи його і керуючи ним [4].

У своїх працях В. Сухомлинський відзначав, що «кожне слово, що звучить у стінах школи, повинно бути продуманим, мудрим, цілеспрямованим й – це особливо важливо – зверненим до совісті живої конкретної людини, з якою ми маємо справу..., щоб не було знецінювання слів, а навпаки – щоб ціна слова постійно зростала» [9].

Отже, педагогічне спілкування має бути особливим видом творчості, що орієнтується на розвиток емоційної сфери вихованців, формування в них активної життєвої позиції, внутрішньої мотивації до навчання, радості пізнання та прагнення до досягнення ситуації успіху в усіх сферах життєдіяльності. У цьому сенсі, здійснюючи естетотерапевтичний вплив на учнів, педагог частково виконує роль психотерапевта, який надає своєрідну соціально-психологічну підтримку у вирішенні



різноманітних навчальних та особистісних труднощів (втрата інтересу до навчання, дезадаптація, тривожність, невміння налагоджувати міжособистісну взаємодію тощо).

Основним засобом здійснення педагогом початкової школи означених функцій є використання одного із різновидів соціальної терапії – *педагогічної логотерапії* (від давньогр. λογοζ – смисл), яка становить вид естетотерапії, спрямований на надання духовного сенсу буття, актуалізацію уваги на моральні та культурні життєві цінності особистості [10]. Цей психотерапевтичний напрям введений у науковий обіг В. Франклом, який наголошував, що «прагнення до смислу» є природною рушійною силою поведінки та розвитку особистості незалежно від її статі, віку чи становища в суспільстві [11].

Провідною ідеєю педагогічної логотерапії є гуманістична ідея виховання та розвитку особистості, яка, на переконання Дж. Бюджентала, має бути готовою до внутрішнього осягнення подій, більш усвідомлено обирати однодумців та бути з ними щирою [3]. Р. Мей доводив, що головне призначення логотерапії полягає у наданні людині допомоги в осягненні глибин своєї особистості, яка має специфічну структуру: свобода (у самовиявленні, спілкуванні тощо), індивідуальність (як результат її внутрішніх «пошуків»), соціальна інтегрованість («неможливо зрозуміти людину поза її соціальним оточенням») та «духовна напруженість», що дозволяє їй гідно прийняти і зробити стійкою природну духовну напругу [8]. Так, головним призначенням педагогічного спілкування, в контексті впровадження логотерапії, є не лише управління процесом оволодіння учнями змістового складника навчання, його координація й пробудження у вихованців сутнісних сил і можливостей, надання дитині шансу відчувати радість від ухвалення самостійних рішень та вирішення життєвих труднощів.

Необхідність соціально-змістового наповнення педагогічної діяльності за таких умов у початковій школі знаходить своє відображення в інноваційній науково-практичній течії – *агогії* (від гр. αγωγή – ведення, виховання) – теорії і практиці вдосконалення людини, її здібностей, знань і мистецтва щасливого життя в процесі її результату навчання, виховання і розвитку [2, с. 4]. Грунтуючись на твердженнях автора цієї наукової концепції, педагогічна діяльність, зокрема в школі I ступеня, за своєю суттю є *агогічною*, оскільки передбачає «вироснування» молодого покоління (молодших школярів) шляхом удосконалення їхніх життєвих здібностей та знань відповідно до усталених у суспільстві норм. Ефективність такого процесу визначається формуванням в учнів *людинознавчої компетентності*, яку визначають філософські категорії *норми* (як засобу і результату соціальної активності вихованців), *свободи* (як засобу і результату індивідуального прояву школярів) та *щастя*, яке має стати результатом навчання, виховання і розвитку учнів.

На переконання Б. Бім-Бада, «*норма* є серцевиною буття і пізнання» [2, с. 6], основним механізмом засвоєння дитиною «життєвих правил», що розвиває своєрідний «освітньо-соціальний інтелект», який допомагає їй оптимально входити в освітній простір і порівняно самостійно формувати соціальний статус. Спілкуючись з учнями, педагог спирається на конкретні (соціокультурні, морально-етичні, освітні та ін.) норми, що визначають рівень вихованості школярів та їхнє уміння відповідати цим нормам.

Окрім необхідності дотримання вихованцями існуючих норм, головним завданням педагога є формування в учнів відчуття індивідуально-психологічного комфорту, котрий часто називають *щастям*. Досить слушною, на наше переконання, є думка М. Аргайла, який зазначав, що особистість досягає щасливого самодостатнього



відчуття через можливість спілкуватися з духовно близькими людьми (батьками, друзями, вчителями та ін.), тобто єдності із мікро- та макросоціумом [1]. Із позиції нашого дослідження, таке тлумачення щастя є ключовим у професійному спілкуванні педагогів школи І ступеня, адже в період молодшого шкільного віку школярі потребують особливої підтримки та розуміння з боку найближчого оточення.

