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ІНСТИТУТ ПЕДАГОГІЧНОЇ ОСВІТИ І ОСВІТИ ДОРΟΣЛИХ**

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### FORMING COMMUNICATIVE COMPETENCE OF FUTURE TESOL TEACHERS BY MICROTEACHING (BASED ON BRITISH EXPERIENCE)

#### ABSTRACT

*The article deals with the analysis of the process of forming communicative competence of future TESOL students by means of microteaching based on the experience of leading British higher education institutions. It has been specified that the phenomenon of communicative competence in scientific discourse originated in the 1960s and connected with the prominent British, German and American scientific researchers (L. Bachman, R. Campbel, M. Canale, J. Habermas, M. Halliday, M. Swain et al.), who have produced their own implications on communicative competence. Based on their views it has been specified that the communicative competence should be acquired in all areas, namely, speaking, reading, listening, and writing. Therefore, it has been justified that microteaching is of significance, as it allows future TESOL teachers to develop the high level of communicative competence. It has been found out that microteaching was developed by Stanford University specialists and became adopted by many teacher education institutions in the world. The model of microteaching acquired in British education institutions has been described. It has been outlined that microteaching is seen as a simplified form of teaching, the main peculiarity of which means it is evaluated by peers/supervisors to provide a feedback. It has been indicated that the main aim of microteaching is to allow future TESOL teachers to determine their level of communicative competence most objectively. It has been clarified that future TESOL teachers should undergo three stages to form their communicative competence. The advantages and disadvantages of microteaching in the context of forming future TESOL teachers' communicative competence have been presented. The most prominent advantages have been analyzed. The perspectives for further studies have been determined.*

**Keywords:** *communicative competence, TESOL teacher, microteaching, British experience.*

#### INTRODUCTION

Despite outstanding innovations in learning, namely, student-centered and computer-based, the significance of the teacher's role in the education process has not been diminished. The teacher still performs many crucial roles in the teaching-learning context, being a facilitator (a mentor and a learning facilitator), a role-based model (a teacher as a role model), an information provider (a lecturer and a practical (clinical) teacher), a resource developer (a study guide producer and a resource material creator), a planner (a course organizer and a curriculum planner), an assessor (a curriculum assessor and a student assessor), etc. E. Haertel (2013) indicates "the teachers matter enormously. A classroom full of students with no teacher would probably not learn much – at least not much of the prescribed curriculum" (p. 5). The teacher is considered to be the most powerful influence the education process, which is why teacher education is being rapidly





developed in education policy in many countries of the world. While teacher education traditionally presupposes mastering subject-specific skills, it should aim to form communicative competence as it is the core ability future TESOL teachers need to build the communicative process that is based on the exchangeable interaction (Kearney and McCroskey, 1980; Houser, & Hosek, 2017). The content includes knowledge (definitions, explanations, facts, principles, etc.) skills, values and attitude, which the learners must develop. It is also associated with those unique experiences that schools offer their students. The content of curricula contains those important subjects, which the student is supposed to master. Mastering the content is achievable but the teacher must possess communicative competence in order to be able to transfer their content. Thus, communicative competence becomes of great significance since the combination of content competence and communicative competence enhances teaching effectiveness. However, it is first necessary to find out how to distinguish effective teachers from ineffective ones. The answers would differ and imply four groups of crucial components such knowledge, skills, behavior and motivation. In our opinion, personal and professional development including motivation, self-confidence, the ability to establish and maintain relationships, to communicate are the most important facilitators of communicative competence that can be developed while microteaching, since it assists future TESL teachers in eliminating the complexities of teaching within a real teaching environment and obtaining valuable teaching experience.

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

Our study is aimed at analyzing the process of forming communicative competence of future TESOL teachers by means of microteaching based on the experience of Great Britain.

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

Scholars should select manuscripts that are to be involved into theoretical framework of the study extremely carefully, since its success depends on originality and authenticity of these chosen ones. We have considered the works of many outstanding scholars, mostly British and American, as they were first to cover the problems of communicative competence and microteaching. Thus, theoretical framework of our study is based on works by such scholars as L. Bachman (1990) (fundamental considerations in language), M. Berns (1990) (communicative competence and intelligibility), R. Campbell & R. Wales (1970) (language acquisition), M. Canale and M. Swain (1980; 1981) (communicative approaches to second language teaching; theoretical framework for communicative competence), N. Chomsky (1965) (some aspects of linguistic theories), F. Dubin & E. Olstain (1986) (linguistic courses design), M. L. Fernandez (2010) (the phenomenon of microteaching), M. Halliday (1973) (language functions), J. Habermas (1970) (the theory of communicative competence), E. Hartel (2013) (inferences about teachers), M. Houser & A. Hosek (2017) (instructional communication), D. Hymes (1972) (insights on communicative competence), P. Kearney & J. McCroskey (1980) (teacher communication styles), T. Lillis (2005) (foundations of communicative competence), J. Richards & R. Schmidt (2014) (language and communication), E. Seidman (1968) (microteaching in English education), J. Slabbert (2013) (some aspects of microteaching), H. Stern (1992) (issues in language teaching), J. Stoddart (1981) (microteaching practice in Britain). In addition, we have applied to the experience of some universities in Great Britain (the University of Ulster, the University of Leeds, the Cardiff Metropolitan University and the University of Manchester), which implement MA curricula in TESOL, in order to analyze the process of forming communicative competence of future TESOL teachers by means of microteaching.





Methodological framework of our study is based on such methods as theoretical analysis, generalization, systematization, interpretation, comparative analysis.

### RESULTS

The term “competence” is derived from the concept of “performance” firstly proposed by N. Chomsky in the 1960s. He used it to indicate that underlying the concrete behavior or performance of the language user, there is an abstract rule system of knowledge, and the user just uses the rules that govern his language without having any detailed awareness of the underlying system. The underlying knowledge of the grammar of the language by the native speaker is his “linguistic competence” (Chomsky, 1965).

It must be noted that the term “communicative competence” appeared in the early 1970s as a significant theoretical notion explaining the connection between language, culture and society. British (Campbell & Wales, 1970), West German (Habermas, 1970) and American (Hymes, 1972) scholars applied the term in various contexts. Despite the fact that each context has greatly contributed to the crucial role the notion has played in a number of interpretations, D. Hymes’ application of the term to prevailing linguistic theory, has most significantly influenced linguistics and language teaching worldwide, including Great Britain.

Thus, R. Campbell and R. Wales (1970) pointed out that N. Chomsky’s competence omitted the most important linguistic ability: “to produce or understand utterances which are not so much grammatical but, more important, appropriate to the context in which they are made”, and by “context” they mean both the situational and verbal context of utterance. J. Habermas (1970) also criticized N. Chomsky for his view and gave his own understanding that “in order to participate in normal discourse, the speaker must have – in addition to his linguistic competence – basic aspects of speech and of symbolic interaction (role-behavior) at his disposal, which we may call communicative competence. Thus communicative competence means the mastery of an ideal speech situation”.

D. Hymes (1972) was generally in consensus with the view of R. Campbell and R. Wales by arguing that, in addition to linguistic competence, the native speaker has another rule system without which the rules of grammar would be useless. That is, he knows intuitively what is socially appropriate or inappropriate and can adjust his language use to such factors as the topic, situation, and human relations involved: in short, he possesses “communicative competence”.

M. A. K. Halliday (1973) developed a socio-semantic approach to language and the speaker’s use of language. He proposed a notion of “meaning potential” which relates behavior potential to lexico-grammatical potential: what the speaker can do – can mean – can say. These stages display systematic options that are at the disposal of the speaker. That is, a social theory determines behavior options (what the speaker can do), which are translated linguistically as semantic options (what he can mean), which are encoded as options in linguistic forms (what he can say).

After D. Hymes, the concept of communicative competence continued to develop. Though not all would do it in exactly the same way, a generally accepted definition began with the idea that communicative competence entails knowing not only the language code or the form of language, but also what to say to whom and how to say it appropriately in any given situation. It deals with the social and cultural knowledge that speakers are presumed to have which enables them to use and interpret linguistic forms (Dubin & Olshtain, 1986).

M. Canale and M. Swain (1980) included linguistic competence in communicative competence claiming that “there are rules of language use that would be useless without rules of grammar (p. 5). Their concept of communicative competence distinguishes four



competence areas: grammatical competence, sociolinguistic competence, discourse competence, strategic competence. *Grammatical competence* includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation. *Sociolinguistic competence* includes knowledge of sociocultural rules of use. It is concerned with the learner's ability to handle for example settings, topics and communicative functions in different sociolinguistic contexts. In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts. *Discourse competence* is related to the learner's mastery of understanding and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of text. *Strategic competence* refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices. It is also concerned with such performance factors as coping with the nuisance of background noise or using gap fillers (Canale, & Swain, 1980; 1981).

It must be noted that the latest and most comprehensive theory of communicative competence comes from L. Bachman (1990) who argued that: 1) language competence includes the acquisition of both the knowledge of grammar rules and that of how to achieve communication; 2) the use of language is a dynamic process that is enhanced by the components of language competence. L. Bachman held that language competence is composed of two parts: organizational competence, which includes grammatical competence; textual competence and pragmatic competence, which include both illocutionary competence and sociolinguistic competence.

The issue of communication competence has been analyzed extensively, yet it remains rather fresh and calls for sharp discussions. A clear and comprehensive definition of the concept of communication competence has not been identified. In addition, constituent elements of a holistic model of communication competence have not been distinguished. Different interpretations of this concept often cause misunderstandings among researchers and practitioners who investigate communication competence on the theoretical level or practically develop it. On the other hand, as the structure of society changes, and a multicultural society forms, information and communication technologies (ICTs) are constantly being spread in all life spheres, the concepts and models of communication competence also change (Berns, 1990; Lillis, 2005). The concepts become more complex, even more polysemous, contextual, and situational. Thus, it demands additional explanations and specific interpretations.

So, based on theoretical analysis performed on the notion of communicative competence in the context of leading scholars, we can conclude that communicative competence should be acquired in all areas, namely, speaking, reading, listening, and writing. Therefore, future TESOL teachers should develop their communicative abilities and strategies to achieve the high level of communicative competence by the end of their university studies.

As part of the aim our study, we are to analyze the process of forming communicative competence of future TESOL teachers by means of microteaching based on the experience of Great Britain.

Thus, Dwight W. Allen and his colleagues at Stanford University were first to develop microteaching as a teaching technique (Fernandez, 2010; Seidman, 1968; Slabbert, 2013; Stoddart, 1981). Since its inception, microteaching has been adopted by a number of teacher education institutions, in particular, in Great Britain, that have committed to it as a



powerful tool in teacher training. It should be mentioned that each institution has developed the concept of microteaching in its own way. The model we shall describe in our study is the one acquired by most British universities, offering MA in TESOL, namely, the University of Ulster (2017), the University of Leeds (2017), the Cardiff Metropolitan University (2017) and the University of Manchester (2017).

So, microteaching is understood as a simplified form of teaching conducted in a controlled environment (with sound and video recording) and aimed at modifying the student's behaviour, that is, practicing their professional skills before they get into the complex real teaching and learning environment. A short lesson is taught to a group of 4–6 students/peers for a period of 10–20 minutes. The emphasis is on how to teach rather than what to teach. Teaching is evaluated by students/peers/supervisors using the checklist so as to provide a feedback on the deficiencies noticed in one's teaching (Fernandez, 2010; Slabbert, 2013).

Microteaching eliminates the complexities of learning to teach in the classroom such as the length of lecture, content of the matter, need to teach for an hour and to face a large number of students, some of them are hostile temperamentally. Microteaching is also called the "component skills approach", i.e., the activity of teaching as a whole is broken down for learning purposes to its individual component skills. These individual skills which go to make teaching are: 1) lesson planning – to have clear-cut objectives and an appropriate planned sequence to take the lecture; 2) set induction – to gain students' attention at the beginning of the lesson; 3) presentation – to explain, narrate, give appropriate illustrations and examples (planned repetition where necessary); 4) stimulus variation – to avoid of boredom amongst the students by gestures, movements, focusing, silence, changing sensory channels, etc.; 5) proper use of audio-visual aids; 6) reinforcement – to recognise the students' difficulties, clarify and encourage them to be active and participate; 6) questioning – to develop fluency in asking and adapting questions; 7) closure – method of concluding a teaching session so as to bring out the relevance of what has been learnt, its connection with past learning and its application to future learning (Houser, & Hosek, 2017).

The main aim of microteaching, which involves playing back micro-lessons, is to provide future TESOL teachers with the opportunity to determine the level of their teaching competence, including communicative one, with maximum objectivity through feedback (which, in particular, provides the opportunity to analyze this or that lesson repeatedly).

Forming communicative competence of future TESOL teachers includes several stages, namely: 1) forming a complex of professional and methodical skills; 2) preparing and conducting a microteaching session (microlesson) based on application of the data of professional and methodical skills; 3) conducting the second microteaching session (Cardiff Metropolitan University, 2017; Manchester University, 2017; Ulster University, 2017; University of Leeds, 2017).

At the first stage, future TESOL teachers receive the necessary information about professional and methodical skills with the help of a film, containing fragments of microteaching sessions based on which the lecturer demonstrates them. In addition, future TESOL teachers study relevant guidelines. The film is accompanied by commentaries that focus not only on the theory of the issue, but also on the practical sides of developing professional and methodical skills. At the second stage, future TESOL teachers conduct a microteaching session, which is videotaped. After that, the videotaped microteaching session is shown again, and future TESOL teachers analyze and evaluate it using a special questionnaire. At the third stage, future TESOL teachers review all the training materials



dedicated to forming communicative competence, take into account the mistakes made and prepare the second microteaching session. The video is also subjected to analysis, in which their peers may participate, too.

Thus, the process of forming communicative competence of future TESOL teachers by means of microteaching schematically represents the following sequence: 1) studying the necessary information on this issue (in particular, watching relevant training videos); 2) preparing a microteaching session; 3) conducting the microteaching session that should be videotaped; 4) demonstrating the video of the microteaching session so that their lectures and peers can analyze it; 5) preparing a second microteaching session taking into account the mistakes made; 6) conducting the second microteaching lesson that should be videotaped, too; 7) analyzing and evaluating it.

With the help of microteaching, future TESOL teachers may form or improve such skills as:

- the ability to address the same question to several students;
- the ability to ask common questions, that is, questions that require an ambiguous response and, therefore, involve several students into the participation in a discussion (conversation);
- the ability to ask problematic questions that require not just a revision of the studied material, but are thought-provoking, encourage them to analyze, evaluate, compare, etc.;
- the ability to correct / clarify wrong or inaccurate responses;
- the ability to ask clarifying and suggestive questions, etc. (Stern, 1992; Richards, & Schmidt, 2014).

In addition, microteaching sessions and their analysis, undoubtedly, can contribute to identifying and analyzing the actions of the teacher and the student at the lesson; determining the tasks of the analyzed fragment of the lesson; evaluating psychological and pedagogical factors of teaching and learning (Slabbert, 2013).

It is necessary to outline advantages and disadvantages of microteaching in the context of forming communicative competence of future TESOL teachers based on the material presented.

So, the advantages of microteaching are the following:

- a) microteaching provides the students with the opportunity to undergo necessary training and thus use all advantages such a teaching situation can offer;
- b) microteaching is not so complex as school practice that allows the student to better understand educational environment;
- c) microteaching allows the student to practice teaching skills more easily;
- d) microteaching allows the student to systematically practice their teaching skills and learn how to combine theory and practice;
- e) the student who holds a microteaching session is dared to communicate with their so-called “students” about the teaching content at the learning level appropriate to them, even though they present the microteaching session to their peers;
- f) microteaching allows the student to practice communicative skills until they are mastered in order to be prepared for more complex situations that may occur in real teaching;
- g) microteaching provides for conducting analysis on students/peers’ interactions in order to objectively define particular activities that should be improved;
- h) microteaching allows the student to meaningfully improve teaching skills, in particular communicative ones, of their peers;
- i) microteaching allows the students to as far as possible put themselves in the position of their future students.



However, we have outlined certain disadvantages of microteaching, too. They are the following:

- a) the interactions taking place during a microteaching session are mainly artificial. Therefore, the students are unable to perceive real teaching situation;
- b) the students-pupils may be demotivated to “master” the learning content, they already know well;
- c) the student who holds a microteaching session might be uncomfortable to speak with their peers if they are “pupils”;
- d) the students may not be willing to criticize their peers.

So, it is clear that microteaching is only one of the many techniques of teacher training. One must overcome trends in oversimplifying the aspect of microteaching. This can become the whole image of the interactive event and the personal dimension can become lost. Therefore, microteaching should be viewed as an integral part of total teacher education and always function within this context.

#### CONCLUSIONS

So, we have analyzed the process of forming communicative competence of future TESOL students by means of microteaching based on the experience of leading British higher education institutions. To achieve this aim, first we have specified that the phenomenon of communicative competence in scientific discourse originated in the 1960s due to N. Chomsky’s insights’ on linguistic competence. The scholar’s developments caused rather an active discussion among prominent British, German and American scientific figures, who eventually presented their relevant views to the scientific community. Thus, D. Hymes’ use of the term “communicative competence” significantly influenced linguistics and language teaching, in particular. L. Bachman, R. Campbel, M. Canale, J. Habermas, M. Halliday, M. Swain et al. did not agree on the matter and produced their own implications on communicative competence, however we were able to agree on the following: communicative competence should be acquired in all areas, namely, speaking, reading, listening, and writing, which is why microteaching is of significance, as it allows future TESOL teachers to develop their communicative abilities and strategies to achieve the high level of communicative competence by the end of their university studies.

Thus, we have found out that microteaching as a teaching phenomenon was developed by Stanford University specialists. Gradually, it has become adopted by many teacher education institutions in the world, in particular, in Great Britain. Therefore we have applied to relevant experience of the University of Ulster, the University of Leeds, the Cardiff Metropolitan University and the University of Manchester. We have described the model of microteaching these education institutions acquired. We have justified that microteaching is seen as a simplified form of teaching, namely, a ten twenty-minute session taught to a small group of students. The main peculiarity consists in the fact that a microteaching session is evaluated by students/peers/supervisors using the checklist so as to provide a feedback. We have indicated that the main aim of microteaching is to allow future TESOL teachers to determine their level of teaching competence, especially communicative one, most objectively. We have outlined three stages future TESOL teachers should undergo to form their communicative competence, namely: 1) forming a complex of professional and methodical skills; 2) preparing and conducting a microteaching session (microlesson) based on application of the data of professional and methodical skills; 3) conducting the second microteaching session. All these steps lead to such consequences: future TESOL students improve their ability to address those common questions that require





an ambiguous response and, therefore, involve the students into discussions, correct/clarify wrong or inaccurate responses, etc. Most important are defined advantages of microteaching as these positive aspects may motivate Ukrainian educators, especially those who prepare future TESOL teachers. There are many of them, but, in our opinion, the most prominent one is “the student who holds a microteaching session is dared to communicate with their so-called “students” about the teaching content at the learning level appropriate to them, even though they present the microteaching session to their peers”. It is important, indeed, to allow future specialists to try “semi-real teaching environment” and see “from inside” how important is communication, since without it, without the high level of communicative competence, it is impossible to reveal one’s professional potential and achieve the main teaching aim.

Nowadays, not many Ukrainian universities implement such practice into TESOL curricula, yet we believe that under the modern conditions of globalization and integration process, we all are in need of modern competent specialists, teachers, who are able not just to “teach what”, but to “teach how”.

Further studies should cover the problem of forming intercultural communicative competence of future TESOL teachers in leading European countries.