О. Федій вважає, що близьким до дефініції «щастя» або «психологічний комфорт» виступає поняття «свобода», яка є особливим станом гармонізації відносин людини з її оточенням [10, с. 27]. Отож необхідність упровадження педагогічної логотерапії в освітній простір початкової ланки освіти важко переоцінити, адже її використання сприяє щасливому світосприйняттю учнів, яке є результатом співвідношення філософсько-педагогічних категорій норми та свободи, а головним виховним гаслом має стати «формування вільної творчої особистості, яка здатна бути сама собою і відчувати своє «Я» [там само].

Провідним засобом оптимізації професійно-педагогічної діяльності в контексті логотерапії є *терапевтична метафора*, яка, як зауважують Дж. Мілс та Р. Кроулі, здійснюється у три основні етапи: сюжетна лінія, переконання та переплетення [7]. Охарактеризуємо їхній психолого-педагогічний і соціально-виховний потенціал.

*Сюжетна лінія* повинна поступово розгортатися за такими етапами: конфлікт (має збігатися за характером із проблемами школярів), опис дійових осіб (певною мірою мають втілювати несвідомі образи учнів), відтворення проблемних навчальних ситуацій (у яких був досягнутий успіх), криза (як перехідний пункт при ухваленні рішень), усвідомлення вихованцями себе в новому амплуа і торжество як кульмінація їхнього особистісного розвитку. Створення терапевтичних історій за відповідною схемою реалізується за допомогою спеціально вигаданих тем, казкових мотивів, популярних мультиплікаційних сюжетів, уяви учнів, випадків із життя педагога тощо.

*Етап переконання* має органічно вписуватися в контекст терапевтичної метафори. На свідомому рівні школярі сприйматимуть його як частину сюжету (не співвідносячи його з собою), проте підсвідомість вихованців міцно шукатиме звернені до них переконання і сприйматиме їх як стимул до певної дії. У результаті такої діяльності за рахунок зміни «літературних тональностей» створюються сприятливі умови для виявлення необхідних поведінкових ресурсів учнів, які до цього не використовувалися.

*Переплетення* має бути доповнене чуттєвими характеристиками мовлення педагога, що сприяє пробудженню у вихованців усіх сенсорних систем одночасно. На цьому етапі школярі мають можливість виявити джерело внутрішніх ресурсів та спрямувати їх у проблемну сферу [7].

Провідну роль в організації логотерапевтичної взаємодії в початковій школі відіграють «*живі метафори*», що становлять низку домашніх завдань, які в метафоричній формі відтворюють ефективний алгоритм вирішення проблем учнів і є чудовим лікувально-освітнім доповненням до терапевтичної розповіді. Наприклад, учневі, який зник конфліктувати з оточенням, можна вигадати метафору, пов'язану з їжаком, який своїми колючками захищається від усіх і цим самим не дає можливість зрозуміти його вразливу душу. Для ілюстрації «живої метафори» школяреві можна дати завдання за містом або в його межах (у парку, біля власного будинку, на дачі, біля школи тощо) знайти їжачка і щодня намагатися його лагідно, терпляче та поступово приручити й нагодувати.

Автор логотерапевтичного напрямку В. Франкл [11] актуалізував значення таких методів соціальної зміни особистості:



1. *Метод дерефлексії* сприяє зняттю зайвого самоконтролю учнів, що пов'язаний із розумінням власних недоліків і комплексів, які заважають їм повноцінно співіснувати в суспільстві.

2. *Метод парадоксальної інтенції* припускає, що педагог має надихати учнів саме на те, чого ті намагаються уникнути (певні страхи, комплекси, незручні чи травмуючі ситуації та ін.). При цьому активно використовуються різні прояви гумору. Наприклад, якщо дитина відчуває страх закритих приміщень, їй пропонують змусити себе тривалий час знаходитися в такому приміщенні, підтримуючи різноманітними веселими історіями та гуморесками. Під час реалізації цього методу страх здебільшого зникає, а учень набуває впевненості в собі, перестає боятися того, чого раніше уникав.