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### COMPARATIVE PEDAGOGICAL STUDIES ON MODELS OF EDUCATION SYSTEMS MANAGEMENT IN THE EU AND UKRAINE

#### ABSTRACT

*The article highlights the peculiarities of models of education systems management in the EU and Ukraine. It has been proved that effectiveness of the education process is determined by managerial culture, which characterizes a manager's professional image. Special attention has been paid to finding the right balance between centralization and decentralization, national goals and regional or local interests. It has been emphasized that this balance should take into account the features of each country, region. It has been found out that centralized education management systems in some countries and decentralized ones in others are preserved due to specifics of the national traditions. It has been revealed that these two models of management have tendencies for convergence. The relationship between the model of education management and a teacher's pedagogical style has been investigated. It has been emphasized that a managerial component should be transformed into professional and personal qualities. It has been stated that education managers' quality is considered to be a priority for the countries-participants of the Bologna process, including Ukraine, as it is taken into account as a leading condition for establishing trust, correlation, mobility, comparability and attractiveness. It has been noted that education managers' training is associated with a complex of direct and remote psychological and pedagogical problems arising under the influence of scientific and technological transformations: a person's employment, their intellectual development, biophysical state. It has been revealed that the management model development does not correspond to the level of the management object development in all EU countries. In this context, the fact should be taken into account that in the EU countries there are processes of transformation of national thinking in continental one, which somehow diminishes the traditional cult of the nation.*

**Keywords:** *management models, centralization, decentralization, management component, ambivalent, New Ukrainian school, integration, pedagogical management.*

#### INTRODUCTION

The growing demands of the labour market, rapid technological changes, globalization, the growth of academic and labour mobility actualizes the need for studying models of education systems management in the EU countries, the relationship between a managerial component and education managers' training quality.

Under the conditions of education's increasing role in society and intensification of economic and cultural integration processes, the study on models of education systems management in the EU and in Ukraine has proved to be logical, since geographical and socioeconomic transformations have increased mobility of European and Ukrainian citizens. Therefore, it is important to conduct comparative analysis on education managers' training in these countries.



### THE AIM OF THE STUDY

The aim of the study is to conduct comparative pedagogical analysis on models of education systems management in the EU in the context of philosophical, psychological, pedagogical and legislative aspects, to study the dynamics of development of education systems management models based on research findings by Ukrainian and foreign scholars.

### THEORETICAL FRAMEWORK AND RESEARCH METHODS

The study of information sources have become possible due to significant amount of theoretical material, recognized theoretical conceptions and other studies. The basis of the study includes current research findings on the abovementioned issues.

To obtain the facts needed, Ukrainian and foreign documentation were studied, Internet sources were used and scientific articles were analyzed. Theoretical aspects of the study on models of education systems management as a scientific phenomenon have been presented in the works by many researchers in Ukraine (N. Avshenyuk, N. Bidiuk, V. Kremen, N. Nychkalo, A. Sbruieva, B. Vulfson et al.). Foreign scholars' research findings prove topicality and multidimensionality of the problem of education systems management (K. Anderk, A. Harris, J. Raven, L. Weber). These issues are crucial ones in legal documents on the national education system development, namely, the National Doctrine of Education Development in Ukraine, the Law of Ukraine "On Education", voted by the Verkhovna Rada on September 5<sup>th</sup>, 2017.

While researching we have used such methods as analysis, synthesis, analogy, comparison, individualization and generalization.

### RESULTS

Comparative analysis of education managers' training indicates that Western education system has obtained great experience in this regard. The Council for Cultural Cooperation at the Council of Europe, under the auspices of which the European Forum on Educational Administration was established in 1996, attaches great importance to its study. Having studied the materials of the Forum's seminars we concluded that in most EU countries the system of education managers' training, in particular school leaders' training, consists of three links, namely, the basic link at the level of higher pedagogical education; the study on specifics of early work experience; improvement of professional skills during professional activities. The mechanism of teaching is its management, but not the transfer of educational information by the subject of the education process.

It should be noted that a complex set of immediate and remote psychological and pedagogical problems arising under the influence of scientific and technological transformations such as a person's employment, their intellectual development, biophysical status is connected with education managers' training.

Education managers' training quality is considered to be a priority for the countries-participants of the Bologna process, including Ukraine, as it is taken into account as a leading condition for establishing trust, correlation, mobility, comparability and attractiveness (European Parliament, 2000; European Commission, 2004; Obzor evropeiskogo, 2010).

However, effectiveness of the education process, including learning activities, mainly depends on how competently a managerial component of educational work is implemented by a manager. However, it is necessary to take into account that it is possible to manage systems and processes; lead individuals and teams. It is assumed that one can manage something and lead someone. It is well-known that effectiveness of the education process is determined by managerial culture, awareness of managerial functions, since managerial culture characterizes a manager's professional image. It should be understood that in all EU



countries development of a management system does not correspond to the level of development of the object of management. In this context, the fact should be taken into account that in the EU countries there are processes of transformation of national thinking in continental one, which somehow diminishes the traditional cult of the nation.

In the countries-members of the Council of Europe, international strategies provide for a number of measures and management mechanisms for its implementation. The success of these strategies depends to a large extent on the expectations society puts on the sector of life that is important to it, that is, education. That is why the education policy in Europe is primarily aimed at taking into account the interests of society (Ovcharuk, 2013).

The European Forum of Educational Administration examines the current state of education managers' training system in terms of such aspects as a type of the system of training and retraining of educational institutions leaders (centralized/ decentralized); training duration; main goals and content of training; forms and methods of the education process organization (lectures, practical classes, individual study, workshops, observation and training on managerial decision making, etc.); tuition fees, etc.

Within our study we would like to characterize the process of appointing a school leader in France. It is based on a competition only for French citizens, who should not be less than 30 years old and should have five-year teaching experience. Four-hour written exams allow the candidates to demonstrate their ability to analyze the situation in a real school, justifying their administrative and pedagogical decision. An oral exam includes a personal interview with a candidate, who must introduce themselves and explain their motivation. Usually, the competition implies 3–4 candidates for one position. Having passed the exam, the candidates study for six months in schools of different types and undergo four-six week placements. Next they are appointed school leader assistants for two years. During this time it is necessary to undergo special training in an individual programme (21 days). A regional education authority sanctions an appointment to the position of a school director.

Quite topical in the EU countries is the search for the balance between centralization and decentralization, national goals and regional or local interests. This balance must take into account the peculiarities of each country and region.

In the context of decentralization in accordance with the UNESCO recommendations, the state should perform the following functions, namely, to develop the education policy concepts, to define strategic goals and objectives of education development, to support general socioeconomic balance in the education system functioning. Regions should define and coordinate development strategies for educational institutions and disseminate their regional economic relations. Local governments are called to ensure closer and more effective cooperation between educational institutions in one region. In their turn, local self-government bodies should maintain contact with public associations, thus providing direct contact with consumers of educational services.

The decentralization trend in the EU countries does not contradict the fact that the state, represented by its central body, has primary responsibility for the state of education and plays a decisive role in its development; it is the guarantor of its normal and organic functioning.

The experience of developed European countries suggests that centralization does not necessarily involve authoritarianism, and decentralization does not always lead to democracy.

S. Lurie notes, "It seems that it is not always possible to establish a correlation between a high degree of decentralization and democratization of society...".



It has been found out that centralized education management systems in some countries and decentralized in others are preserved due to the specifics of national traditions. However, taking into account globalization processes, these two models of management have tended to converge. L. Weber indicates that in the course of French education system modernization and development, it is important to take into account such factors as decentralization, the European Union's influence on education policy, marketing and commercialization of education as global trends (Veber, 2003). So, the search for an optimal management model is in line with the current need for education development in the third millennium.

The study and comparative analysis on European experience in training and retraining education managers is particularly relevant due to transformation of the system of higher pedagogical education in Ukraine. The problem of education management has been one of the most difficult due to the need for creating such schemes that would enable to identify the main parameters of fundamentally different management models – centralized and decentralized. Scholars state that the starting point for identifying the basic parameters of education systems in different countries should be a degree of administrative centralization in the system of education management.

The centralized system has administrative structures that represent the central government and are responsible for implementation of the national education policy. With the help of such a system, local authorities monitor implementation of the center's instructions. A local initiative or local "participation" begins right after the education policy has been developed and ready for implementation by those means and methods, which are chosen by higher authorities.

Simultaneously, the traditional approach continues operating in Ukraine to address the objectives set by the central education authority, while the initiative to transform these objectives into regional and local conditions and needs is rather low. Regional education policy under the conditions of decentralization in all spheres of society's life should combine the state education policy and the regional education policy.

Decentralized models provide different opportunities for development of initiatives and innovations in the education system. These initiatives can be offered by central education authorities, independent educational institutions at all levels, or be the subject of independent agreements between stakeholders. Changes in the conditions of such an education system are introduced not simultaneously in all educational institutions, but gradually, guided by the initiative from below.

It is not relevant to consider which model of education management in Western Europe is better, since historically the continent has a wide range of approaches and traditions in this direction. According to the data provided by the Council of Europe, there are three types of education management systems within the continent: 1) centralized (Albania, Belarus, Bulgaria, Estonia, Ireland, Italy, Latvia, Lithuania, Moldova, the Netherlands, Portugal, Romania, Slovenia, Turkey, Ukraine, Croatia); 2) education systems that are on the path to decentralization (Austria, Spain, Poland, France, the Czech Republic); 3) decentralized (Belgium, Great Britain, Germany, Greece, Denmark, Luxembourg, Norway, Switzerland, Sweden).

It must be noted that this is only an approximate (even somewhat doubtful) classification, since not all education systems can be characterized so unambiguously and categorically. In addition, in many countries there are significant changes in domestic and foreign policy that affect the organization of the education system in particular.



The materials of the Council of Europe show that at the pan-European level, the development of all three systems of education management has begun to be explored and projected. However, at the present stage, centralized and decentralized education systems have much more attracted the attention of politicians, the public and academics. According to the documents, in centralized systems, much of the administrative and financial power is concentrated in the hands of the state: the distribution of resources; opening and closing of schools and other educational institutions; forming and approval of curricula; examination organization; financial control (Vulfson, 1997).

By exploring modern processes in centralized education systems, Western experts outline the trend in mitigating and diversifying control by the center through the transfer of some administrative and managerial powers to regional and local authorities (municipal authorities, inspectors, school departments, school administration, governing bodies of certain universities, subdivisions within the university).

Such a policy of transferring administrative functions to regional and local authorities is actively conducted in Bulgaria, Romania and the Czech Republic. The transfer of legislative powers of regional and local authorities leads to more efficient use of reserves, increasing susceptibility of educational structures to students' needs. The experience of foreign countries proves that successful implementation of such a policy requires an increase in local resources: personnel, infrastructure and financing. Otherwise, decentralization will be identified with the transfer of "powers" to the middle and bottom sectors, provided that management centralization is preserved. In addition, there is a threat of self-rule of the regional elites and local administration. However, the transfer of authority from one official to ten others is not decentralization yet.

When formulating new approaches to managing the education system in Ukraine, it is important to consider the fact that this system is responsible for ensuring equal opportunities for education. As a result of the transition from the state system to various forms of non-state education, a network of paid educational institutions has been created, which, indeed, were intended only for privileged social circles. Among such establishments a special place is occupied by schools of a new type, which attract theorists, practitioners and the pedagogical community's attention. As a result, the emigration of qualified personnel from the mass school, state higher education institutions is observed. The outlined problem being educational has become sociopolitical. For instance, male teachers tend to leave schools, which results in an increase of their feminization: 83% of teaching staff working in the Ukrainian education system are women. The teacher is greatly dissatisfied with the low social status of their profession and school, that is, indeed, the most important state institute of social reproduction, and is forced to look for another job. The reason is that teaching is not appreciated adequately to the role that the teacher plays in society. Besides, there are certain contradictions in the state of the teacher's professional activity: between the increase in the volume of scientific and specialized information and traditional pedagogical technology, between the growing requirements for teachers' professional skills and the lack of qualifications, between the increasing objective social significance of teaching profession and actual underestimation of their activities by society. B. Vulfson considers this problem to be the problem of an "effective teacher".

Due to the low social status of the teacher, this profession is not chosen by the most talented youth. Teaching profession is not admired by gifted boys and girls. They can earn more, have better working conditions, feel respected by society, work in public administration or business. In addition, teachers work with physically and socially





immature individuals, that requires them to have special skills, good qualities and make volitional efforts. Therefore, it is not surprising that, according to the researches by Ukrainian and foreign scientists, a quarter, a third, and in some cases, 40% of graduates of pedagogical education institutions are not motivated toward their profession. As a result, among the teachers become aware of the domination of informational approach and reproductive forms in education, a weak initiative of the students in choosing ways of professionalism due to the lack of external conditions that allow determining the individual line (strategy) for acquiring relevant education. It is obvious that the general content of teacher's training should be determined by the goals and objectives of the education process in the general education school as a whole, and special knowledge is also defined as the subject that the future teacher will teach. The leaders of educational institutions should remember that templization of the management process, the lack of motivation, the focus on personality development can prevent effectiveness of the process of organizing algorithmic activities and will not provide the expected result. In this context, V. Kremin notes "the current state of Ukrainian education is characterized as ambivalent, that is, there is awareness of the need for reforming, but development of innovations is hampered by financial difficulties" (Kremin, 2000).

Modern society needs projective pedagogy, namely, a system of intellectual and psychological development, which forms the person's creative thinking. Effectiveness of teacher's work should be evaluated by analyzing students' activities at classes, rather than the teacher's activities. Pedagogical university students should become active subjects of the education process. Teachers should focus on the interaction of theoretical and practical aspects of educational subjects, development of students' practical skills in the process of all forms of training and a number of pedagogical practices.

Scholars have proved that motivation as the engine of human development occupies a leading place in the structure of personality and activities.

It has been found out that the reforms of school and pedagogical education in the late 1980–90s in Europe contributed to convergence of the national education management systems. In the context of forming the pan-European educational space, these two fundamentally different management strategies tend to converge. In countries with a decentralized model of education management, the influence of central government in all components of education, in particular, content, is intensified. In countries with a centralized and semi-centralized management system, the process of introducing regional administrations into the system of teachers' training, retraining and certification has begun.

Theoretically, the pedagogical concept of education effectiveness serves as the basis for improving management of pedagogical education. Scholars state that all sectors of the management system are covered by the reforming process, various models of the most effective planning are being tested, interstate integration in the field of education is under way and measures are being implemented to coordinate pedagogical research in separate countries. Among the top scientific issues in Europe is the study on the teacher's role in the process of education democratization. Researchers indicate, in particular, the relationship between the model of education management and the style of the teacher's teaching activities. The materials presented by the Council of Europe have repeatedly emphasized that this problem is currently of particular relevance to the countries of Central and Eastern Europe, where a new understanding of the teacher's role in the education system as a whole emerges in the process of restructuring social and educational systems (Sbruieva, 2004).

In the context of the new Law of Ukraine "On Education", approved by the Verkhovna Rada of Ukraine on September 5<sup>th</sup>, 2017, it must be noted that the function of



realizing the state education policy and ensuring its quality, collecting and publishing statistics, ensuring accessibility of institutions, equal conditions for development of institutions of all forms of ownership, etc. remains the responsibility of local self-governments. This means that regional councils and councils of territorial communities can independently solve the problem of their own structure. The Law also provides more freedom in solving staffing issues, more responsibilities with the organization of the education process, including consideration of school syllabi and curricula.

However, candidates will be able to be appointed to the position of a school leader only through the competition and will be allowed to reserve the position only for 12 years. In addition, the powers of educational institutions leaders will be balanced by public self-governments in educational institutions and supervisory boards (trustees).

“The main idea of the Law is a competitive, modern patriot, innovator, developed personality that will create a modern European Ukraine.”

The Law also clarifies linguistic aspects, defines the minimum salary at the level of four subsistence minimums, abolishes competitive selection of children to the first form (Zakon Ukrainy, 2017).

The new Law “On Education” should launch a fully implemented reform of secondary education, the New Ukrainian School. It provides fair access to quality education, system change and decentralization of education management, reorientation towards forming key competencies. This will cause updating education standards, gradual transition to a three-year high school and ensuring profilization.

The Law is based on the standards that will help to provide more children with pre-school education and develop professional education.

The reforming of school education system in Ukraine presupposes not only adoption of a new law and introduction of the concept. First of all, it concerns teachers’ psychological readiness to work in a new normative field under the conditions of new public expectations.

The teacher is given more freedom, but more responsibility and independence are expected. The new Ukrainian school comes from the fact that there is a child, not a method in the center of the education process. Relationships are built on a partnership between the teacher, the student, parents, as well as cooperation between the teachers themselves.

It requires not only “upgrade” of qualifications, but also “refreshing” teacher’s personality. Thus, the teacher needs new conditions to develop. After all, the teacher cannot teach our children to be free, when they themselves do not have freedom – professional, financial, emotional – for their own development and growth (Skyba, 2017).

The new Law, unlike the previous one, guarantees academic freedom, encourages a pedagogical initiative – including development of author’s curricula, projects, educational methods and technologies. The current Law also contains a reference to individual pedagogical activities, but this is also limited.

It should be noted that introduction of the ideas of the New Ukrainian School will in fact demand additional training, initiative and fresh approaches from teachers, but also increases the range of opportunities for these efforts to be well rewarded.

It is clear that these changes in school are inevitable, because they are dictated by the attitude of the modern generation and life itself.

Among the issues related to implementation of the outlined programme and the Law, a special place is connected with the problems of professional training of educational institutions leaders and quality of pedagogical work in accordance with the needs of





society: first and foremost, development of the pedagogical education concept and reforming training of teaching staff; development of pedagogical education standards and the system of evaluation of pedagogical workers' professional competency; creation of a new generation of software and educational and methodological support of the education process in accordance with state standards. It is known that the European system of education quality assurance is based on European standards and recommendations. Foreign experience shows that scientific provision of education managers' training is carried out simultaneously by research teams of many countries, whose priority areas are design of future processes for development of pedagogical education and creation of alternative concepts for managers' training.

Scientific analysis of the state of affairs and own practical experience show that management of many leaders of educational institutions of all types and levels in Ukraine is implemented at the reproductive level, when the main thing is that the content and direction of management actions correspond to generally recognized and officially approved techniques and means of organizational work in educational institutions. At this level of activity goals that would motivate the search for independent solutions for improving the management system practically do not advocate in the process of implementing management activity.

Ukrainian educators need to create a mechanism for "translating the work requirements into the language of education", focusing on learning outcomes rather than learning.

This means the need to integrate Ukrainian education into the world educational system while preserving development of the Ukrainian school traditions; continuity of the process of obtaining education; education management decentralization; education variability, which creates conditions for free choosing the forms and methods of teaching, syllabi, programmes, specialization.

Based on this, effectiveness of a managerial component for implementing certain objectives should be determined: the number of teachers working according to a new technology; availability of teaching aids; international cooperation; the number of foreign international projects for educational institutions to participate; the number of students sent abroad for studies and internship; the number of students participating in international student competitions, contests and their results.

That is, a managerial component must be transformed into professional and personal qualities.

Modern management is a specific type of management activities, and pedagogical management is a theory of management in an educational institution, a system for managing the activities of an educational institution.

### CONCLUSIONS

Consequently, the study on the works by Ukrainian and foreign researchers, as well as their own experience, shows that, firstly, effectiveness of the education process, in particular, educational activities, mainly depends on how competently a managerial component of educational work is implemented by a manager. Secondly, effectiveness of the educational process is determined by managerial culture, awareness of managerial functions, since managerial culture characterizes a manager's professional image. Thirdly, the process of a manager's professional development may be mandatory or conditional. Besides, professional development has a significant impact on a manager's behaviour. It should be added that effectiveness of professional development of educational institutions leaders is multicomponent and involves leadership, knowledge and available resources, a high level of cooperation, an appropriate evaluation of work and support.



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## **GLOBALIZATION OF NANOENGINEERS' PROFESSIONAL TRAINING: FOREIGN EXPERIENCE**

### **ABSTRACT**

*Conceptual bases of globalization influence onto engineer education in the field of nanoelectronics as well as formation of global skills necessary for life and work in a globalized society have been considered. Modern state of incorporating the global dimension into the process of future nanoelectronics engineers' learning has been analyzed. Key skills and conditions of providing connection between results of learning and the global dimension in the engineering education have been defined. Possibilities of the global dimension realization (elaboration of new methods and approaches), integration of the education content on the principles of consistency and interdisciplinary nature as well as monitoring of learning results have been suggested. Special attention has been paid to implementation of the global dimension into the engineering profession that includes three aspects: generic themes, generic skills and generic dispositions. Main directions of developing the system of engineering education in the field of nanoelectronics have been specified. It has been defined that incorporation of the global dimension into the learning process of future engineers in the field of nanoelectronics encompasses five stages: the substantiation of key skills that define global dimension in engineering education; the provision of connection between the results of learning and global dimension in engineering education; the determination of opportunities to realize global dimension (elaboration of new methods and approaches); the integration of the learning content on the basis of consistency and interdisciplinary principles; the monitoring of learning results. In the result of the carried out research it has been concluded that the basis of conceptual approaches to engineering training of future specialists in the field of nanoelectronics is the logics and the content of the "engineer" notion, specifics of engineering activities in the field of nanoelectronics, as well as their functional duties in the context of globalization challenges. The process of introduction of the global dimension into the content of engineering programs in nanoelectronics encourages the development of an engineer's personality at all the levels – individual, national and global.*

**Keywords:** *engineering education, nanoelectronics, global dimension, key skills, incorporation, implementation.*

### **INTRODUCTION**

Under the conditions of globalization of social-political and social-economical processes, development of nanoscience and nanoengineering, which symbolize the beginning of a new



millennium, higher engineering education requires considerable changes aimed at professional training of a new generation of engineers. Prospects of intellectual capital investments into future development of nanotechnologies cause the necessity to increase the quality of future engineers' professional training, particularly in the field of nanoelectronics.

During last decades famous international organizations were involved into the reformation of engineering education and the priority directions of their activities were transnationalization of engineering education, ensuring quality of this process, substantiation of innovative approaches to engineering training and certification.

Because of a lack of any systemic scientific research in the professional training of future engineers in the field of nanoelectronics the need to study specifics of professional training of a new generation of engineers, capable of work and life in a globalized society, is especially urgent.

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

The aim of the article is to carry out analysis of globalization influence onto engineering education in the field of nanoelectronics.

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

Analysis of scientific, analytical and informational resources testifies that scientific aspects concerning problems of globalizing and integrating processes in higher education are currently the subjects of active study of home scientists (V. Andrushchenko, L. Hrynevych, I. Zyazyun, V. Kremen, V. Luhovyi, N. Nychkalo, V. Oliynyk). Different aspects of future engineers' professional training are highlighted in the works of A. Dyomin, O. Dzhdzhula, O. Kovalenko, M. Lazaryev, E. Luzik, V. Oleksenko, V. Petruk, O. Romanovskiy, P. Yakovyshyn and other Ukrainian researchers.

Elaborations of foreign scientists are of special interest (C. Ainger, J. Biggs, D. Bourn, E. Bruun, R. Evans, R. Fenner, G. Gerborn, P. Gray, C. Griffin, J. Holford, N. Jackson, P. Jarvis, C. Lambert, A. Pattil).

To fulfill the aim of our research a complex of interrelated methods has been used, namely: systemic-paradigm, structural-functional, interpretational-analytical, and prognostic. Methodological basis of the research is the main provisions of cognition theory, general scientific approaches and principles.

#### **RESULTS**

The emergence of the "globalization" term is related to the name of an American sociologist J. Maclin, who first used it in 1981. In the middle of 80s the concept of globalization became widely spread. A British researcher R. Robertson mentioned that the concept of globalization refers both to the compression of the world and to intensification of the world realization as a whole and as a definite global dependence, as a global unity in the 20<sup>th</sup> century.

Firstly, this term was used only in economics, but gradually spread to all social sciences. Nowadays globalization is interpreted as a "complex notion, which includes a range of processes that occur simultaneously" and has some "dimensions", the most notable and important of which are globalization of market, globalization of information and globalization of education (Bourn, 2008).

The influence of globalization onto engineering education is caused by a number of factors: development of global economics, development of information and communication technologies which objectively cause the possibility of integration processes in educational systems at regional and global levels, aspiration of the world community to form new global values in modern conditions – values of universal culture, among which the



dominant ones must be not the power of the strong and the rich but humanity, tolerance, respect to representatives of other cultures, nations, races, religions, inclination to cooperate with them, mutual enrichment of cultures.

In its essence globalization is a total indicator of social, political, technological, cultural and ecological problems which form nanoengineering at the global level. In a recent survey of strategic directions of the British society development to 2036 the Government of Great Britain defined three dominants of sustainable development: ecological changes and natural resources, technical-economic systems, human capital and social expectations (Fig.1) (Bruun, 2010).

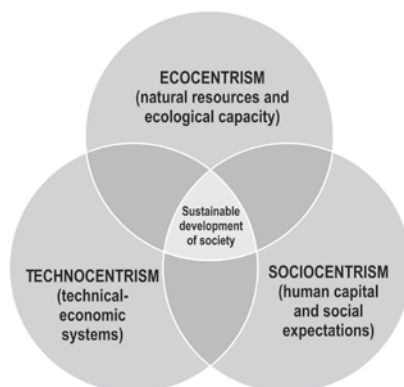


Fig. 1. From engineering to sustainable development of society

Globalization, the problem of sustainable development, use of natural resources, modern achievements of interdisciplinary researches, active development of nanotechnologies considerably influenced the change of the role an engineer in the field of nanotechnologies plays and caused the emergence of new paradigms in engineering education.

Thus, the processes of globalization in engineering education are represented in three aspects: *institutional* (activities of famous international engineering organizations: World Federation of Engineering Organizations (WFEO), European Federation of National Engineering Associations (FEANI), International Federation of Engineering Education Societies (IFEES), European Network for Accreditation of Engineering Education (ENAE), European Society for Engineering Education (SEFI), International Institute for Development of Engineering Academics (IIDEA), Global Engineering Deans' Council (GEDC) and others), *conceptual* (implementation of global dimension into the content of engineering education) and *procedural* (implementation of global dimension into educational process, elaboration of standards for quality of engineering education).

Definition of the engineer's profession must correspond to definite conditions and it constantly undergoes considerable changes. First of all, engineering profession presupposes the ability to analyze and effectively solve problems of different scale, which are related to elaboration, production and introduction of products, systems and services in a competitive environment and, if necessary, to solve problems of their financing and realization. In this respect a real specialist in the field of nanoelectronics must possess a complex of knowledge: technical, economic, social and humanitarian which is based on the firm scientific and theoretical ground. Modern engineers in the field of nanoelectronics fulfill more and more administrative duties of an organizer, coordinator, manager of



complex projects, head of scientific researches. Their professional activity needs human, technical and financial resources and often takes place in international environment, aimed at the benefits of society, where a great attention is paid to the protection of a person, life and environment (Bourn, 2008).

A present day engineer is a complete personality in the unity of their individual abilities, professional and social functions, as well as peculiar personal qualities. An engineer must possess a scientific outlook, engineering, technical and economic thinking, profound knowledge and deep humanitarian culture. In a normative model of an engineer the most important are their knowledge and abilities in various fields of science – fundamental, natural, technical, economic, philosophic, sociological, psychological, universal. Accumulation of this knowledge must continue at the production stage.

Technological needs of the global knowledge economics considerably change the essence of engineering education, demanding from a modern engineer in the field of nanoelectronics a much wider range of key competencies, than mastering narrow specializations of scientific, technical and engineering subjects.

Ever-increasing realization of importance of technological innovations in the field of nanoelectronics for competitiveness of economics demand new priorities for engineering activity. Close interaction and interrelation of fundamental and applied researches (even within some definite complex scientific and technical projects), interdisciplinary essence of new scientific nanotechnologies that give the possibility to solve complex tasks in traditional, adjacent and new fields demand new quality of engineering nanoeducation.

On the basis of cooperation of academic community and stakeholders there has been defined the reference point of engineering education development – implementation of global dimension into the content of engineering education that presupposes formation of global skills necessary for life and work in a globalized society (skills of corporate and social responsibility, entrepreneurial and social skills, skills of contextual analysis or STEEP (social, technical, economic, environment and political), professional, prognostic, communicative, of critical thinking etc.).

Implementation of global dimension into engineering profession comprises three aspects: *generic themes* (understanding global challenges, social responsibility, global interdependence of local and global), *generic skills* (holistic thinking, critical analysis and reflection, active learning and practical realization, self-consciousness and empathy, communication and understanding), *generic dispositions* (obligation to encourage social justice and responsibility, values and perception, entity and reliability, continuous development) (Bourn, 2008).

The strategy of implementing the global dimension into the content of engineering programs in nanoelectronics is primarily aimed at the development of an engineer personality at individual, national and global levels. Special attention is paid to moral qualities directed onto the fulfillment of the set tasks: enthusiasm, persistence, independence, endurance, restraint, politeness, ability to self-evaluation, self-analysis, high demands to oneself, high culture of human communication, tolerant interpersonal relations.

Academic community of engineering departments at Cambridge and Open Universities (H. Cruickshank, R. Fenner, P. Guthrie, B. Kennedy, A. Moncaster) is convinced that understanding global dimension must be the core of university life, its brand, strategy, structure, values and culture. Modernization of professional training of future engineers in the field of nanoelectronics must be carried out through the prism of global dimension in engineering education content and pedagogical innovations (Ainger, 2012; Fenner, 2012; Guthrie, 2010; Guthrie, 2014).





Globalization of engineering education content presupposes, first of all, its fundamentalism and professionalization. Scientists are convinced that the main components of engineering education content in the field of nanoelectronics are:

- fundamental sciences that ensure the ability to clear analysis and skills to adapt to new demands of the profession;
- substantial professional knowledge in the field of nanoelectronics that ensure the effectiveness of a future specialist's work;
- the knowledge of corporate culture, understanding of the current economic situation, influence of social, human, ethical and philosophical factors of the environment and administrative skills;
- communicative skills; knowledge of the world culture traditions that encourage work on the basis of the obtained specialty; establishment of social contacts in any environment etc.

According to E. Bruun and I. Nelsen, the task of engineering nanoeducation is the provision of fundamentally trained competent specialists in the field of nanoelectronics, able to creatively apply in practice the newest achievements of nanoindustry, using innovative technologies and results of the science and techniques. Respectively, the formation of the content of professional training of future engineers in the field of nanoelectronics presupposes the creation of absolutely new fundamental subjects, aimed at the complete conception of the scientific representation of the world and the creation of the fundamental educational environment. Thus, it is aimed at:

- the increase of general scientific subjects role and intensification of their interrelation;
- transformation of the content of specialty subjects on the basis of concentration around the outlook and social problems with transition from analysis to synthesis of design solutions, their mathematical modeling and optimization;
- ensuring the formation of systemic thinking, methodological and informational culture (Bruun, 2010; Fenner, 2012).

Incorporation of the global dimension into the learning process of future engineers in the field of nanoelectronics encompasses five stages: *the first stage* is the substantiation of key skills that define global dimension in engineering education; *the second one* is the provision of connection between the results of learning and global dimension in engineering education; *the third one* is the determination of opportunities to realize global dimension (elaboration of new methods and approaches); *the fourth stage* is the integration of the learning content on the basis of consistency and interdisciplinary principles; *the fifth one* is the monitoring of learning results (Fig. 2).

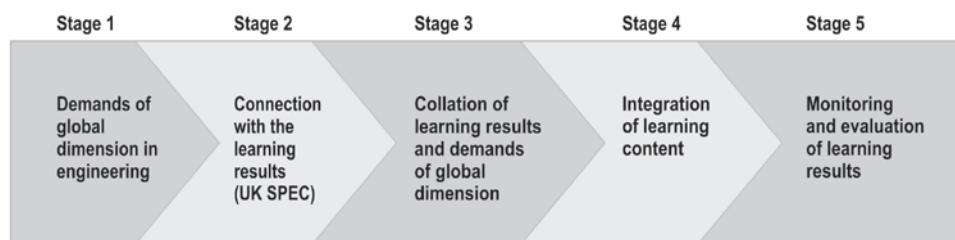


Fig. 2. Incorporation of global dimension into the learning process of future engineers in the field of nanoelectronics





*The first stage* presupposes determination of the following key global skills: *social* (social responsibility for the consequences of one's activities, high level of spiritual and moral, social-psychological and physical culture, self-discipline, high intellectual level, professional mobility, readiness to intercultural interaction, aspiration to self-development, creative intuition, social activeness, moral values, knowledge of society laws); *professional and administrative* (projective, construction skills, skills of contextual analysis, self-control, critical and systemic thinking, creative and conceptual skills, skills of a team work, communicative skills, adaptation); *ecological* ("life" skills, skills of constant development, skills of bio resources administration); *entrepreneurial* (business opportunities, business ethics, corporate responsibility, conflict solving culture, organizational abilities). Formation and development of the mentioned skills take place in the course of studying compulsory and optional (elective) subjects (modules), carrying out group and interdisciplinary projects. Flexibility of the programs is ensured with the possibility to choose not only different courses, but their separate parts. Successful professional activities of a modern engineer in the field of nanoelectronics presuppose social responsibility and intellectual honesty, developed humanistic outlook. Thus, the elaboration of the content of nanoengineers' training presupposes mastering professional ethics as a compulsory component of formation of their professional competence on the basis of modern philosophy of engineering education.

*The second stage* is focused on establishing interrelation and collation of learning results and demands of global dimension. Substantiation of the criteria and indicators of the professional competence of future engineers in the field of nanoelectronics formation is provided according to current educational standards in the field of engineering.

It should be mentioned that the main feature of the global dimension is, primarily, the practical realization of the gained knowledge, ability to transform it into innovative technologies, adapt it to global needs, fully synthesize scientific knowledge with achievements of other sciences. In their combination the defined abilities provide possibilities to realize some definite professional functions, namely: analytical, orientation, prognostic, modeling, system-forming, of scientific research. The total content of professional competence of a future engineer in the field of nanoelectronics gives possibility to affirm that it is formed in the process of specialists' productive activities aimed at enrichment and development of a global knowledge system with the help of objective and systemic analysis of the environment.

*The third stage* presupposes substantiation and determination of possible directions of the global dimension realization in the content of engineering education. Among the directions the following should be defined: *modernization of educational program* (adherence to ethical and moral values expressed in the content, flexibility of the program (compulsory and elective subjects), compulsory lectureships, technical-economic and design projects, dissertations and scientific-research projects, focusing on the development of entrepreneurial and administrative skills, introduction of innovative pedagogical technologies of learning), *development of social partnership* (relations of schools, departments, graduates, research centers; partnerships with foreign campuses and universities in the developing countries), *diversification of professional development forms* (informal education), *institutionalization of engineering education* (post-graduate courses, short-termed learning courses, centers for career development, centers for sustainable development, process of updating and modernization of educational programs and curricula, monitoring of engineering education quality), *internationalization of engineering education* (experience exchange, accreditation, international cooperation and initiatives).

*The fourth stage* is aimed at interdisciplinary integration of engineering training content on the basis of consistency and interdisciplinary principles. Innovations in



techniques and technologies are formed, as a rule, on multidisciplinary basis as the result of using knowledge in different scientific branches, and with every generation innovations become more and more scientifically-based. Combination of fundamental and applied knowledge, modern technologies and, the most important, their effective practical use is the main task of an engineer in their innovative activities.

Monitoring of learning results is carried out at *the fifth stage*. Due to analysis of ways to monitor the quality of future nanoelectricians' professional training the following levels of this process have been outlined: internal (current, modular, final control of knowledge, questioning) and external (accreditation, certification).

#### CONCLUSIONS

Generalization of the research results makes it possible to conclude that the basis of conceptual approaches to engineering training of future specialists in the field of nanoelectronics is the logics and the content of the "engineer" notion, specifics of engineering activities in the field of nanoelectronics, as well as their functional duties in the context of globalization challenges. The main reference point is the formation of global skills of an engineer-nanoelectrician. The process of introduction of the global dimension into the content of engineering programs in nanoelectronics encourages the development of an engineer's personality at all the levels – individual, national and global.

Prospects of further research concern the analysis of global dimension application for ensuring effective professional training of engineers in the field of nanoelectronics at the national and international levels.

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#### **FOREIGN EXPERIENCE IN MASTERING MEDICAL PROFESSIONAL TERMINOLOGY BY FOREIGN STUDENTS AT MEDICAL UNIVERSITIES**

##### **ABSTRACT**

*Professional broadcasting of future medical foreign workers in the medical sector is a compulsory component of their professional readiness. The diversity of professional broadcasting functions of foreign students, the skillful use of the entire range of speech functionality, its external expressive attributability of speech; these are the most important means of medical skills, which are achieved by training at preparatory faculties. The purpose, principles, approaches, content and structure of the program that realize the concept of Ukrainian-language training of foreign citizens in Ukrainian universities have been described. Comparative analysis of the curriculum on studying Ukrainian, Russian languages by foreign students in CIS countries has been conducted. It has been shown that the program meets the requirements of the General Education Standards in the Ukrainian language as a foreign language, the All-European Recommendations on Language Education and defines the levels of language and communicative competence of foreign students for the main types of speech activity: speaking, listening, reading and writing. The program provides the students with communicative needs in everyday life, educational, professional, socio-cultural, educational and scientific spheres and the formation of a communicative competence that will contribute to the formation of the linguistic personality of a future specialist. The analysis of professional broadcasting of future foreign medical workers as a socio-pedagogical problem has been carried out. The importance of mastering professional speech as an obligatory part of professional readiness of foreign students-physicians has been singled out. The efficiency of the methodical system for implementation pedagogical conditions in the process of studying at preparatory faculties in medical universities has been analyzed. All material has been tailored to meet the goals and objectives defined by the cognitive and professional needs of foreign students.*

**Keywords:** preparatory department, foreign students, curriculum, Ukrainian as a foreign language.

##### **INTRODUCTION**

The problem of training of the Ukrainian-language to foreign citizens of non-philological universities requires from the lecturers of humanitarian departments the comprehension of the latest trends in multicultural education and the ability to form students' language skills in preparing for their future profession. The training of foreign



students-future doctors in Ukraine has a certain specificity, which is connected with the entry of a foreigner into the Ukrainian socio-cultural space and the emergence of such a problem as a language barrier.

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

The aim of the study is to analyze and compare the training of foreign students in the preparatory department at medical universities in the CIS countries.

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

The principles of the scientific theory of cognition about the unity of language, speech, thinking, the relationship of sensual and rational in teaching, as well as the principle of professional orientation of training for foreign students at preparatory faculties in medical universities became the theoretical and methodological basis of the study.

The analysis of scientific literature showed that J. Cherkashina, V. Gumenyuk, I. Kozubovskaya, T. Shmonin and others studied the problem of professional training of foreign citizens in Ukraine. In Ukraine and beyond, attempts have been made to conclude curricula in the Ukrainian language for the initial stage of its study (L. Antonov, M. Dudka, O. Gudzenko, L. Novitska, L. Sergiychuk, B. Sokil, N. Stankevich and etc.). Among the foreign authors, the problems of pre-university training have studied: G. Aksenova, V. Belyi, A. Melecinek, G. Mukhametzanova, S. Pudlovsky, R. Kvatbekova et al.

In order to solve the settled tasks and realization of the aim of the study, a set of interrelated theoretical research methods was used, namely: theoretical analysis, comparison and synthesis of scientific sources, textbooks and curricula of the investigative problem in order to select and understand the actual material. The comparison, generalization, systematization and synthesis of the obtained data for the analysis of scientific and methodical literature have been carried out.

#### **RESULTS**

An important condition for the successful functioning and development of the system of preparatory education for foreign citizens is the development of methodology, theory and practice of harmonization of all its levels and degrees, including the subsystems of additional pre-university training. It is primary in relation to other educational degrees. An analysis of the experience of foreign countries shows that in many of them there is no such agreement between educational levels at all. This is due to many factors, and mainly the difference in socio-economic, socio-cultural, national-historical conditions of development of countries.

Developed European countries have a high level of education, educational degrees and standards. In countries such as Jordan, Palestine, Egypt, Cameroon, Nigeria, Angola, Ecuador, and others whose students come to study at medical universities in Ukraine, the level of education is lower, pre-university training does not meet the requirements of higher education institutions in developed countries, in particular Ukraine. Given the urgent needs for high-skilled professionals, the above-mentioned countries face great difficulties when they are sending young people to study at universities in other countries because of inconsistencies in educational levels (Antoniv, Sokol & Stankevich, 2004, p. 85).