3. *«Сократівський діалог»* є провідним методом логотерапії, що передбачає залучення школярів до співробітництва і розширення сфери їхньої свідомості. *«Сократівський діалог»* – це своєрідний інтелектуальний двобій між педагогом і дитиною, під час якого корегуються непослідовні, суперечливі і бездоказові судження вихованця. Педагог поступово, крок за кроком, логічно аргументуючи свою позицію *«підводить»* дитину до запланованого висновку. Під час бесіди педагог формулює питання так, щоб учень давав максимальну кількість позитивних відповідей [11]. Цей метод сприяє активізації мислення учнів, концентрації уваги, формування адекватної оцінки поточної дискусії та їхньої ролі в ній. Як правило, *«сократівський діалог»* складається з трьох етапів: *згоди* (пошук того, з чим вихованець може погодитися), *сумніву* (висловлення сумнівів щодо слабких аргументів співрозмовника) та *аргументації* (педагог має донести свою думку, не відчуваючи при цьому ніякого опору з боку учня). Результат такого розумового двобою відповідно виражається в трьох формах: учень прагне того, чого прагне педагог, вихованець адекватно висловлює власні погляди та знаходить найефективніший підхід до аргументів педагога.

Різновидом сократівського методу є *«коло Сократа»* (*«Сократів»* семінар) – педагогічний підхід, заснований на методі Сократа, що використовується для кращого засвоєння учнями інформації [6]. Така методика передбачає набуття певних знань за допомогою дискусії і ґрунтується на тому, що в учня є вже уявлення про тему дискусії, а нові знання отримуються шляхом обговорення. Цей метод заснований на переконанні, що школярі отримають більш глибоке усвідомлення сутності досліджуваного предмета при вдумливих міркуваннях, ніж через звичайне ознайомлення з матеріалом. Існують різноманітні варіації *«кола Сократа»*:

– *акваріум*: вихованці разом із педагогом утворюють два кола: зовнішнє (спостерігачі) і внутрішнє (активні учасники). Члени внутрішнього кола беруть участь в обговоренні запропонованого педагогом питання. Інші – спостерігають і виступають тоді, коли будь-чия гіпотеза їх зацікавила; вони доповнюють, ставлять питання, конкретизують. При цьому *«спостерігач»* повинен стати поруч з активним учасником, який привернув його увагу своєю думкою. Після обговорення однієї проблеми учасники міняються місцями (ті, хто стояв за межами кола, сідають у коло);

– *панельний метод*: школярі поділяються на групи по 6–8 осіб та розташовуються в класі по колу. Члени кожної групи вибирають представника або голову, який буде в процесі дискусії відстоювати їхню позицію. Протягом 15–20 хв у групі обговорюється проблема і виробляється спільний погляд. Представники груп збираються в центрі кола і висловлюють думку групи, відстоюючи її позиції, тоді як інші вихованці стежать за обговоренням і тим, наскільки точно представник групи



висловлює спільну позицію. Учні не можуть висловлювати власну думку, а мають можливість лише передавати під час обговорення записки, в яких викладають свої міркування;

– *запитальний метод*: взаємодія учнів відбувається за системою питання-відповідь, що дає змогу ефективно дослідити глибину їхньої думки. Запитання фокусуються на загальних ідеях, а не на конкретній інформації та зазвичай починаються із навідних тверджень. Така стратегія допомагає учасникам заглибитися в проблему і виробити безліч різних думок щодо її вирішення, окрім цього, вони мають висловлювати твердження, спираючись на висловлювання попередніх ораторів [6].

Окреслені методи та прийоми логотерапії активізують мислення, увагу, комунікативну компетентність і творчі здібності молодших школярів, сприяють їхньому саморозвитку та самовизначенню, надихають їх до нових звершень у навчанні та житті в цілому, допомагають вихованцям самостійно сформувати власну суспільну позицію та світобачення, навчитися висловлювати свою думку та аргументовано її відстоювати.

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Таким чином, соціально-творча природа педагогічної логотерапії засвідчує її гуманістичну спрямованість та формотворчий характер. На основі здійсненого аналізу науково-практичних джерел зауважимо, що використання різноманітних логотерапевтичних технік у початковій ланці освіти сприяє формуванню в учнів своєрідного «ціннісного поля», що є синтезом взаємодії філософських понять свободи, норми і щастя та яке складають: цінності творчості (мають пріоритетне значення, базуються на спільній праці школярів), цінності переживання (наприклад, дружба, вірність тощо) та цінності відношення (усвідомлене ставлення вихованців до об'єктивної реальності). *Перспективами щодо подальших досліджень* варто визначити розробку алгоритму та методичного забезпечення процесу впровадження елементів педагогічної логотерапії в освітній простір школи І ступеня, що слугуватиме створенню позитивної емоційно-комфортної і безпечної атмосфери взаєморозуміння, взаємодовіри, емпатійного спілкування та активної соціальної взаємоторчості.