The reception of foreign citizens of high-level education is complicated by weak basic natural, linguistic, humanitarian training and their lack of professional orientation. This significantly complicates the acquisition of their knowledge in the Ukrainian language as a foreign language, the acquisition of professional terminology, adaptation to the educational process of universities and, in general, socioeconomic, socio-cultural conditions of the host country.



Students from Africa, the Far and Middle East, Western and Central Europe are experiencing significant difficulties in communicating during the first weeks, months of their stay in Ukraine. Given the fact that these are the students from African and Arabian countries that constitute the overwhelming majority at some universities, the language problem remains pressing and needs to be solved. (Trostynska & Ushakova, 2009, p. 45).

Thus, the free study of the Ukrainian (Russian) language of such different nationalities, such as: Arabs with their rapid mastering of conversational language and Chinese, who for the best memorization rely on the letter knowledge, at the initial stage of studying the language is difficult and incomprehensible. Arab students usually seek to overcome quickly the language barrier to adapt easily to a new reality. Already at the first language lessons, they demonstrate activity, ease in the assimilation of a new language, the desire to achieve fast results.

The preparatory department is a unique structural subdivision of one of the oldest medical universities in Ukraine – Vinnitsa National Medical University, which rightfully bears the name of the great Pirogov, whose ideas, practical experience are of great importance for modern medicine.

The preparatory department is created specifically to solve all the initial problems of a foreign student and, above all, the problem of language and communication. The system of individual classes, consultations is foreseen. Lecturers prepare students for classes on the first year, taking into account the basic knowledge gained at educational institutions of different levels in different countries of the world.

Language learning begins from the first minutes of their stay in the country. A clear system of educational process is created, the purpose of which is to teach how to communicate with Ukrainians and to receive highly-qualified education with students from the preparatory faculty from Europe, Asia, Africa and Latin America to maintain the profession of physician.

At the same time together with inorganic communication and educational work, the research work of the department was started: the problems of adaptation of foreign citizens to life and study under the conditions of a new social environment are studied; the questions of language preparation of students of the preparatory faculty for foreign citizens are being developed in order to master the general subjects and to study at the senior courses of medical university. Much attention is paid to the coordination of the work of teachers, broadcasters and teachers of the natural sciences.

Also, the teachers theoretically grounded and created a system for monitoring the level of formation of language knowledge, skills and abilities of the students of preparatory faculty for foreign citizens.

Foreign citizens study both Ukrainian and Russian languages as foreign at the preparatory department at Vinnitsa Medical University named after M. Pirogov. The study of Ukrainian and Russian languages is planned for 238 hours according to the curriculum. During the academic year, students study Ukrainian, Russian for 6–8 hours a week. Also, the curriculum provides two content modules per year. In the first year 136 hours includes 1 module and 102 hours module 2, as well as 46 hours of homework.

In connection with the introduction of the course “Ukrainian as a Foreign Language” and in order to provide the educational process with methodological materials, several groups of lecturers published manuals and textbooks based on fiction and scientific literature of the Ukrainian and Russian languages “The country in which I am studying”, “Study grammar in the Ukrainian language”, the textbook on the Ukrainian language, the



initial level “Introductory Phonetic-grammar course”, the manual “Let’s Go Together” (the initial level of studying the Ukrainian language as foreign terrestrial), a teaching manual on the Russian language for foreign students “Organization of the health care system in Ukraine” (Mazuryk, 2006, p. 111).

Teaching foreigners medicine, dentistry and pharmacy at Lviv National Medical University named after D. Galytsky is carried out in three languages in Ukrainian, English or Russian. Teaching English was introduced in 1997. Today, 953 students (88,4 % of the total number of foreign students) study in English. In addition to language training, students in the preparatory department have the opportunity to improve their basic education in biology, chemistry and physics.

The content of the curriculum program “Ukrainian as a Foreign Language” is structured into three concentrators that correspond to three levels of proficiency in the Ukrainian language. Contents of the educational material Concentration 1 corresponds to the first A 1 – Primary level (Elementary) and is calculated, respectively, for 150 practical and 70 hours of independent work of students. Concentration 2 is a training content that corresponds to level A 2 – Basic (Pre-Threshold) and is designed for 300 practical and 130 independent hours of study. Concentration 1 and Concentrator 2 correspond to the first semester of the preparatory faculty.

Concentration 3 corresponds to the level B 1 – I to the average level (Threshold) and is calculated on 270 practical and 160 academic hours of independent work of students, which is realized during the second semester of the preparatory faculty (Nikolaev, 2003, p. 35).

The Kharkiv National Medical University teaches in two languages: English and Russian. Accordingly, curricula and programs have been created taking into account all levels, directions and objectives of education.

Innovations of the Kharkov National Medical University have been created in 2009 special courses for foreign students. The system of corrective special courses helps to determine the basic level of training, the ability of students to learn in general, improve their language level, etc.

Studying foreign students in other CIS countries is somewhat different. For example, at the Belarusian State Medical University, at the preparatory department, foreigners are trained in a volume of 900 hours of Russian or Belarusian languages. Russian, (Belarusian) language as a foreign language is taught for foreign citizens at the pre-university stage and for 1-3 courses of the medical faculty for foreign students.

Pre-university training at the University is carried out at the Faculty of Professional guidance and Pre-University Preparation. A distinctive feature of the faculty in comparison with other medical universities of Belarus is an organic combination of training of native and foreign students. In Vitebsk, Grodno and Gomel medical universities, preparation for the first year of foreign citizens is held at the faculties of foreign entrants. (Aksenova, 2011, p. 25).

The preparatory department is a structural subdivision of the university. In the last years of the existence of an educational institution there are three forms of education: full-time, part-time, evening. The daytime study is traditionally considered the most effective.

During the academic year students study 36 hours a week the subjects of entrance examinations (biology, chemistry, Russian or Belarusian language).

Of great importance, teachers pay attention to the language training of foreign citizens, without which it is impossible to provide proper vocational education. The educational process uses the latest achievements of pedagogical design: modern author





language textbooks (along with CD), provided with narrative support, interactive and multimedia educational teaching technologies; author's computer programs: demonstration, educational; virtual laboratory works of Russian and Belarusian as foreign languages; language simulators, etc.

Pre-university preparation of foreign students is an important mean for enrollment of entrants for the first year of medical faculty of foreign students. In the current academic year, 144 foreign students were admitted to study. Students of the faculty were citizens from far abroad (USA, Portugal, Germany, Tunisia, Mongolia).

In the next academic year, the preservation of the recruitment of foreign citizens, the diversification of their reception and accentuation of attention on improving the quality of training and improvement of the material and technical basis of education is planned (Belyi, 2010, p. 10).

In the Kyrgyz State Medical Academy named after I. Akhunbayev pre-university training of foreign students occupies a special place in the educational process. The preparatory department at the Academy exists for over 75 years. The main task of the preparatory courses is to train students from the countries of the near and far abroad before joining the KSMA. Classes at the preparatory faculty are held in Russian and Kyrgyz languages. Foreign students also attend courses of studying Russian and Kyrgyz languages. Teachers know foreign languages excellent, which allows them to contact the students from the first days of study.

The curriculum for preparatory courses for foreign citizens in KSMA includes:

- full course of Russian language (9 months) and profile subjects (biology, chemistry – 6 months)
- a special course of the Russian language (6 months) for foreign citizens without the preparation of profiling subjects (Ivanyshyn, 2016, p. 163).

The work is based on the use of the latest interactive teaching methods.

In the Kyrgyz State Medical Academy. I. Akhunbayeva the training of foreign students from different countries, until 2001, was conducted in Russian.

In 2001, the Center for Compulsory Education established a department with partial English language training for students from foreign countries who speaks English.

The development of curricula and syllabuses has taken into account the experience of the work of KSMA with foreigners, recommendations of the experts of the World Health Organization (WHO). As a result, it was decided to use the WHO pilot curriculum with some additions that take into account the specifics of teaching.

For the students of the department a computer class was prepared, with the necessary software for working on such disciplines as English and Russian languages, computer science.

The purpose of the faculty's establishment for foreign citizens is to train qualified specialists in the specialty "Doctor – Medical Advisor" who speaks English to continue their professional activities in foreign countries (Zluktenko, 2001, p. 203).

Experienced teachers from other universities (of physics, Russian, English, history of medicine, sociology) were involved in teaching disciplines. Further intensive English language courses for teachers of KSMA were organized; lecturers from English-speaking countries were invited.

For the students of the department computer classes with the necessary software for working on such disciplines as English and Russian languages, computer sciences were prepared. The most difficult problem was the provision of students with teaching aids in English.





The main tasks of the faculty for foreign citizens are:

1. Satisfaction of the society needs in qualified medical staff with higher education, who fluently speaks English;
2. Preparation of professorial teaching staff, proficiency in English;
3. Development of exports of medical education; dissemination of knowledge among the population, raising its general level of education;
4. Accumulation, preservation and increase of ethical, scientific and cultural values of society in the medical science field;
5. Attraction of additional funds for the development of medical education and medical science (Bilaiev, 2007, p. 102).

In the State Medical University of Semey (Kazakhstan), the preparatory department was established in 1995. Foreign students study Russian language as well as relevant subjects before taking exams. For the first time, 43 foreign students from India, Pakistan, Palestine, Syria and Jordan were enrolled at the university for studying in different specialties in the Russian language teaching unit.

In 1998, the university signed an agreement with TECAS International, on admission of foreign nationals, for studying in different specialties, where teaching is conducted in English.

Thanks to the signing of the agreement and the joint efforts of the University and TECAS International, the State Medical University of Semei became the first state medical university in Central Asia, where, in addition to the Russian and Kazakh languages, students have the opportunity to study in English. The university developed syllabuses of disciplines in English (Kuatbekova, 2016, p. 47).

This is one of the main reasons why a large number of foreign students wish to enter this university. The preparatory section for foreign students functions in the separation of foreign students, where, in addition to study of the Russian language, they are trained in the subjects for the preparation entrance examinations.

#### **CONCLUSIONS**

Thus, the study of the Ukrainian language as a foreign language at the preparatory faculties of medical universities makes it possible to implement the main provisions of the Concept of language training of foreign citizens in higher educational institutions of Ukraine.

The course of the Ukrainian language as a foreign language in diverse higher education institutions should facilitate the training of professionals of the appropriate professional and intellectual level, for which language education should become a compulsory component of vocational training.

The basics of professional broadcasting of future medical foreign workers should be laid out while studying Ukrainian as a foreign language at preparatory faculties in higher educational institutions.

The problem of professional broadcasting formation of future foreign specialists at the preparatory faculties at the high school is not sufficiently studied; there is a contradiction between the modern requirements of the society to the system of medical education and the level of vocational training of students.

The main tasks of teaching Ukrainian as a foreign language at preparatory faculties are as follows:

- to form in communicative-language, linguistic, discursive, socio-cultural and active competences of foreign students;
- to teach students to use communicatively the various means of the Ukrainian language and to use foreign language communication on the basis of the practical mastering



of the basic linguistic and linguistic concepts, norms of the Ukrainian literary language, culture of communication;

– to create and develop a positive motivation for the educational activities of foreign students and to intensify cognitive interests, to develop creative abilities;

– to form the spiritual world, integral ideological representations, universal human reference points and to raise respect for the country whose language is being studied.

Prospects for further exploration we see in the creation and testing of a training and methodical complex for foreign students preparatory department of medical universities.

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## THE PECULIARITIES OF PHYSICAL EDUCATION TEACHERS' PROFESSIONAL TRAINING: FOREIGN EXPERIENCE

### ABSTRACT

*The article deals with professional training of future teachers of physical education within the context of leading countries, namely the USA, Great Britain, China, Germany, France. The aforementioned countries are not just leaders in economical development; they are also leaders in sports. The analysis of literature resources allowed revealing a number of peculiarities, implementation of which in the process of professional training of teachers of physical education in Ukraine will have positive impact. They are reorientation of professional training, as well as future activity on health protection of students, individual physical development, skills development, big-scale implementation of health-improving systems, non-standard types of motor activity in educational process. This calls for improvement of medical knowledge, health fundamentals, disease prevention, and injury prevention. Increase of the role and duration of teaching practice and implementation of compulsory year-long training at future workplace are of great importance. Taking into account national traditions, historical experience of the development of physical culture in native land, and introduction of national types of motor activity to the curricula have positive effect. The division on two individual stages is common in professional training of teachers. The first one is primarily oriented on theoretical component of educational, while the second one emphasizes practical activity of a future teacher. Along with standardization, independence and autonomy of educational institutions in matters of professional training organization have positive effect in educational process. Governmental support, namely financing of physical training and sports and educational sphere, improvement of material and technical base, plays a key role in the process of professional training of future teacher of physical education.*

**Keywords:** professional training, teacher of physical education, foreign experience, school lessons in physical education

### INTRODUCTION

Despite sufficient coverage of the problem of training of future teacher of physical education represented in national education, consideration of other experience in training of physical education personnel, namely in foreign education, is extremely useful.

Gradual integration of Ukrainian education into European educational field calls for unification of the system of specialists training in higher educational institutions, modernization of educational process that would allow students to be mobile in terms of obtaining educational services, would create more possibilities for field studies and training in educational institutions abroad, job placement and obtaining of higher education etc. On the other hand, uneven development of countries, development of new pedagogical technologies in the world, and their implementation in educational process, global



informatization of society etc. require thorough analysis with purpose of finding positive experience and its further implementation in national educational system. With regards of this, we will conduct an analysis and define certain features of professional training of teachers of physical education in other countries.

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

The aim is to analyze professional training of future teachers of physical education in leading countries.

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

The peculiarities of physical education teachers' professional training in some foreign countries have been studied. To outline positive aspects of foreign experience and subsequently conduct comparative analysis, the countries should be selected according to a certain criterion. The main criterion has become the participation in the Olympic Games. In particular, we will continue to focus on those countries that are leaders by the results of the Olympics.

The results of participation in the largest and most important world competitions reflect socioeconomic status of the country, development of physical and sports culture, including socioeconomics and significance of physical education teachers. World leaders in physical culture and sports development are the USA, China, Great Britain, Germany and France. The peculiarities of physical education teachers' professional training have been considered by such scholars as K. Bain (2004), T. Dereka (2016), O. Haiduk (2014), T. Kharchenko (2007), V. S. Man (2008) et al.

Thus, taking into account significant achievements of scholars in teacher education in the world, we consider it necessary to conduct a comparative and pedagogical analysis of physical education teachers' professional training in developed countries of the world and in Ukraine in order to identify its common and different features. This, in turn, will reveal prospects and outline ways to improve professional training of physical education teachers in Ukraine.

#### **RESULTS**

When analyzing foreign education, it is important to note that it is also in the state of reformation and modernization. It is reflected in the reconsideration of various terms and notions, setting of new goals and tasks for physical education, search of non-standard and innovational way of their solution, etc.

Reorientation of school curriculum of physical education in the USA can be viewed as an example (Maurer, & Jordan, 2006). Thus, at lessons of physical education in American schools, the priority of learning and training in various kinds of sports, competing, achieving big results is gradually changing to personal individual physical development, improvement of psychophysiological condition of students, preparedness for future profession etc. This, in its turn, calls for significant reorientation of occupational training of future teachers of physical education. Thus, future teachers of physical education must be better aware of the issues of health protection, know modern health protection technologies, have sufficient level of knowledge and skills in organization of student's optimal motor activity, etc.

According to T. Dereka (2016), characteristic features of professional training of future teachers of physical education in the USA are differentiation and individualization of education within personal approach, profound practical orientation of each training course. Another important feature is close interdisciplinary connection, which is reflected in the formation of a future teacher's complex competences that are based on integration knowledge



and skills obtained from various disciplines. In general, students form their own education trajectory that lies in independent determination of academic workload, selection of courses in various types of motor activity, forms and methods of optimization of classes. During professional training attention is paid to close correlation of theoretical and practical training.

Problem-based learning, methods of modeling, role games and others are widely used during training. Discussion becomes of great importance during educational process; each student must express his own point of view on the matter of research. In the process of training of future teachers of physical education, special attention is paid to teaching practice that lasts 14 weeks. Increased duration of teaching practice allows having it annually, gradually moving from passive observation to its active form – personal lessons in physical education. Moreover, a year-long probation period, which future teachers of physical education must undertake at workplace, is an important part of a teacher formation (Bain, 2014). Probation help young specialists to have more gradual transition from studying to active professional activity, facilitates adaptation, decreases chances for crises that often accompany young specialists.

Analyzing foreign experience, we will emphasize peculiarities of providing physical education in comprehensive schools of Great Britain. Similar to Ukraine, physical education is a compulsory subject included to all curricula of schools in Great Britain. Besides compulsory 3 academic hours per week, extra-curricular and optional classes of physical education are widely used. Peculiar features of school physical education are expansion of types of sports, implementation of non-traditional types of motor activity in educational process, giving students more opportunities to choose kinds of sports and physical exercises that student can be engaged into during lessons of physical education. Physical exercises by interest and more promote increase of lessons efficiency and have positive impact on students' desire to do extra-curricular physical exercises.

Special attention is paid to training of teachers able to support high level of physical education at school. Along with conventional forms of lessons organization in Great Britain variable education is widely used i.e. combination of theoretical and practical training throughout the year. At the start of semester, student study compulsory subjects, then they strengthen the results by having field studies. Appointment of teachers responsible for a group (tutors) helping students study better and providing connection between students and teaching staff is widely used in the process of professional training (UK Government, 2012). Ukraine has a bit similar form of assistance in education in the form of tutorship. Similar to education in the USA, problem-based learning, use of role game, dealing with non-standard situations are also realized in Great Britain. Another important part is compulsory 14-week teaching practice and a year-long probation period at workplaces.

Paying attention to experience of China, we may point out that the entire sphere of physical education and professional training of physical education staff are a primary concept of state's policy. In general, the sphere of physical education in China is aimed at preparation of healthy, competent youth with high level of working ability and vital activity (Man, 2008). A peculiar feature of Chinese physical education is preservation of historically-formed kinds of physical education. An example of such types may be "Qigong" Chinese gymnastics, health systems (taitszi-tzuan) etc. An important task of physical education for school students is to promote optimal physical development, to form important social qualities (discipline, responsibility, honesty, fairness etc.), to develop basic motor skills, to attract interest and evoke love to sports. Moreover, special attention is paid to school sports. Thus, it has been acknowledged on the official level, that a school sport is the basis for state's sport reserve.



Stringent requirements are set for training of teachers of physical education. Besides general responsibilities of a teacher to give basic knowledge in sanitary norms, to stimulate students' interest to personal health and development of personality, to teach basic kinds of sports, teacher's professional responsibilities also include others. Thus, a teacher should be able to hold sports festivals, teach selective courses, prevent various diseases, namely eating disorder, visual impairments, various infections etc. For this, the course of "Health Protection" is envisaged in the process of training of future teachers of physical education in China. In this course, students obtain knowledge in methods of treatment of illnesses with the help of various Eastern health-protection systems (Man, 2008).

Germany has significant experience in training of future teachers of physical education. Despite the fact that modern education is characterized by certain standardization, there is no unified state system of professional training of teachers of physical education in pedagogical education of Germany (Haiduk, 2014). Each territorial unit (land) that is part of the country, has its autonomy, independently regulates educational policy and sets own rules of educational process (Haiduk, 2014). Namely, each land forms requirements to content of education, terminology of professional training, forms, content, final evaluation, and qualification that students gain after completing course of studies.

Another peculiarity of training of teachers of physical education in Germany is a distinct division into two stages. The first one is based on studies at an educational institution that lasts for three years and end with taking of the first state examination. The second stage is connected with two-year field studies (referendariat) after completion of which students take final state examination. Staging of professional training of is outlined in the standard (Kultusminister Konferenz, 2004), according to which future teachers of physical education obtain basic occupational competences at the first stage. At the second (practical) stage, future teachers learn to apply theoretical knowledge (Haiduk, 2014).

Further on we will analyze training of teachers of physical education in France. It is rather similar to the German one by its two-stage system. Thus, five-year term of studies is divided into two parts. Peculiar feature of training of teachers of physical education is that student first complete three-year specifically scientific training and are awarded the diploma of licentiate (Kharchenko, 2017). Next stage is studying at university institutes for teacher training. During specialized two-year studies, students have profound specifically-scientific training, psychological and pedagogical as well as comprehensive training. Peculiar feature of the second stage is teaching practice that applied during the two-year period of studies (Legras, 1995).

Besides general and specific competences that students acquire during five-year course of studies, it is important to prepare future teachers of physical education to individual work. Peculiar feature of such work at school is that a teacher of physical education, at first, observes each student, evaluates individual skills and inclinations, and determines talents of the teenagers. Later, based on the results, teacher helps his student to make individual plan of orientation that enables the student to determine his own direction of studies.

Having analyzed peculiarities of training of future teachers of physical education in countries that lead in both educational and sports aspects, we will move on analyzing possible implementation of positive experience in education of Ukraine. When developing pedagogical system of training of future teachers of physical education it is important that it should be effective and efficient, should take into account modern aspects, namely, it should be of forward-looking nature. Fast pace of educational system reformation, implementation of modern technologies, increasing the level of communication between the





parties of educational process through social networks set new requirements to future teachers, namely teachers of physical education. At the same time, orientation on current state is insufficient. A four-year lag in training of bachelors calls for prognostication and forecasting for several years ahead of tendencies of education development.

Based on this we see two efficient ways to improve quality of training of teachers of physical education. The first one is training of teachers of new formation who are always oriented on self-development, self-improvement, and improvement of personal professional level (Pavliuk et al., 2017). The second one is taking into account positive experience of the countries that have better achievements in scientific and educational areas. Given the fact that Ukraine gradually integrates into the leading world community, the experience of these countries is extremely valuable.

The analysis of foreign experience allowed revealing a number of important features related to professional training. Namely, it is possibility for students to select. The selection may not only refer to subjects, but to courses, level of knowledge; students can create their personal health protection programs. The notion of selection in education has rather broad definition. It enhances inner motivation to studying, responsibility etc.

We consider increase of the value of teaching practice to have a positive impact. This gives a chance for future graduates to adapt to future profession better, to shorten the term and facilitate adaptation to activity of a teacher of physical education. Implementation of compulsory year-long probation period at future workplace is important.

Humanization of education, reorientation of professional training and future activity to individual physical development, students' health protection, implementation of health protection systems and non-standard types of motor activity in educational process also play an important role. In its turn, it calls for improvement of medical knowledge, health fundamentals, disease and injury prevention. Taking into account national traditions, historical experience of the development of physical education in native country, inclusion of national types of motor activity to curriculum are important.

At the same time, the division of higher educational process into two stages (theoretical and practical) is rather difficult to be done under conditions of national education. It is produced by the fact that educational establishments in Ukraine do not have close communication and correlation. In fact, each higher educational establishment independently builds the strategy of its development. Our country's higher educational establishments should also have autonomy not only in matters of organization of educational process and professional training, but also in financial aspects. Governmental support, namely financing of physical training and sports and educational sphere, improvement of material and technical base, plays a key role in the process of professional training of future teacher of physical education

### CONCLUSIONS

The analysis of foreign experience showed significant attention to training of future teachers of physical education being paid not only by educational establishments but also by the state.

In the course of theoretical analysis, a number of features of professional training have been revealed. Realization of these features has positive impact on national education, namely, enhanced possibilities for selection during the course of studies, increase of the role of practical training including teaching practice, expansion of competences of a teacher of physical education in medical knowledge, health protection, health protection systems etc.

Perspectives for further studies are seen in studying the peculiarities of physical education teachers' professional training in leading European countries.



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## FUTURE TEACHERS' LEGAL TRAINING IN BELARUS AND KAZAKHSTAN

### ABSTRACT

*The content of legal education of future primary school teachers which is adequate to the structural and functional model of teacher's professional readiness for increasing legal literacy of primary school pupils has been revealed and the main groups of competences, namely, normative and institutional, ideological and value-based, forecasting, procedural and functional as well as criteria and levels of readiness at the level of realizing certain actions during curricula and extracurricular activities and methods of diagnosing its effectiveness have been defined. The factors hampering innovations in professional activity of modern teachers have been outlined, in particular, socioeconomic factors and psychological barriers, personal anxiety, conformism, fear of one's own incompetence, low self-esteem, subjective-biased attitude to innovations, unwillingness to take independent decisions without appropriate recommendations and guidelines. The pedagogical conditions that contribute to forming future teachers' professional readiness for increasing legal literacy have been defined, namely, forming legal knowledge in the process of studying professional disciplines, improving the content of legal education by means of a special course, level-based diagnostics of professional readiness, etc. The training process has been considered as a certain educational strategy, based on the principles of students' independent search and providing individualized and differentiated approaches to their training. It has been justified that professional training of future teachers for increasing legal literacy of primary school pupils is improved based on the influence of society due to adhering to humanistic and democratic principles that significantly affect teachers' innovative activities and perform initiating and stimulating functions. The methodical system of forming students' knowledge, skills and developing their professional and personal qualities and abilities necessary for successful realization of professional legal activities has been studied. Comparative analysis of future teachers' legal training in higher education institutions of Ukraine, Belarus and Kazakhstan has been conducted.*

**Keywords:** future pedagogues, legal support, content, structure, forms, teaching methods.

### INTRODUCTION

Today, teacher education becomes an open system for perceiving and transferring innovative experience. Of great importance are joint educational projects of the leading universities in different countries, academic mobility of the students and the teachers, their creative communication through participation in international forums, conferences, symposiums. Therefore, studying foreign experience in organizing legal training of future teachers is relevant and timely. After all, reforming education in Ukraine initiates such training of teachers, which would not only reflect the specifics of their professional activities, but also optimally satisfy educational diversity. Based on this, there is an objective



contradiction, generated by inconsistency between the content, forms and methods of traditional teacher training and social order in relation to their legal activities in a modern school. The analysis of mass actions of primary school teachers shows that in the modern school a clear and well-justified system of pupils' legal education has not been formed yet; theory and methodology of legal activities for primary school pupils has not been sufficiently developed taking into account the achievements of foreign experience, whereas practical teacher training in teacher education institutions is aimed at forming their didactic-methodical culture. In the context of training students for increasing legal literacy of primary school pupils in higher education institutions, the outlined aspect requires substantial improvement. Therefore, studying foreign experience in organizing legal training of future primary school teachers is important in terms of methods, techniques and means of its implementation.

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

The paper is aimed at analyzing and comparing the content, structure, forms and methods of future teachers' legal support in higher education institutions of Ukraine, Belarus and Kazakhstan.

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

The analysis of scientific literature has shown that the problem of future teachers' legal training in Ukraine has been considered by M. Horodyskyi, Yu. Kalynovskyi, M. Podberezkyi, T. Poshtar, V. Salnikov, O. Skakun, O. Solomatin, M. Tsybaliuk et al. In Belarus, pedagogical aspects of forming legal culture of pupils and students have been studied by S. Bolonina, O. Borscheva, A. Dyzhova (2012), S. Ermolich (2013), I. Tcarik (2008). In Kazakhstan, legal training of future teachers has been analyzed by M. Malibekova, B. Mukushev (2009), S. Mukushev (2009), G. Utiupova (2017).

In order to study the problem of future teachers' legal training in Belarus and Kazakhstan, such methods as generalization and systematization have been used. In addition, we have applied comparative analysis.

#### **RESULTS**

Higher teacher education is aimed at preparing teachers who possess not only profound subject-specific knowledge, but also high legal culture and are able to creatively solve complex economic and social issues (Ziaziun, 1997).

Currently, professional training of teachers involves their mastering subject-specific knowledge and developing theoretical, methodological and psycho-pedagogical readiness for educational work, but, unfortunately, does not provide for forming their readiness using legal knowledge in their professional activities.

Theoretical and experimental researches show that in order to form a real picture of the state of the education process in a modern primary school, it is necessary to focus students' attention not only on the didactics of primary school, but also the integrity of its education process, during their first year at university education. Therefore, in our study we have attempted to provide teaching practice, which future teachers must undergo, not only with instructive, but also methodological materials. Such peculiar complexes simultaneously included methods for diagnosing the level of children's awareness of legal information, as well as schemes for analyzing the education process. This has contributed to forming the students' pedagogical thinking.

While conducting our study, such disciplines as Fundamentals of Law, Fundamentals of Constitutional Law, History of Ukraine, History of Pedagogy, Pedagogy, Ukrainian and Foreign Culture, Ethnopedagogy, Fundamentals of Pedagogical Mastery, a special course on Training Teachers for Legal Work in Primary Schools have acquired the



expected professional orientation. Simultaneously, the applied orientation of those sections and themes that were related to legal issues in the field of childhood and motherhood at different levels of the hierarchy, namely, from family to transnational ones, has enhanced. While studying professional disciplines, organizational forms and certain methods of working with the students, we were guided by the real education process, taking into account the conditions under which it is taking place today, as well as those social changes that affect its meaning and purposefulness. Thus, the requirements for the content and the organization of future teachers' training for increasing primary school pupils' legal literacy have been initiated by the patterns of modern professional training of teachers for working with primary school pupils.

These requirements functioned as certain principles: an interdisciplinary approach to training future teachers for increasing primary school pupils' legal literacy; professional orientation toward organizing legal education at school, namely, studying and implementing the basic institutional and legal documents that define the system of views and knowledge aimed at educating adequate value-based legal orientations; differential and systemic training. Simultaneously, it has allowed distinguishing between the common and different features in the content of fundamental values, intensified understanding culture of the ethnic group, the nation, the state and motivated each student toward studying those disciplines that have not been mastered yet; a didactic resonance, which has ensured choosing methods of teaching and learning and contributed to optimizing the process of professional training.

The outlined principles were complementary and created a relative integrity, which positively influenced the education process at a university in general. The defining principle of training future teachers for increasing legal literacy of primary school pupils, we have considered the interdisciplinary approach, which was implemented in interpersonal relationships. In our view, this is the integration of training future teachers for increasing legal literacy of primary school pupils by means of professional disciplines, as well as a special course as a corrective and generalizing link of this system and teaching placement.

By creating such a scheme for integrating disciplines, we have used a psychological proof of the unity of figurative and conceptual components of thinking and associativity of the links between them based on the domain (Eremkin, 1984). Simultaneously, we have attempted to intensify the process of training future teachers not only in this aspect, but also in general. In teaching the outlined disciplines, the main attention has been paid to interdisciplinary planning, eliminating duplication of the main categories and facts, organizing rational lessons using unconventional approaches. Based on the outlined theoretical positions, the basis of our integration has become deductive-inductive logic for deploying the content of disciplines: from general – to partial, from partial – to general at the highest level of abstraction.

The course on Pedagogy we have considered as the main one in the system of professional disciplines. It was aimed at mastering the foundations of modern pedagogy and forming pedagogical knowledge, skills and abilities.

Rather important is the course on History of Pedagogy, in particular, its sections and topics that have shown determinism of the content of pedagogical ideas at the level of socio-cultural development. Thus, we have proved objectivity of the reasons, why K. Venttsel's declaration was never approved in the Russian Empire in the late 19th– the early 20th century. Using the principle of determinism, we have revealed authenticity of S. Rusova's judgments that, in order to become a nation, Ukrainian people need much time (Venttsel, 1918).



It should be noted that we have dedicated a special place to the course on Fundamentals of Pedagogical Mastery. Considerable attention has been paid to training the students for modeling pedagogical situations, developing necessary skills for communicating with their pupils, solving dilemmas and problematic tasks.

We have focused our attention on studying the course on Methodology of Educational Work, since this discipline is a continuation of the section of the course on Pedagogy. Its aim is to expand and deepen the knowledge and skills of future teachers in terms of theory and practice of the education process, to form readiness for solving specific problems in educational activities.

The main directions of establishing intersubject relations, we have considered, in particular, the following: enriching the content of professional readiness by theoretical materials of professional disciplines; systematizing and improving necessary skills and abilities based on methodical disciplines. In the context of legal education, The main sources have become the courses on Fundamentals of Law, Fundamentals of Constitutional Law, History of Ukraine, Ukrainian Studies, Pedagogy, Ukrainian and Foreign Culture, etc.

Also we have practiced the consistent study of professional disciplines based on the patterns of teaching theories in a higher education institution by S. Arkhangelskii, including studying disciplines propaedeutically, forming the system of subject-specific knowledge, concepts, definitions, principles, established within the disciplines; studying disciplines algorithmically taking into account relevant recommendations using methods and tools, formulating certain norms and rules; studying individual sections of disciplines heuristically and organizing students' independent work by methods of analytical and synthetic activity; solving problematic pedagogical tasks with the elements of scientific search and modeling the elements of the education process (Arkhangelskii, 1980).

By structuring the mentioned disciplines, we intended to take into account their leading concepts, ideas, patterns and opportunities in order to rationally combine theoretical and practical material for further deducting the integrative connections, which should be adjusted between the adjacent disciplines.

Thus, we aimed to encourage the students to reconsider the relevant information during seminars and laboratory classes in order to transfer it to children. Systematization and generalization of the acquired knowledge has been practiced based on the final themes of sections of each discipline.

By structuring the educational material we aimed to outline in each discipline certain topics and define their basic concepts. They included parametric features of the education process with primary school pupils (development, upbringing, learning, education, its goals and objectives); the main components of the education process (views, knowledge, skills, abilities, beliefs, worldview); the principles of the education process organization and management in primary schools.

By restructuring individual topics and rethinking their thematic blocks, we have ensured a significant improvement in the content and structure of specific methods of preschool and primary education, since it was objectively impossible to duplicate general pedagogical information and the students could immediately model fragments of different types of activities with children.

Consequently, depending on the functioning of integration and transformation processes and the structure of each discipline, the corresponding branch of knowledge has changed in the context of one or another methodology.

For our study, it was important to analyze foreign experience in organizing legal training of future teachers, in particular, in the Republic of Belarus and Kazakhstan.





We have found out that the system of legal education under the conditions of higher education institutions of Belarus provides for:

- 1) diagnosing the initial level of legal culture formation;
- 2) determining the aim and specifying legal education objectives in the education process.
- 3) defining the content of legal education, taking into account pedagogical specialties and the level of students' legal culture formation;
- 4) selecting interactive methods and optimal forms of legal education organization;
- 5) implementing the process of forming and developing legal culture.
- 6) analysing and evaluating the results of pedagogical activities (Ermolich, 2013).

At the Belarusian State Pedagogical University named after Maxim Tank, the issues of legal education are solved with the use of the following methods and forms of working with the students: a conversation; a persuasion; a suggestion; a case study; brainstorming; a videoproduction review; a fair of social legal projects; a legal workshop; intellectual, business and role games; legal scenario-based tasks, the academy of legal knowledge, an auction of legal ideas, a round table, the legal Olympiad, a social legal dialogue, a debate, a discussion, collage making, newspaper creating, a legal marathon, a press conference, legal lectures, a legal laboratory, thematic information sessions on legal, socio-political topics, organization of thematic book exhibitions, social actions organization, meetings with prominent state and public figures in the legal sphere, etc. (Ermolich, 2013).

The innovative form in legal training is the author's project, titled "Student Mentoring", which is realized in the process of teaching Socio-Pedagogical Prevention of Offenses at the Faculty of Social and Pedagogical Technologies of the Belarusian State Pedagogical University named after Maxim Tank, in the context of which fourth-year students provide junior students with legal counseling, organize social patronage over schoolchildren, who need legal training in order to prevent delinquent behavior (Ermolich, 2013).

At the Belarusian State Pedagogical University named after Maxim Tank, legal training of future teachers is enhanced by improving legal culture of teaching staff in higher education institutions under the conditions of an unsteady legal space, involving outstanding law specialists, functioning of the legal space of the faculties in higher education institutions, tutors' activities directed at forming and developing their legal culture, using interactive methods and technologies, specificity of strategies for forming legal culture, improving methodological support, using integrated and differentiated approaches to legal education of future teachers, focus on the output level of legal culture formation, improving the process management and control (Ermolich, 2013; Tcarik, 2008).

In accordance with the decree of the President of the Republic of Kazakhstan dated February 1, 2010, No 922 "Strategic Plan for Development of the Republic of Kazakhstan up to 2020", it has been concluded to integrate education in Kazakhstan with the world community, to improve quality of higher education that must meet the international standards. In this regard, the education system in Kazakhstan is undergoing crucial and optimal transformations.

In addition to teaching Fundamentals of Law, future teachers' legal education in the Semey State Pedagogical Institute in the Republic of Kazakhstan is aimed at studying such optional courses as Fundamentals of the State Legislation of the Republic of Kazakhstan, Legal Documents for Implementing the Education Policy in the Republic of Kazakhstan, which reflects the issues of education in the context of state and legal, criminal and legal, civil aspects (Mukushev, 2009).



The teachers actively participate in teaching and industrial placements, analyze the lessons and extracurricular activities conducted by the students. During the department meetings and the final conferences of pedagogy departments they regularly discuss topical problems of school courses, their teaching methodology (Mukushev, Malibekova & Mukushev 2009).

In the system of teachers' professional training, the role of optional courses and special seminars aimed at forming the students' ability to implement legal education, the knowledge of the legal status of juveniles and methods for preventing offenses is significantly growing. Topical issues of the state and the law, the history of legal ideas, the legal status of teachers are studied in the block of those disciplines belonging to the category of optional courses and special seminars. It is also important to emphasize the educational and developing function of coursework and graduation papers, the topics of which are related to legal education and legal consciousness of the students (Mukushev, 2009).

#### CONCLUSIONS

Comparative analysis on the content of future teachers' legal training in Ukraine, Belarus and Kazakhstan indicates a range of their common features such as the continuing and multilevel nature of the professional training system; basic disciplines; similar forms of training organization.

Among different features, we can distinguish original approaches to developing curricula and syllabi, outlining theoretical and practical components of training, allocating academic hours to student workload and independent work, organizing placements, choosing specialization and optional courses.

Prospects for further studies we see in creating and testing a handbook for future teachers in order to improve their legal training.

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## INTERDISCIPLINARITY IN HIGHER PETROLEUM EDUCATION IN THE CONTEXT OF INTERNATIONAL STANDARDS

### ABSTRACT

*The article deals with the problem of interdisciplinarity impact on higher petroleum education in Ukraine. Different views on the essence of interdisciplinarity, especially in the context of higher petroleum education, have been presented. It has been indicated that many scholars have studied the essence of interdisciplinarity within higher education systems of different countries and identified that interdisciplinarity encompasses a combination or interrelation of various sciences that are embodied in engineering training process. Interdisciplinarity is considered as one of the effective tools to support enthusiasm of young generation for petroleum engineering; to increase motivation of future petroleum experts; and to enhance the efficiency of collaboration between professionals from different fields. In reality, interdisciplinary approach is very often confused with multidisciplinary when educators give students knowledge from various disciplines without making the link between them into a coordinated whole. It has been concluded that interdisciplinarity or interdisciplinary approach can be regarded as a natural training context in which boundaries between knowledge systems tend to be erased and a new teaching paradigm is required. It has been revealed that implementation of interdisciplinary approach in engineering programmes necessitates the development of such an educational framework that would provide educators with the relevant methods, tools, and models for design of interdisciplinary engineering curricula regarding specific learning outcomes and ensure support for faculty members to improve their own competence in the interdisciplinary issues. The standards and guidelines of international educational interdisciplinarity of degree programmes in petroleum engineering are analyzed in the article.*

**Keywords:** *interdisciplinarity, interdisciplinary approach, petroleum education, interdisciplinary educational technologies, professional competences, the European Higher Education Area, curriculum, the implementation of degree programmes.*

### INTRODUCTION

The global economy in which petroleum engineers live is in constant change and evolution. The requirements for future petroleum experts today include not only solid technical knowledge but also make them know how to apply that knowledge to real world problems. For these reasons, engineering education must reach beyond the academic world and draw in industry. The real world experiences that future petroleum specialists must have to be effective come from industry and not the more research oriented university environment.

Interdisciplinary approach including globally conditioned interdisciplinarity has been discussed in the context of engineering education since the beginning of the 21<sup>st</sup> century. This approach contains a number of basic components, namely: structure, process, language, identity, and technologies. The international community has not disputed on the



significance of interdisciplinary approach for engineers, but the key issue remains how to apply theory for practice in both curricula development and learning process itself.