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**ПРАВИЛА ОФОРМЛЕННЯ І ПОДАННЯ РУКОПИСІВ  
(ОБНОВЛЕНІ ВІДПОВІДНО ДО МІЖНАРОДНИХ ВИМОГ)**

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

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

Для публікації статті просимо надсилати:

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

– електронний варіант наукової статті.

**ВАЖЛИВО!**

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

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

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

Обов'язкові складники статті:

– **АНОТАЦІЯ / ABSTRACT** (обсягом **1800** друкованих знаків);  
– **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.

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**THE STIMULATION OF STUDENTS' INTEREST IN THE TEACHING  
BY COMPETENCY-BASED APPROACH: LATIN AMERICAN PERSPECTIVE**

**ABSTRACT**

*This article presents the results of scientific-pedagogical research, which consisted in identifying, what are the best strategies of stimulation of students' interest in the teaching by competency-based approach studying the works of Latin American scientists. With support in the pedagogic-comparative study the author has found out that in the Mexican education system the competency-based approach has been implemented since 2009 through the new national educational policies and Reform of Basic Education in which documents it is argued that competence means putting in play knowledge, attitudes, skills and values for achieving purposes in certain contexts and situations. One of the key tasks of the teacher is to lead and keep the attention of his/her students towards certain goals. Motivation to learning represents the socio-emotional or psychosocial variables (social identity, attitude to the subject, motivation), involved in learning on par with the educational variables (teacher, methodology, learning context); individual variables (subject learning abilities, aptitudes, needs, personality); socio-demographic variables (student's age, sex, socio-economic and socio-cultural level); sociopolitical context variables (importance in the society of knowledge that provides the subject). The study has showed that the best strategies for stimulation of students' interest in the learning by competency-based approach, following the Latin American scientists, are, among others, modeling, adapting, making the content of the studied discipline "accessible" to the student's needs; developing students' autonomy in learning; promoting conscious learning; establishing dynamic and equitable system of interrelations in the class; creating positive psychological environment; raising the illustrative and dynamic teaching; ensuring the self-control and self-regulation; using the error as part of the learning process (and not as punitive).*

**Keywords:** *motivation in learning, stimulation of students' interest in the classroom, teaching by competency approach, Latin American education.*

**INTRODUCTION**

In the Mexican education system the competency-based approach has been implemented since 2009 through the new national educational policies and Reform of Basic Education in which documents it is argued that competence means putting in play knowledge, attitudes, skills and values for achieving purposes in certain contexts and situations (Secretaría de Educación Pública, 2011).

**THE AIM OF THE STUDY**

The aim of this paper is to report the results of comparative scientific-pedagogical research, which consisted in identifying what are the best strategies of stimulation of



students' interest in the teaching by competency-based approach studying the works of Latin American scientists.

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

It is importantly to note, that to the problem of motivation and the ways of its stimulation close attention pay psychologists and teaching methodologists: B. Ananiev (1969); C. Carnegie (2000); Yu. Galperin (1966); R. Gardner (1985); J. Hamers (1981); A. Leontiev (1977); A. Maslow (1991); P. Pintrich and A. De Groot (1990); L. Vygotskyi (1985), et al.

This work is a documentary-bibliographic study, which was performed under the critical-dialectical approach, using research methods of analysis, synthesis, comparison and generalization that were necessary to study the original texts and official documents, organization of the studied material and its exposure.

#### **RESULTS**

Motivation (from Latin *movere*, “move”) is conceptualized by modern psychology (Bekh, 2004; Barca-Lozano, 2012; Carnegie, 2000; Carretero, 2009; Hamers, 1981; Tapia, 2005, et al) as the effort consented by an individual to achieve a goal. It belongs to the impulses that are learned (secondary needs that guide human behavior, namely, the *acquired social needs*). Attitudes determine motivation. Whenever motivation is discussed, emphasis is placed on the intentional nature of the conduct. When an individual is motivated to achieve a goal, his/her activity is directed towards it.

#### **CONCLUSIONS**

So the pedagogic-comparative study allows us to conclude that the best strategies for stimulation of students' interest in learning by competency-based approach, following the Latin American scientists, are...

Perspectives for further studies...