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

The purpose of our paper is to analyze the standards and guidelines of international educational interdisciplinarity of degree programmes in petroleum engineering and to reveal such a notion as “interdisciplinarity” which is connected with changes in the system of petroleum training and continuing professional development.

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

The issue of interdisciplinarity has been attracting attention for a long period of time. Having performed theoretical analysis of relevant scientific literature we concluded that scholars all over the world had tried to study the impact of interdisciplinarity on future engineers training for petroleum industry at higher technical educational institutions. For instance, L. Brown, A. Chan, G. Codner, J. Fishbein, A. Levine, E. McGrath, A. Lidgett, R. Meeth, C. Nair, A. Patil, A. Russell, A. Repko, M. Tarvainen, N. Walker, T. Williams and others have analyzed the changes occurring within higher education systems in the context of interdisciplinarity. A detailed analysis of the common terminology in this area can be found in studies completed by L. Ackoff, T. Ausburg, J. Borland, V. Budanov, H. Jacobs, N. Nychkalo, O. Shcherbak and others as well as in the proceedings of international conferences held in recent decades, including those held under UNESCO auspices.

To achieve the aim of the study, such research methods as abstraction, specification and systematization of scientific literature.

#### **RESULTS**

The analysis of a great number of Ukrainian and foreign studies concerning the attributes and competencies a graduate petroleum engineer should acquire has revealed importance of interdisciplinary approach among the key factors that ensure competitiveness of oil and gas engineering graduates in labor market.

The notion of interdisciplinarity (multidisciplinarity, crossdisciplinarity, etc.) includes a transdisciplinary perspective as “a way to expand the scientific outlook considering any phenomenon outside the framework of any single scientific discipline” (Patil, 2008). The idea of synthesis and integration of knowledge, that lies in the foundation of this principle probably have more than one millennium already (Chan, 2009).

Traditionally, petroleum engineering education rests on the knowledge of physics, geology, chemistry and mathematics. Petroleum engineering ensures that energy will continue to be a key component to societal functioning and people’s everyday lives. Petroleum engineers solve important challenges that contribute to energy security and national prosperity. Petroleum engineers often work on global oil and gas projects in developing areas in developing areas in Asia, Africa, South America and Eastern Europe. However, there are certain limitations in engineering evolution from a purely technical point of view (Tarvainen, 2006).

Professional knowledge is always highly concentrated. With the increasing amount of knowledge, this fact seems to be rather natural. It means that the problems related to highly-specialized knowledge would be solved by standing out them from a wider context, even by separating them from general context. It is obvious that such an approach would never lead to comprehensive solutions which rest on the interdisciplinary approach.

In the 1970s the term interdisciplinarity or interdisciplinary approach was widely applied, however, the issue itself was not frequently addressed in the relevant research literature. The first work that provided definition of interdisciplinary approach was the



article by R. Meeth who defined “interdisciplinary” as “an attempt to integrate the contributions of several disciplines to a problem, issue, or theme from life” (Meeth, 1978). At about the same time, another American scholar E. McGrath wrote, “the chief purpose of interdisciplinary work is to integrate relevant knowledge around a significant issue” (McGrath, 1978).

The first serious methodological work to reflect discussions of interdisciplinary approach in higher education was “Handbook on the Undergraduate Curriculum” by A. Levine where an entire chapter was devoted to interdisciplinary studies. The scholar defined interdisciplinary approach as “a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession” (Levine, 1978). Gradually, educators started the process of moving discussions from definitions to practice. Among the next publications, the works by A. Repko are the most notable. He discussed interdisciplinarity not only within educational context, but also within scientific one (Repko, 2011).

Modern engineers are professionals whose activity directly influences the technological infrastructure of a society. The description of a modern engineer is given in National Guidelines for Engineering Education written and approved by Norwegian National Council for Technological Education (National Council for Technological Education, 2011): “As an engineer you are able to use both your analytical and creative skills to solve socially valuable technological problems. You will have to work innovatively, structurally, and diligently. You have to analyze, generate solutions, assess, determine, execute, and report – be a good entrepreneur. In addition to natural science and technological subjects, your linguistic skills are important, both written and oral, both in Norwegian and in foreign languages. Interacting systems are essential to the modern society, and you must thus be skilled at working independently as well as in teams with engineers from your discipline and from others, professionals from other fields, and in interdisciplinary teams. As an engineer, you will work with people, you will have ethical and environmental responsibilities and you will have a significant impact on society”.

Recommendations on European Qualification Framework (EQF) (Learning Opportunities and Qualifications in Europe, 2015) were approved by the European Parliament and the Council of Europe to provide information and facilitate comparison between different qualification systems of European countries. Thus, it aims to develop lifelong learning and facilitate mobility of workforce. The EQF provides a description of all types of qualifications (school compulsory education, higher education, and post-graduate study); three highest levels or cycles of the framework correspond to the Bachelor’s degree, the Master’s degree, and the Doctoral degree (or its equivalent). The levels of EQF rest on the learning outcomes (knowledge, skills, competence) rather than the programme features (programme duration, type of educational institution, etc.).

Compliance with the labor market demands is the most pressing issue of modern education. Many entrepreneurs complain that the current education systems of most European countries are not providing them with graduates possessing the required skills and competencies. Actually, it was one of the driving forces of the Bologna process. Besides, it also served as an impetus to development and implementation of practice-oriented approach in engineering education – CDIO (Worldwide CDIO Initiative, 2016). It is obvious that in the labor market success of engineering graduates does not only depend on their specific knowledge or skills, but also on the ability to predict the demands for certain new products and processes, work with regard to social and environmental requirements and regulations,





demonstrate team building and communication skills. Thus, interdisciplinary skills and knowledge play a significant role in future success of a graduate.

Standards and Guidelines for Quality Assurance in the European Higher Education Area do not explicitly mention the necessity of interdisciplinary approach in Bachelor's degree and Master's degree training. However, the guideline to standard "Design and Approval of Programmes" indicates the following: "The education quality is assured due to the facts that programmes: are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes; are subject to a formal institutional approval process; benefit from external expertise and reference points" (Standards and guidelines for quality assurance in the European Higher Education Area, 2015). Thus, those interdisciplinary learning outcomes (competences and skills) that are mentioned in EQF should be in line with the employers' needs and subject to continuous supervision and control. To guarantee that the programmes are delivered in a way that students gain interdisciplinary knowledge and skills, universities should assure themselves of the competence of their teaching staff. Therefore, it is of great importance to recruit lecturers who possess relevant knowledge and skills and are able to ensure qualitative training and give feedback on students' learning achievements. Hence, one of the most complicated tasks is to assure qualitative training of the teachers themselves who will be able to introduce not multidisciplinary, but interdisciplinary approach into education process.

CDIO Standards directly or indirectly cover the issue of interdisciplinarity in engineering education. As it is known, CDIO Initiative is a unique approach to engineering education designated not only to provide students with deep theoretical and practical knowledge within the field of study, but also make them able to design and operate new products, processes, and systems in line with market demands and needs of society. Being an educational framework, CDIO Standards are intended to facilitate developing such engineering programmes that would provide students both with knowledge required to design new products, processes, and systems, and communicative skills. It is obvious that such a goal can only be achieved by implementing interdisciplinary approach.

The criteria of EUR-ACE system developed by EUR-ACE engineering programme accreditation system designed by the European Network for the Accreditation of Engineering Education (ENAAE, 2012) is another framework that provides a set of requirements for the engineering programmes in terms of interdisciplinarity. The introduction to the criteria for accreditation of Professional Bachelor's engineering programmes states: "The curriculum should contain disciplines and interdisciplinary modules that would provide graduates with professional and universal competences including personal and interpersonal skills and expertise in applying engineering systems and processes" (Герасимов, Томилини, 2014). So, it is evident that interdisciplinary approach in Professional Bachelor's degree training is basically aimed at integrating professional and special skills and competences.

The interdisciplinary approach is more widely applied in Master's degree programmes. A graduate of Master's degree programme in petroleum engineering should be able to manage interdisciplinary projects, demonstrate knowledge and understanding of management, communicate clearly to specialist and non-specialist audiences. Engineering activity has significant influence on environment and society, and it always has strong social and environmental impacts. Thus, Master's Degree graduate should have an ability to manage complex technical or professional activities or projects with regard to legal and cultural issues, taking responsibility for decision making. Moreover, curriculum should contain disciplines and interdisciplinary modules that would provide graduates with



professional and universal competences including personal and interpersonal skills and expertise in applying engineering systems and processes. Practical petroleum engineering skills should be developed upon the completion of interdisciplinary modules and internships, the defense of final graduation papers.

### CONCLUSIONS

Consequently, it can be stated that interdisciplinarity has taken many forms in various educational documents and frameworks. However, in reality interdisciplinarity is often confused with multidisciplinary which could contribute to developing various graduates' skills and competences, but could hardly integrate knowledge and insights from many disciplines into a coordinated and coherent whole. Recently, Ukrainian technical universities have developed a great number of various education programmes which attractiveness in labor market and quality of education itself increase due to introducing into curriculum such disciplines as English for Specific Purposes, Management, Ecology, etc.

The analysis of various educational initiatives has revealed that implementation of interdisciplinary approach in engineering programmes necessitates the development of such an educational framework that would provide educators with the relevant methods, tools, and models for design of interdisciplinary engineering curricula regarding specific learning outcomes and ensure support for faculty members to improve their own competence in the interdisciplinary issues.

The perspectives for further investigations include the study of an interdisciplinary approach for acquiring social responsibility-related competence and petroleum engineering training for working in interdisciplinary teams and projects.

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## USING INFORMATION TECHNOLOGIES IN PROFESSIONAL TRAINING OF FUTURE SECURITY SPECIALISTS IN THE USA, GREAT BRITAIN, POLAND AND ISRAEL

### ABSTRACT

*The paper discusses the use of information technologies in professional training of future security specialists in the United States, Great Britain, Poland and Israel. The probable use of computer-based techniques being available within the integrated Web-sites have been systematized. It has been suggested that the presented scheme may be of great significance for organization of security specialists' professional training in Ukrainian higher education institutions as it promotes searching for an individual paradigm in processing various data and adjusting to modern challenges of an information society. The process of expanding learning techniques through information technologies has been emphasized; four directions of US Education Reform have been outlined; the distinctive features of theory and methodology of using information technologies in the United States have been highlighted. The learning models in Israel have been described; the aim of future specialists' training in Poland has been formulated. The methodological and practical components of future security specialists' training of have been analyzed. It has been indicated that nowadays Great Britain has the most detailed education standards in Europe. It has been pointed out that studying experience of other countries contributes to determining a strategy for using information technologies in education. It has been concluded that methodical and practical training of future security specialists for using information technologies should be related to practical skills. It has been found out that motivation play an important role in developing future security specialists' practical skills. It has been proved that pedagogical professionalism promotes achievements of science and technology. Prospects for further researches are seen in studying the peculiarities of professional training of future security specialists in leading European countries.*

**Keywords:** information technologies, education, security activity, future specialist's training, university.

### INTRODUCTION

The development of society requires improving all spheres of life, including security activities. A security specialist has always been in demand at different times. Today, as practice shows, inadequacy in training and development of purposeful qualitative features in professional training of security specialists, as well as the lack of approaches to forming a range of relevant professional abilities and skills are the main effects of the problem of security specialists' training. In addition, the global transition to an information society, as well as economic, political and social changes that are taking place nowadays



accelerate reforming education systems. A future security specialist must possess basic Internet skills, be able to understand how the services of the global network are organized, what resources can be used to replenish their methodological knowledge, how to enhance their professional experience. Also future security specialists must possess knowledge, skills and ability to organize and execute the search for the required information stored in web documents, by communicating with their colleagues via email.

In Ukraine, the process of training computerization began relatively long ago and develops at an accelerated pace. This is due to the emergence of computers and integrated information systems of the new generation and the massive introduction of them into educational institutions of different types and levels of accreditation. It should be emphasized that the massive appearance of information technologies has contributed to raising the interest in professional training of future security specialists within the national dimension.

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

The paper is aimed at studying is to analyze using information technologies in professional training of future security specialists in the United States, Great Britain, Poland and Israel.

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

The problems of future security specialists' professional training in the context of using information technologies have been fully and partially covered in many works of foreign scholars, namely, by B. Collis (2013) (information technologies for education and training), N. Davis (2003) (technology in teacher education in the USA), D. Denning (1998) (information security and welfare), L. Harasim (2006) (online collaborative learning (a theory, methodology and toolset)), S. Hooper & L. Rieber (1995) (teaching with technology), A. Lane (2012) (open educational resources' participation in higher education), H. Meishar-Tal, Y. Yair & E. Tal-Elhasid (2010) (Wikis at the Open University of Israel), M. Sherman (2009) (information technologies in educational dimensions), L. Tomei (2007) (distance learning) et al. In addition, we have used relevant materials prepared by U.S. Education Department (transforming American education and learning powered by technology) and UK Government (Government information technology), as well as other sources, namely, EC-Council CISO (CCISO training of security specialists), ISA-Israel (academic/theoretical distance certification of security specialists) etc.

Our research framework is based on the application of such methods as comparative analysis with the use of individualization and generalization.

#### **RESULTS**

Since 1971, European countries and the United States have started equipping their educational institutions of all levels with computers. The complex and rapidly changing needs of the world economy prove the need for updating the content of professional training of various specialists, in particular security specialists, as well as promoting teaching staff advanced training. Therefore, nowadays it is extremely important to use available computer technologies in training motivation of future security specialists toward professional activity.

Unlike traditional teaching in a classroom, where more than one teacher often transmits the same educational material to all students in the same way, computer-based learning places the student in the center and provides them with the opportunity to take control of their individual learning, ensuring flexibility in several dimensions. The basic set of standard knowledge and skills form the foundation which all students should master, but also the students and the teachers may choose whether they want to study in large or small groups, as well as adjust their learning to their individual goals, needs and interests (Hooper, & Rieber, 1995).



B. Colis (2013) believes that the major breakthrough in information technologies in the system of education followed the introduction of the WWW and the Internet since they became rather achievable to users in the 1990s. Despite the fact that the WWW, the Internet and information technologies had been mainly used in teaching and learning (both by learners and professional educators or occasionally for different researches and projects) since the 1970s, it was the Internet and particularly the WWW that launched a new phase of computer use due to their public breakthrough in the early 1990s that began. It should be mentioned that users still used their computers, but more frequently for maintaining contact with other computers, individuals as well as networked resources via data communications. This has powerfully influenced information technology in education. Thus, there has originated a creative individual who is able to produce their own computer-based recourses (Colis, 2013, p. 5).

Security specialists are often management-level security professionals who might work for government agencies, like the armed forces branches, the Department of Homeland Security, or private industries interested in protecting intellectual or physical property. This work is often routine and predictable but may turn dangerous. According to D. Denning (1998), lately, information wars have influenced the activities of government officials and, surely, information security specialists. Thus, future security specialists should be acquainted with information technologies to cope with a wide range of problems, including computer sabotage and break-ins, intelligence operations and espionage, electronic warfare, perception management, fraud, telecommunications eavesdropping etc.

M. Sherman (2009) indicates that traditional models of education have quickly and easily adapted to the new technologies. The 2005 edition of Peterson's Guide to Distance Learning lists more than 4,800 online learning programmes at more than 1,000 accredited schools in the United States and Canada. The number is growing, if not exponentially, then surely steadily as colleges and universities everywhere scramble to diversify their programmatic offerings and attract new constituencies of students by adding distance learning opportunities to their more traditional face-to-face classroom schedules. The fairly straightforward and technologically sophisticated procedures of recording faculty presentations, posting syllabi and assignments, sharing documents, administering examinations and devising ways to receive, grade and assess student learning have enabled colleges and universities to emulate many features of the traditional lecture hall model of education. The scholar states that more complicated are the methods for facilitating interaction between students and instructors or among students; but here, too, information technology has provided opportunities and formats for interaction through threaded discussions, asynchronous online forums and real-time "chat-rooms" that survive to emulate the intimacy of the seminar room. For progressive educators, especially the new technologies raise new questions about how students will learn individually and together, and how teachers will participate in student learning (Sherman, 2009).

Of great significance for our study are the probable use of computer-based techniques being available within the integrated Web-sites in the context of using information technologies (see Table 1) (Colis, 2013).

As one can see from Table 1, in terms of a process, information technology can be described as computers' processing the information via software. It can be associated with both processes and products; hardware, software, information systems, data communication, database management etc. (Colis, 2013). In our opinion, the presented scheme may be of great significance for organization of security specialists' professional training in Ukrainian





higher education institutions as it promotes searching for an individual paradigm in processing various data and adjusting to modern challenges of an information society.

Table 1

**The probable use of computer-based techniques being available within the integrated Web-sites**

Major purpose	Applications that can be integrated with Web sites
Publication, information, dissemination	HTML editors; web sites and browsers to access them; web sites associated with database environments; software to facilitate file transfer and document attachment to email; tools for cross-application format retention (e.g. pdf)
Communication	Email systems, computer conferencing tools, including WEB-boards and other formats of Web-based conferencing; Web sites offering communication options including mailto: for the direct sending of Email and CGI (common gateway interface) forms for structured communication; software for Internet telephony; software environments for audio/video desktop conferencing, for voice-Email, for creating video attachments for Email; software systems for text-based chat
Collaboration	Groupware, which includes application-sharing software, shared workspaces, Web-based shared workspaces, Web-based application sharing, workflow tools; computer conferencing suites; Web-sites designed for collaboration support; tools to allow collaborative writing on documents that are then commonly available to a group
Information and resource handling	Web-based search engines: distributed database systems (Web- and proprietary); Web sites designed for information organization, access and sometimes creation; tools to retrieve and display distributed multimedia resources stored as digitized audio and video (including streaming audio and video)
Specific for teaching and learning purposes	Applets for interactive software (such as tutorials, quizzes, simulations) accessible via Web sites; testing systems accessible accessible via Web sites; video-capture tools for lecture or presentation capture; video conferencing (point-to-point and multicasting) for lecture participation; video-on-demand and streaming video for lecture capture and reuse; Web-based course support environments; database-generated course support systems, integrating many or all of the applications in this table along with management tools

In the education system of the United States, Internet technologies are used to measure the knowledge of future security specialists, which enables using the obtained evaluation data to continuously improve the education process.

The following steps are needed to improve the education process: 1) in the states and districts, it is necessary to design, develop and implement evaluations that provide future security professionals, teachers and other stakeholders with timely and up-to-date data on educational achievements of future security specialists to enhance their academic level and the level of practical skills; 2) scientific potential of teachers and Internet technology developers should be used to improve assessment in the education process. Using Internet technologies, one can measure effectiveness of learning, providing the education system with the ability to design, develop and test new and more effective assessment methods; 3) it is important to conduct research to find out how using a technology, such as simulation, learning environments, virtual worlds, interactive games



and curricula can encourage and motivate students when assessing complex skills; 4) it is important to develop an objective assessment (without assessing additional skills of the students). In order for the assessment to be objective, one should measure the required qualities that cannot depend on external factors; 5) it is crucial to review practices, strategies and rules for ensuring confidentiality and protecting data on student assessments, while ensuring a model of assessment, which includes a constant collection and exchange of data for continuing improving the assessment process (Tomei, 2007).

All students should have the right to access their assessment data in the form of electronic records, thus knowing their level of knowledge. Simultaneously, student data should be open to other students as well.

As the learning environment is constantly becoming more and more complex, within connected classroom learning the teachers are supported in organizing and managing the education process. Open source learning management systems are already widely used at US universities. Such tools allow the teachers to determine the content of teaching materials, curricula, tasks, discussions, are more focused on the students' needs. The use of online environments allows creating virtual classes in which the teachers and the students can interact with each other, managing the content of the course. Such educational environments provide the opportunity to leave samples of homework, exam papers, hold discussions and place animated objects, provide feedback to the students, and present the classified material them (Educational Technology, 2017).

To the students to achieve the learning goals, the teachers should undergo advanced training for using online technologies that can enable them to access their teaching materials, content, resources, learning experience and enhance the effectiveness of the education process. The following actions are required to make it possible: 1) it is necessary to provide the teachers with access to information technologies used to preserve, modify and process educational materials at any time convenient for them; 2) it is important to use social networks and platforms for creating a teacher community that enhances their personal and professional development, provides them with access to learning resources and resources that make professional training timely and relevant, as well as progressive activities of those teachers, who are constantly improving and developing; 3) it is crucial to use Internet technologies to support online student learning, increasing learning efficiency and providing great opportunities for mixed learning; 4) it is recommended to ensure quality of teachers' training for using information technologies in their teaching and enhance teachers' digital literacy and encourage them to develop interesting tasks for the students to be able to improve their educational achievements etc; 5) it is imperative to train qualified specialists who are able to effectively use information technologies (Davis, 2003).

In 2009, US Education Secretary Arne Duncan in his speech urged education leaders to focus on four areas of education reform, namely, raising the level of secondary education; adopting rigorous standards that train future security specialists to succeed in university studies and workplace; creating information systems for tracking educational achievements of future security specialists as well as teachers' achievements; involving in the organization of the education process highly skilled teachers, especially for those classes where modern information technologies are used (U.S. Department of Education, 2009).

To address these challenges, U.S. Department of Education has issued the document entitled "Transforming American Education. Learning Powered by Technology. National Education Technology Plan 2010". The document requires using advanced technologies in everyday work throughout the education system to improve student



learning, accelerate implementation of good practices and enhance their continuing improvement (U.S. Department of Education, 2010). It contains five recommendations that can be used by the states, districts, federal governments etc. The abovementioned recommendations address five core components of computer-based learning: teaching and learning, assessment, methodology and productivity (U.S. Department of Education, 2010).

Relevant for our study is the experience obtained by Security Specialists Organization founded in 1999 in Southern California. Their database technology is built and designed based on the latest information technologies. For instance, they provide any and all of their computerized reports through email with photos on a daily, weekly or monthly basis. The purpose their database serves is for quick and accurate access of data company-wide and rapid delivery of reports. Security specialists access their database directly from laptop computers located in each patrol vehicle. This enables security specialists to generate their daily reports on the computer, communicate with their central station and other patrol units, and to instantly monitor and access data such as Client Records and Instructions, Current Updates and Bulletins, Service Calls, Area Maps and Navigation, Location Rules and Regulations, Resident Registries, Vehicle Registries, Database of Suspects (with digital photos), Database of Vehicle Citations and Impounds (with digital photos), Database of Previous and Current Incidents and Events. Their database technology is today's flagship in the security industry and comes standard with all of the Patrol and Response Services (Security Specialists, 2017).

Thus, one can distinguish the following specific features of theory and methodology of using information technologies in the United States: 1) wide introduction of computer networks, bringing together the teachers and the students; 2) development of theory and methodology of using web-technologies in education; 3) development of training management systems. In addition, in today's highly competitive and global economy of the United States, education is not limited to classroom-based learning. The use of information technologies in professional training of security specialists contributes to traditional education and assists the students' inlifelong learning. Computer-based learning provides motivation toward learning both inside and outside the classroom. These new learning systems provide an individualized approach to students' needs in terms of the content (what they learn) and methodology (how they are taught).

We also believe it necessary to characterize the use of information technologies in professional training of security specialists on the example of Israeli experience. Thus, the Open University of Israel (OUI) founded in 1975 is one of the eight Israeli universities. This is a higher education institution that combines distance learning with a very high level of flexibility of the education process, which includes more than 40 thousand students who intend to master bachelor or master programmes. The Open University in Israel developed an online platform (named OPUS) of its own in 1996. The high academic level of teaching materials offered to the students and teaching quality have created the Open University's reputation as one of the best educational institutions in Israel (The Open University of Israel, 2017).

Each course in the OUI has a website to which the course staff can upload learning materials, such as briefs, presentations and enrichment material. Each course has its own message boards and discussion groups, to which messages are relayed by the course team, and where the students can post questions and queries, which the course staff or their peers can answer and discuss. The adoption of e-learning technologies is dictated by the pedagogical goals of the university and the students' needs. As a distance learning university, OUI students can benefit from using an online learning environment, which allows them better



contact with the academic staff, better access to learning materials and an opportunity to collaborate from a distance (Harasim, 2006; Meishar-Tal, Yair, & Tal-Elhasid, 2010).

Applying the latest advances in science and technology allows the University to improve the level of services provided to the students, both in terms of teaching materials and in terms of teaching methodology. These facilities, as needed, are included in the curriculum as a supplement to the printed textbooks that are being prepared for each course in all fields of knowledge.

Of great significance for our study is also the organization entitled “ISA – Israel” that has specialized in training security specialists since 1987. They have successfully developed a very sophisticated and most up to date Israeli instruction platform with a unique and comprehensive Security Instruction Manual that they call the “Security Bible“. Thus, the students should complete the following stages to obtain access to their educational material. First of all, they should register to the Academic/Theoretical Distance Online Programme (purchase the chosen programme and its modules as well as send an up-to-date passport picture). After that, they receive comprehensive instruction material that contains presentations and links to enhance and upgrade their knowledge as described in the syllabus of each of the programmes. Successful completion of the independent distance study training requires discipline. They recommend that the students study at their own pace to guarantee a complete, relaxed and thorough study experience. Once they have completed all the programme’s Module’s contents, they should be ready to take Academic/Theoretical Distance Online Programme examination for the course they purchased (ISA-Israel, 2017).

So, in Israel it is assumed that the education system should provide free access to all possible learning technologies, which will ensure effectiveness of the education process, assessment, teaching etc in the context of professional training of security specialists. In addition, the use of information technologies greatly simplifies the process of education management, increasing its productivity.

The aim of future security specialists’ training in Poland is to combine their basic knowledge and skills necessary for implementing professional tasks. In addition, such training is intended to intensify the interests and motivation for permanent improving their experience and constant self-control. To realize the mentioned tasks, it is crucial to fulfill multidimensional tasks contained in three dimensions: the content (the tasks related to refining the goals of learning, as well as selecting and improving the content of subjects); organization (teaching professional and interdisciplinary subjects; application of innovative methods and practices); realization (significant contact between the teachers implementing methodology; joint care about the high level and preservation of connections between theoretical knowledge in classrooms); differentiation of forms of working with students while applying innovative methods.

Quite interesting is Polish experience in the matter, namely, the CCISO Certification, that is an industry-leading programme recognizing the real-world experience necessary to succeed at the highest executive levels of information security (Warsaw, Poland). The CCISO programme trains individuals who are looking to make the jump from middle management to the executive ranks by focusing on high-level management skills specifically needed for IS executives. From project to audit management, procurement and finance, to strategy and policy, the students are taught to steer complex security programs strategically and successfully. The CCISO programme was created and is taught by sitting high-level information security executives from across industries, resulting in the most relevant, challenging, and applicable content on the market. It must be noted that the



Certified CISO course has certified leading information security professionals around the world and is the first of its kind training and certification programme aimed at producing top-level Information Security Leaders. The CCISO does not focus solely on technical knowledge but on the application of information security management principles from an executive management point of view. The CISO aims to bridge the gap between the executive management knowledge that CISOs need and the technical knowledge that many aspiring CISOs have (EC-Council CISO Programme, 2017).

Great Britain belongs to those European countries, where the standards of using information technologies in teaching various subjects are adopted at the legislative level. It must be noted that Great Britain nowadays has the most detailed standards among European countries. First they were launched in 1989 as a component of the structure of professional training.

Thus, Government requirements for the curriculum include the following provisions: when needed and when not needed and how to use information technologies in teaching; how information technologies can be used in groups of students; how information technologies can be used in planning, including the use of information technologies for training and choosing information sources; how to evaluate work using information technologies; how information technologies can be used at the current level (UK Government, 2017).

Information technologies in the education system of Great Britain, in particular in professional training of security specialists, as experience of the Open University has shown, are undeniably decisive. Indeed, due to information technologies established by the Open University there have been created effective inter-institutional knowledge bases for quality assurance providing learning organization and positive experiences dissemination; there have been introduced and improved the latest forms and means of both training and professional growth; there have been established special programmes for distance learning courses and projects, in particular, online or electronic courses for different groups of those individuals who wish to obtain education; there have been conducted fundamental researches in such areas as educational technologies and information technologies; there have been implemented innovative techniques ensuring high quality of educational services, in particular, in professional training of security specialists (Lane, 2012).

#### CONCLUSIONS

So, we have studied the use of information technologies in professional training of future security specialists in the United States, Israel, Poland and Great Britain. The process of expanding learning techniques through information technologies has been emphasized. Four directions of US Education Reform have been outlined. The distinctive features of theory and methodology of using information technologies in the United States have been highlighted. The learning models in Israel have been described. The aim of future specialists' training in Poland has been formulated. The methodological and practical components of future security specialists' training of have been analyzed. It has been indicated that nowadays Great Britain has the most detailed education standards in Europe. It has been pointed out that studying experience of other countries contributes to determining a strategy for using information and communication technology in education. It has been concluded that methodical and practical training of future security specialists for using information technologies should be related to practical skills. It has been found out that motivation play an important role in developing future security specialists' practical skills. It has been proved that pedagogical professionalism promotes achievements of science and technology.

Prospects for further researches are seen in studying the peculiarities of professional training of future security specialists in leading European countries.





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## LEGAL ENFORCEMENT OF TEACHER EDUCATION IN GREAT BRITAIN

### ABSTRACT

*The article deals with legal enforcement of teacher education in Great Britain. It has been found out that in Great Britain, the sources of education legislation are statutes and acts adopted by British government. All current statutes relating to education are classified either as public or private. Public laws contain general rules, that is, designed for all individuals and for repeated application. They operate throughout the country, addressed to all subjects of educational relations. Private statutes accumulate private norms, which refer to specific legal entities or individuals and contain strictly defined directives for them. They are addressed to a particular country or specific organization or group of individuals. It has been indicated that the system of education legislation in Great Britain in the context of teacher education is provided by a range of legal acts, such as the Education Reform Act of 1988, the Further and Higher Education Act of 1992, by the Teaching and Higher Education Act of 1998, The Education Act 2002, The Education Act of 2005, The Education and Inspections Act of 2006, The Education and Skills Act of 2008, The Education Act of 2011, The Education and Adoption Act 2016, The Higher Education and Research Act 2017 as well as legal acts of European authorities. It has been concluded that the orientation of the content of British legal acts toward quality teacher training should be successfully implemented into Ukrainian education legislation so that the national system of teacher training may be improved. It has been suggested that the prospects for further researchers are seen in studying the legal enforcement of teacher education in leading European countries (Sweden, the Netherlands, Germany, France, Switzerland etc.).*

**Keywords:** legal enforcement, Great Britain, education, teacher, higher education institution.

### INTRODUCTION

Under the conditions of globalization processes in the socio-cultural environment and interdependence of world countries, there appear new requirements for the level of the system of Ukrainian education. The process of Ukrainian education system's integrating into the European and global educational space is associated with reconsideration of accumulated experience, the search for mechanisms for adapting positive foreign experience to modern realities. Comparative researches on pedagogy allow identifying those problems and changes taking place in Ukrainian teacher education in the context of global trends. Despite certain differences in historical, social and cultural aspects of Great Britain and Ukraine, the functional community of national pedagogical systems enables creative using the experience of teacher training in Great Britain and contributes to improving the system of Ukrainian teacher education in general.

It must be noted that the problem of professional teacher training is considered as one of the most urgent in Great Britain. Over the last decades, British government has



adopted a series of acts aimed at modernizing professional training of teachers. The acts emphasize the leading role of the teacher in solving educational and learning problems and pay special attention to the system of teacher training and advanced teacher training.

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

The aim of the study is to analyze legal enforcement of higher teacher education in Great Britain.

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

The aspects on legal enforcement of teacher education in Great Britain have been covered by Ukrainian and British scholars (N. Avsheniuk (2005), A. Bathmaker (2003), C. Chitty (2004), V. Duckworth (2014), D. Gillard (2011), R. Hyland (2002), T. Kuchai (2009), D. Morris (2017) et al.). It must be noted that the works by abovementioned scholars have greatly contributed to achieving the aim of the study. Yet, the materials of UK legislation have become of great significance. In particular, we have considered “The 1902 Education Act”, “The Education Act of 1944”, “The Education Reform Act 1988”, “The Further and Higher Education Act 1992”, “The Teaching and Higher Education Act 1998”, “The Education Act 2002”, “The Education Act 2005”, “The Education and Inspections Act 2006”, “The Education and Skills Act 2008”, “The Education Act 2011”, “The Education and Adoption Act 2016”, “The Higher Education and Research Act 2017; the documents by the Department for Education, namely, “The Importance of Teaching: the Schools White Paper”, “Training our next generation of outstanding teachers. Implementation plan” as well as by Ofsted – The Framework for School Inspection; Circular 9/92 (1992) on Initial Teacher Training etc.

The problem of legal enforcement of teacher education in Great Britain has been studied due to the use of such methods as systematic study of legal documents, their analysis and synthesis, that has allowed drawing relevant conclusions using systematization and generalization.

#### **RESULTS**

In Great Britain, the sources of education legislation are statutes and acts adopted by British government. All current statutes relating to education are classified either as public or private. Public laws contain general rules, that is, designed for all individuals and for repeated application. They operate throughout the country, addressed to all subjects of educational relations. Private statutes accumulate private norms, which refer to specific legal entities or individuals and contain strictly defined directives for them. They are addressed to a particular country or specific organization or group of individuals.

Among the sources of British education legislation are declarations, conventions and other acts adopted by the United Nations and its specialized agencies, as well as educational agreements concluded by that country with other ones. In this case, the basic norms of international law on education are contained in the Universal Declaration of Human Rights adopted by the United Nations in 1948, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights – in 1956. These documents proclaim the right to education as an inalienable human right and establish the provision that, at the level of primary and general education, it should be free of charge.

British acts ensure equality of educational opportunity, namely, creation of education system and relevant socioeconomic conditions for obtaining education; education availability; provision of developmental disorders correction and social adaptation based on specific pedagogical approaches for children with learning disabilities. The right to education is also a form of human freedom in education (Library of Congress, 2016).



The Balfour Act of 1902 established a nationally coordinated system of education in England and Wales based on local governance, supporting partnerships with central administration. Local education authorities (LEAs) were created and were aimed at ensuring funding for schools and gymnasiums. This law was of great significance since it enabled all schools, including denominational ones, to receive funding from local budgets (Spartacus Educational, 2017).

In 1944, the Butler's Act of 1944 was adopted, which many scholars regarded as one of the most progressive education laws, and brought England and Wales closer to European practice. The Act provided for raising compulsory school age from 14 to 15 years old; implementation of free education in public schools; establishment of three types of schools – grammar schools, secondary technical schools and secondary modern schools (Parliament UK, 1944).

Regarding school teachers and organization of teacher professional training, we would like to highlight the following provisions of the law: the Ministry of Education and local education authorities should be responsible for teacher professional training (the government used to regulate teacher training, yet it did not control its organization); teacher discrimination should be prohibited; teacher salary scheme should be unified for all types of school. In addition to the law, they established qualification differences between primary and secondary school teachers. The law clearly regulated the system of education management at all levels, financing for educational institutions, division of responsibilities between parents and educational institutions for learning and upbringing of children. It should be noted that these innovations were implemented in practice rather slowly (Parliament UK, 1944).

The study on the history of teacher education in Great Britain shows that in the mid-20th century the system of teacher training largely expanded. This occurred because of reforming the national school education system, developing secondary education in general, socioeconomic requirements etc. The Butler's Act had contributed to outlining all institutions providing teacher training and establishing a network of interconnections between them. British teacher education institutions consisted of three categories: a) training colleges; b) university training departments; c) specialist colleges for art teachers (Institute of Historical Research, 2010).

In Great Britain, education standards are developed and operate based on the National Curriculum (NC) following the Education Act of 1988 and being implemented during 1991–1995.

The peculiarities of English education standards are the following: 1) the standard provides for advanced goals and levels for university studies; 2) the amount of time allocated to all subjects is determined by the educational institution; 3) the standard stipulates that the NC should comprise 70–75 % of total learning time; 4) the standard ensures continuity and succession of education through gradual structure of courses and regular monitoring of learning outcomes; 5) the standard defines the number of sections and their content for each stage; 6) the standard ensures variability and differentiation of learning (different approaches are applied to different subjects), namely, there are core study units and supplementary units (Kuchai, 2009).

It must be noted that the NC emphasized the need for increasing the level of education. Consequently, the new law fundamentally changed the entire system of primary and secondary education in England and Wales. It stipulates four main components based on the concepts of the National Curriculum, local school self-government, definition of the status of direct subsidies to schools and the concept of local technology colleges. British



educators indicate that the education reform in the late 1980s was aimed at raising the level of secondary education through mandatory introduction of education standards for school education. Thus, one can understand the system of teacher training only through the prism of comprehension of the content of school education in Great Britain (Chitty, 2004; Gillard, 2011).

The Department for Education gradually strengthened centralization of the education system management, sought funds for development of school networks, developed requirements for the content of learning, etc. The education system, established by the Education Act of 1944, was in force until the adoption of the Education Act of 1988 (UK Legislation, 1988). It must be noted that 1988 became a turning point in the whole system of education in Great Britain, since the Education Reform Act was adopted, which envisaged reforms in all educational institutions, including teacher education institutions.

The Education Reform Act of 1988 covered all levels of education – from primary schools to higher education. The major reforms of higher education concerned implementation of the changes proposed in 1987 in the White Paper, namely, the control of higher and further education provision was taken out of Local Authority control. In 1989 higher education funding councils were founded. As one can see, gradual unification of higher education took place. The Act abolished the binary system (or binary divide), allowing polytechnics to assume the title of ‘university’ (Oxford Reference, 1992).

In the late 1980s, the Department for Education published the Education (Teachers) Regulations 1989 and Initial Teacher Training: Approval of Courses, which can be considered as the beginning of modern reforming teacher education in Great Britain.

In May 1991, British government issued the White Paper Higher Education: a New Framework, in which they proposed a number of changes in the system of higher education. This document became the basis for adopting the Further and Higher Education Act of 1992, therefore some reforms in higher education have been initiated, namely, the unified higher education system was established as well as new funding councils (Higher Education Funding Council for England, Wales and the Scottish Further and Higher Education Funding Council); polytechnics became independent universities which meant they could award their own degrees; the Higher Education Quality Council (or the Committee of Vice-Chancellors and Principals) and quality assessment divisions were established; master and doctoral programmes were improved; access to higher education was expanded; quality of specialists’ training was increased; external monitoring of specialists’ training was launched (Bathmaker, 2003).

The UK Secretary of State for Education K. Clarke proclaimed the main provisions of the reform on January 4, 1992 in a speech to the North of England Education Conference. He highlighted the following areas of the government policy in teacher education: the priority role of school in professional teacher training; introduction of approved curricula and basic teacher training programmes; definition of criteria for professional teacher training in teacher education institutions (Hyland, 2002). The official document of these innovations was the Circular No 9/92 “Initial Teacher Training” (1992) developed by the Department for Education, which specified new criteria and procedures in England and Wales for the accreditation of courses of initial teacher training (Education in England, 1992).

In 2000, British government established General Teaching Council for England. It was first mentioned in the circular No 4/98 “Teaching, High Status, High Standards, Requirements for Courses of Initial Teacher Training, focused on the functions of this professional organization and the aim of its establishment. In the memorandum to the document, there are the main provisions reflecting the government’s initiative. In particular,



it is noted that establishment of General Teaching Council for England is a rather necessary innovation. The main aim of establishing such an organization is to strengthen the position of teachers by providing them with professional status. On the one hand, it would act as a guarantor of certain autonomy, and on the other hand, it would encourage the teacher community to work with the government to enhance education standards.

The legitimacy of the General Teaching Council for England was approved by the Teaching and Higher Education Act of 1998, which indicated its key functions as an institution independent of the government: to uphold the rights of teaching as a profession; promote enhancing standards of school education; to assist in selecting the right applicants for teaching (to develop standards on psychophysical suitability for the profession); to register qualified teachers; to introduce sanctions against unprofessional behaviour and incompetence; to provide guidance on employment and remuneration of teachers, initial teacher training, further professional development etc. (Avshenyuk, 2005; UK Legislation, 1998).