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**ТЕНДЕНЦІЇ РОЗВИТКУ ФОЛЬКЛОРИСТИКИ  
В НАУКОВО-ОСВІТНЬОМУ ПРОСТОРІ УНІВЕРСИТЕТІВ УКРАЇНИ  
І ЗАРУБІЖЖЯ**

**АНОТАЦІЯ**

*Проаналізовано тенденції розвитку фольклористики в науково-освітньому просторі університетів України та зарубіжжя: фундаменталізації, синтезу академічної науки і освітньої практики, професіоналізації, інституалізації, гуманітаризації, антропологізації, інтердисциплінарності. Визначено, що в українському і зарубіжному фольклористичному дискурсі ХХ – початку ХХІ ст. фольклор досліджується переважно крізь призму функціонального, комунікативного, антропологічного, контекстного підходів, що частково реалізовано в офіційній дефініції фольклору згідно з Рекомендаціями ЮНЕСКО «Про збереження фольклору» (1989 р.). З'ясовано, що багатовекторність вивчення фольклору дозволяє викладачам у процесі структурування змісту фольклористичних дисциплін, спрямування науково-дослідницьких пошуків майбутніх фахівців використовувати здобутки фольклористичних напрямів, які сформувалися в історичній ретроспективі і на сучасному етапі набули активного розвитку: лінгвофольклористики, етномузикознавства, фольклоротерапії (фольклорної музикотерапії, казкотерапії, терапії народним танцем) тощо. Обґрунтовано, що фольклористика в українському та зарубіжному науково-освітньому середовищі розвивається як інтердисциплінарна наука на основі історико-педагогічного досвіду та з урахуванням сучасних інтеграційних процесів, що визначають проблематику змісту фольклористичної, культурологічної підготовки майбутнього педагога-дослідника, який повинен формуватися як людина культури, національно свідомі і водночас полікультурно чутливі особистість.*

**Ключові слова:** фольклор, фольклористика, університет, тенденції, історико-педагогічний досвід, інтердисциплінарність, фундаменталізація.

**ВСТУП**

Трансформаційні зміни в сучасному освітньому просторі пов'язані з необхідністю формувати новий тип майбутнього педагога-дослідника – людини культури, національно свідомі і водночас полікультурної особистості, людини полікультурно чутливої. Відповідно освіта повинна адаптуватися до сучасних соціокультурних умов на основі історично сформованого наукового досвіду і традицій освітньої практики, а також враховувати сучасні тенденції розвитку певних науково-освітніх галузей у міжнародному контексті.

**МЕТА ДОСЛІДЖЕННЯ**

Здійснити аналіз тенденцій розвитку фольклористики в науково-освітньому просторі університетів України та зарубіжжя на основі урахування надбань



теоретичного і практичного досвіду вивчення фольклорної традиції в умовах університетської освіти, сформованого в історичній ретроспективі, та сучасних векторів розвитку гуманітарних, філологічних, антропологічних науково-освітніх галузей.

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

В українському і зарубіжному фольклористичному дискурсі ХХ – початку ХХІ ст. фольклор досліджується переважно крізь призму функціонального, комунікативного, антропологічного, контекстного підходів, що частково реалізовано в офіційній дефініції фольклору згідно з Рекомендаціями ЮНЕСКО «Про збереження фольклору» (1989 р.) [5].

#### **ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ**

Визначальною тенденцією розвитку сучасної вищої освіти, науки, зокрема у фольклористичному середовищі, є фундаменталізація, яка, на думку О. Мещанінова, розглядається як елемент «випереджальної» освіти – фундаментальна основа переходу до сталого розвитку» [4, с. 70].

#### **ВИСНОВКИ**

Визначення тенденцій вивчення фольклористики в університетах України і зарубіжжя дало можливість зробити висновки, що фольклор досліджується крізь призму антропологічного, функціонального, контекстного, комунікативного підходів, що визначає його цілісну сутність як животворчого джерела культурного, мистецького, наукового, освітнього розвитку соціуму.

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

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

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

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

- 1) безпосередньо в реченні, тоді після нього в круглих дужках зазначається рік видання;
- 2) у дужках після парафраза разом із роком видання (через кому).

**Наприклад:**

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

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

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

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

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

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

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

- 1) безпосередньо в реченні, тоді після нього в круглих дужках зазначається рік видання, а після цитати в круглих дужках зазначається сторінковий інтервал;
- 2) у дужках після цитати разом із роком видання та сторінковим інтервалом (через кому).

**Наприклад:**

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

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

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

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

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



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

**Наприклад:**

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

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

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

Внутрішньотекстове посилання на роботу кількох авторів залежить від їх кількості:

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

**Наприклад:**

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

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

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

*або*

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

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

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

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

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

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

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

*або*

O. Velychko et al. (2014) indicate, “Biology is a system of sciences ...” (p. 10).

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 указати 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.

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