The General Teaching Council for England has been entitled to register all qualified teachers working in public schools, pupil referral units and non-maintained special schools. The registration was, on the one hand, aimed at creating a comprehensive database, which contains detailed information about all qualified teachers. The information collected is used by the General Teaching Council for England to provide the government with guidance on professional activities of teachers and employers – with the data on the level of teachers' qualification and suitability for professional activities.

On the other hand, it has enabled the General Teaching Council for England to fulfill its key function – to establish standards for teachers' professional activity and ensure their effectiveness. Over the past few years, the Professional Standards Committee has been functioning within this organization, which develops standards that regulate teaching. At present, two such documents as the Code of Conduct and Practice) and the Code of Values and Practice have been introduced into the practice of teacher education (Avshenyuk, 2005).

The Education Act 2002 distinguished the following aims of education legislation: to ensure protection of childhood within Great Britain and establish appropriate services; to provide financial support for those who are studying; to organize training of teaching and non-teaching staff. This document defines the main objective of education legislation, namely, to entitle every British citizen to obtain quality education etc. (UK Legislation, 2002).

In the context of standard-oriented reforms in teacher education that have been implemented in England and Wales over the past decades, the functions of establishing and monitoring the realization of standards for professional training and teaching are performed by public authorities. Thus, the establishment of the General Teaching Council for England is considered being restoration of the right of the profession to influence the processes of teacher education management. This primarily involves providing this organization with advisory functions in defining standards for professional activity and monitoring the results on their implementation.

The issue of teacher training modernization was addressed on February 26, 2004 by the Council of Europe and the European Commission, which resulted in the adoption of the document entitled "Education & Training 2010 – The Success of the Lisbon Strategy Hinges on Urgent Reforms", in which the competencies and qualifications that future teachers who will work in the pan-European educational space must obtain have been published. The document noted that the teacher is an organizer of modern changes and reforms in society that will make the European Union's economy one of the most effective in the world. Therefore, the teacher must participate in restructuring "knowledge society",





as well as stimulate the students to pursue sustainable professional development. As for the requirements for the teacher, they are the following: the teachers should conduct relevant researches, master new teaching methods, engage in self-education, improve the content of the curriculum, develop innovative methods.

In September 2007, the Standards for the Award of Qualified Teacher Status were revised. We characterize it. Thus, they include three sections: 1) professional attributes; 2) professional knowledge and understanding; 3) professional skills.

The Education Act of 2005 was the key regulatory document that laid the foundation for reforms in quality management. The Act envisaged introduction of a new reporting framework for schools, which considered internal assessment to be central in monitoring. Her Majesty's Chief Inspectors of Schools was entrusted with the responsibility to bring to the attention of the Chief Minister of the Department of Education the information on the developed procedure of school inspection (UK Legislation, 2005).

The Education and Inspections Act of 2006 "is intended to represent a major step forward in the Government's aim of ensuring that all children in all schools get the education they need to enable them to fulfil their potential". The Act is designed to give greater freedoms to schools, including the possibility of owning their own assets; employing their own staff; setting their own admissions arrangements. Other important provisions include creation of a local authority duty to promote fair access to educational opportunities; giving schools staff a clear statutory right to discipline students; reform of the school inspectorates, etc. (UK Legislation, 2006).

The Education and Skills Act of 2008 is the Act of the Parliament of the United Kingdom that raised the minimum age at which a person can leave education or training to eighteen for those born after 1 September 1997, with an interim minimum leaving age of 17 from 2013 (UK Legislation, 2008). The Act also introduced a number of other changes including the right of choice and appeal for young people regarding their sixth form college, and placing duties on the Learning and Skills Council regarding payment and finance of courses for both children and adults. In addition, the Act sets out that from 2015 all 16- and 17-years olds will be required to participate in education or training. The eligible forms of education or training for young people to participate are appropriate full-time education or training; a contract of apprenticeship or part-time education or training towards an accredited qualification as part of full-time occupation or alongside occupation of more than 20 hours a week (Duckworth, 2013).

During 2010–2015, Great Britain has undergone significant changes in education legislation, which led to a series of reforms in teacher training. The details of the reforms are reflected in the document entitled "Training Our Next Generation of Outstanding Teachers: Implementation Plan" (2011). The document states that nothing is more important to the quality of education than the quality of the teacher. Therefore, teaching is the most prominent profession respected in the whole society.

In the document entitled "The Importance of Teaching: the Schools White Paper", they recognize that British schools today have the best generation of teachers they have ever had. In addition, they outline a comprehensive program to improve teacher training, including structural reforms, curriculum and qualifications reform, clear accountability and strengthening authority of teachers and school leaders. However first and foremost, they believe that they must continue training and further improving teachers' professional skills (Department for Education, 2010).

The Education Act of 2011 has made changes to many areas of educational policy, including the power of school staff to discipline students, the manner in which newly





trained teachers are supervised, the regulation of qualifications, the administration of local authority maintained schools, academies, the provision of post-16 education, including vocational apprenticeships, and student finance for higher education. The Act also brought about the abolition of the General Teaching Council for England, the Qualifications and Curriculum Development Agency and the Training and Development Agency for Schools, amongst other bodies (UK Legislation, 2011).

The Framework for School Inspection was adopted in 2013. The document notes that a school will be notified of its inspection at or after midday on the working day before the start of the inspection. However, HMCI reserves the right to inspect any school without notice where this is judged to be appropriate. Inspectors may use a range of evidence for the initial identification of issues to be followed up in inspection, including performance data, the school's previous inspection report, any recent Ofsted survey reports and/or monitoring letters, and information from Parent View (Ofsted, 2013).

When judging the overall effectiveness of the school and when making the four key judgements about the achievement of pupils, the quality of teaching, the behaviour and safety of pupils, and the quality of leadership in, and management of, the school, inspectors use the following scale: grade 1: outstanding; grade 2: good; grade 3: requires improvement; grade 4: inadequate. In judging the school's overall effectiveness, inspectors will consider whether the standard of education is 'good' (grade 2), or exceeds this standard sufficiently to be judged as 'outstanding' (grade 1); whether the school 'requires improvement' as it is not yet a 'good' school, because one or more of the four key judgements is 'requires improvement' (grade 3), and/or there are overall weaknesses in the provision for pupils' spiritual, moral, social and cultural development; whether the school is 'inadequate' (grade 4) and, if so, whether it has serious weaknesses or requires special measures (Ofsted, 2013).

The Education and Adoption Act 2016 gives the government new powers to intervene more rapidly in schools rated by Ofsted as "inadequate" or "coasting" and speed up the process of converting failing comprehensive schools into academies. The measures in the Act are also designed to speed up the adoption process by the Secretary of State requiring local authorities to make arrangements for their adoption functions (recruitment, assessment and approval) to be carried out by another adoption agency. The Act makes amendments to the Education Act 2011, Academies Act 2010, Education and Inspections Act 2006 (UK Legislation, 2016).

The Higher Education and Research Act 2017 was enacted into law in the United Kingdom by the Houses of Parliament on 27 April 2017 (David, 2017). It is intended to create a new regulatory framework for higher education, increase competition and student choice, ensure students receive value for money, and strengthen the research sector. The Act is a replacement for the Further and Higher Education Act 1992 and is intended to accommodate subsequent changes in the higher education sector. The Act is split into four parts: Part 1 establishes the Office for Students and gives it responsibilities for regulating the Higher Education sector; Part 2 amends prior legislation on student financial support and student complaints procedures; Part 3 establishes a body called United Kingdom Research and Innovation and gives it responsibilities for regulating and funding research; and Part 4 addresses miscellaneous issues such as transitional arrangements and data sharing (UK Legislation, 2017).

### CONCLUSIONS

The system of education legislation in Great Britain in the context of teacher education is provided by a range of legal acts, such as the Education Reform Act of 1988,



the Further and Higher Education Act of 1992, by the Teaching and Higher Education Act of 1998, The Education Act 2002, The Education Act of 2005, The Education and Inspections Act of 2006, The Education and Skills Act of 2008, The Education Act of 2011, The Education and Adoption Act 2016, The Higher Education and Research Act 2017 as well as legal acts of European authorities. In our opinion, the orientation of the content of British legal acts toward quality teacher training should be successfully implemented into Ukrainian education legislation so that the national system of teacher training may be improved.

The prospects for further researchers are seen in studying the legal enforcement of teacher education in leading European countries (Sweden, the Netherlands, Germany, France, Switzerland etc.).

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## ADULT LEARNING DEVELOPMENT IN POLAND IN THE 20<sup>th</sup> CENTURY

### ABSTRACT

*The article presents a retrospective analysis of adult learning development in Poland in the 20<sup>th</sup> century. Based on the study and analysis of historical and pedagogical literature, normative documents of the official bodies of Polish government, the periodical press of the 20<sup>th</sup> century, several stages of adult learning development, in the particular historical period, have been determined: 1905–1913 years were defined by the legalization of educational institutions for adults, the search for new forms and methods of education, the involvement of a wide range of people; 1914–1945 was the stage of world wars that had led to the destruction of the adult learning system, which led to the decline of educational institutions; 1950–1960 years were characterized by the restoration of adult learning institutions, the adaptation to the new political system, a new approach to formulating the goals and objectives of adult learning; in the 70s and 80s of the 20<sup>th</sup> century, there was the cardinal rethinking of the goals and objectives of adult learning, educational institutions practiced new forms and methods of teaching, the idea of lifelong education was widespread in the society; the period of the end of the 20<sup>th</sup> century had initiated the integration of adult learning in Poland into the Common Educational Space, which contributed to the intensification of the theoretical substantiation and practical implementation of the international concepts of adult learning. Among the criteria for determining the stages, there were socio-political, socio-economic, organizational and pedagogical factors that led to the change of subjects, goals, objectives, content, principles, forms, methods of organizing adult learning in Poland in the 20<sup>th</sup> century. The historical and pedagogical features of each stage are shown, the influence of historical events on the formation and development of adult education in Poland is taken into account and analyzed. In accordance with each stage, the leading forms and methods of adult learning are determined. The peculiarities of the activity of adult learning institutions at all stages have been demonstrated. The disadvantages of the adult learning system, as well as the difficulties of its development, have been identified.*

**Keywords:** *adult learning, lifelong education, the goal of adult learning, forms and methods of adult learning, adult learning institutions.*

### INTRODUCTION

The advance of science, technology, global, regional and local transformations make people continually develop, increase their knowledge, skills and acquire new ones. The idea of adult learning is important for the socio-economic progress. Undoubtedly, it is important that the general intellectual level of the society determines people's living standards. Adult education is based on the principles of humanism and social lifelong education in the process of organizing education in all its dimensions and at all levels, the continuity of experience, needs, aspirations, messages and opportunities to create permanent



conditions for its improvement, modernization, the attachment to the logical and essential use in different new life situations.

During the implementation of such a concept, it is important to study the experience of organizing adult learning in the leading countries of the world, in particular, in Europe. Therefore, the historical and pedagogical analysis of the formation and development of adult learning in Poland will promote the awareness of the process of organizing adult learning, will encourage the rethinking of the pedagogical heritage of the past, will allow to structure and reconsider the process of developing a fundamental adult learning system for today.

But besides, today the issues of the formation and development of adult learning in Poland in the broad historical retrospective remain insufficiently elucidated. The issues related to the study of the impact of political, social and economic changes on the peculiarities of the adult learning system in Poland need to be analyzed.

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

The purpose of the article is a comprehensive historical and pedagogical analysis of the organization of adult learning in the educational system of Poland in the 20<sup>th</sup> century.

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

Some aspects of the organization of adult learning in Poland, the process of its formation and development have been revealed in the works of P. Błędowski and M. Nowakowska (2010), J. Draus and R. Terlecki (2006), J. Pólturzycki and A. Wesołowska (2000), K. Przyszczypkowski (1990), E. Sapia-Drewniak (2014), K. Wereszczyński (2006). Theoretical issues were studied by W. Okon (1998). Statistical data have been revealed in information editions “The Information Database on Educational Systems In Europe” (2009) and on the official page of “Towarzystwo Wiedzy Powszechnej” (2014). “Ustawa o systemie oświaty” (2004) includes legal framework.

The problem of adult learning development in Poland in the 20th century has been studied based on a comprehensive historical and pedagogical analysis.

#### **RESULTS**

At the beginning of the 20<sup>th</sup> century the adult learning system in Poland was at a rather low level, only a few educational institutions (Uniwersytet Latający, Uniwersytet Ludowy im Adama Mickiewicza) were officially allowed to teach adults. At large, adult learning was carried out secretly at special meetings, where patriotic education and the slogan “Education through freedom” prevailed.

Such a situation did not satisfy the Poles and there were strikes and demonstrations against the authorities and the czarist regime in 1905. The government suppressed the revolution, but at the same time it was forced to make concessions to Polish society, reforming the system of education and training. As a result, some secret and illegal Polish educational institutions were legalized, the establishment of new educational institutions was allowed, but this was only possible under strict control of the officials (Draus & Terlecki, 2006).

In 1906, educational institutions got the official license, which allowed the education of all classes and categories of people, regardless of age, social status and material wealth. The main purpose of the activity of such educational institutions was to change the condition of illiteracy and low level of knowledge of Polish workers. As a result, the idea of education and self-education as a form of acquiring of knowledge was extended among the working class of the society.

When Poland had got its sovereignty back (1918), the organization of education and training of the population, including adults, became one of the most difficult problems





for the Polish authorities. The division period had a negative impact on the level of education of the Poles, whereas the restructuring of the Polish state required the presence of skilled workers in various industries. At that time, extra-curricular forms of education were carried out by the Association of the University of Labour (TUR), established in Warsaw in 1923. The activity of the Association focused mainly on workers training and the promotion of their self-education. The activity of the association activists included organizing various courses, internships and further education for adults. Currently, the vast majority of educational activities, aimed at adult learning was in creating conditions for the development of cooperation with other national and social groups in order to mitigate the confusion in the society and the conflict between classes, their adaptation to life in the changed society (Okoń, 1998).

After the First World War, much attention was paid to the formation of adults' sense of the direct involvement in the modern social system and the conviction of the need for the approval of new political alliances. But, unfortunately, the Second World War again negatively affected the existing adult learning system. So, the work of the Association of the University of Labour was suspended. During the occupation, the activity of such educational institutions as the Free University of Poland (Wolnej Wszechnicy Polskiej), the Adult Learning University (Instytutu Oświaty Dorosłych), the Public Institute of Education, Culture and Self-Education Instytutu Oświaty i Kultury oraz działalność samokształceniową) was reorganized (Wereszczyński, 2006).

The German authorities fully controlled education and training activities. In the regions that were a part of the Reich, Polish education was completely abolished, all schools were exclusively German. Adult learning was virtually eliminated, basic and vocational schools were allowed to work, but their program was largely limited. The situation in the areas occupied by the USSR was similar: primary and vocational schools were not closed, but their curricula were changed (Błędowski & Nowakowska, 2010).

Under these conditions, the Poles began to secretly organize a system of education that covered all teaching levels. Classes were often held in private apartments or well-hidden rooms. In addition, the decisions taken by the German and Soviet authorities had been taken into account, which allowed ensuring the functioning of vocational schools. Adult education courses were conducted in the premises and workshops of these schools. During the war, the classes secretly organized by universities were popular among the Polish youth and adults. Thus, Warsaw University, Lviv Polytechnic University, Jagiellonian University and AGH University of Science and Technology secretly conducted lectures and seminars for acquiring knowledge and higher education by adult Poles (Draus & Terlecki, 2006).

At the end of the Second World War, the Ministry of Education realized a series of initiatives that included the creation and maintenance of adult learning schools. After the war, the government began rebuilding the system of Polish adult learning, but education began to openly propagandize the communist ideology. All educational institutions were strictly subordinated to the guidelines of the central administration. After 1948, the whole adult learning system was nationalized and involved in the system of the communist ideologization of the society. The purpose of adult learning was to train educated staff, which had to quickly master the necessary knowledge and skills, for the national economy. All forms of adult learning had to be formed according to the Soviet decisions. Thus, the autonomy of adult learning was eliminated (Andragogika, 2014).

In 1949 the Law "On the Elimination of Illiteracy" was adopted, which facilitated the establishment of schools for adults which provided knowledge in the field of elementary, secondary and vocational education, open public halls, national universities and adult





education courses (Andragogika, 2014). The programs and curricula for such schools were developed, the textbooks were published. In addition, new adult learning institutions were established: the Association of the University of Labour (Towarzystwo Uniwersytetu Robotniczego), the Association of Public Universities (Towarzystwo Uniwersytetów Ludowych), Public University of Education and Arts (Ludowy Instytut Oświaty i Kultury Dorosłych). Most of these educational institutions provided education for adults in absentia (Wereszczyński, 2006).

But there are a number of shortcomings in the results of the activity of these institutions. Thus, the authority's campaign against illiteracy was purely propaganda, as graduates of adult learning institutions were not able to continue their education. Unfortunately, the system of schools for the working people had not provided training for adults in the fields of cultural and educational activity and self-education. The absence of any institution coordinating the activities of schools for work, the research and creation of a methodological base was a clear indication of the neglect of the authority of this educational branch (Wereszczyński, 2006). In view of this, the establishment of the Association of Labour and Public Universities in the field of adult learning and training was initiated. However, the communist authorities felt the Association's activities threatening their interests, which resulted in the establishment of the Association of General Knowledge (Towarzystwo Wiedzy Powszechnej) on May 5, 1950, based on the Resolution of the Council of Ministers of the Republic of Poland. It became one of the most important adult learning platforms. The Association of General Knowledge achieved its statutory goals, disseminating the achievements of science, technology, arts, education and culture (Historia i współczesność TWP, 2014).

In 1956 and 1957, the revival of political life and changes in social relations were initiated. As a result, new trends in the organization of training in the field of adults learning were introduced. At that time, the theory of adult learning began to be actively developed, and the publication of a number of pedagogical magazines dealing with issues of lifelong education was started. In particular, the magazine "Education for Adults" (Oświata Dorosłych) revealed the issues relevant at that time, for example, articles "Knowledge for Everyone", "Culture", "Worker", "Education and Culture", "Educational work" promoted the benefits of lifelong education and showed its peculiarities in Poland (Sapia-Drewniak, 2014).

Between 1957 and 1961 years, there were positive changes in the adult learning system, in particular, the purpose of adult learning was changed, which was to meet the various needs of the society and the acquaintance with the basics of business. In the field of adult learning, educational initiatives and experiments, the advancement of the idea of vocational education and ensuring appropriate conditions for learning started to be revived. As a result, education became more accessible to the rural population (Andragogika, 2014).

Thus, in the second half of the 20<sup>th</sup> century out-of-school forms of adult learning got dynamic development and for the most part they were aimed at providing vocational education. Among others, it is worthwhile to mark courses at the Labour Institutes (Instytutów Naukowych Rzemiosła (INR), which since 1962 continued their activities under the name of vocational training centers (Zakładów Doskonalenia Zawodowego) headed by the central governing body – the Association of Professional Education (Związku Zakładów Doskonalenia Zawodowego) (Błędowski & Nowakowska, 2010).

It should be noted that before 1989, vocational training and advanced training were also carried out by laboratories and educational institutions in-person.



According to statistics, in the 1960s of the 20<sup>th</sup> century almost 1 million adults got professional education. At the same time, more than 40,000 adult Poles finished elementary education course (elementary school curriculum) (Eurybase, 2009).

Among the main disadvantages of adult education of that time there was the politicization of adult learning system. Because of political convictions many talented and educated teachers were retired. It is also worth noting that educational institutions limited their educational activities by providing only the most necessary knowledge and skills for performing professional duties (Andragogika, 2014).

It has been stated that in the 1970s there were attempts to intensify didactic activity in the field of adult learning. It was based on the creation of lifelong education centers and the development of didactics with the help of radio and television in provincial cities. At that time, the adult education system was intended to change many training courses and forms of political education, party, trade union, school and youth courses (Przyszczypkowski, 1998).

After 1980, there was a sharp emphasis of schools on the working people. This situation can be explained by the fact that young people acquired the necessary knowledge and skills in the framework of secondary vocational education, which reduced the interest of the adult population in such forms of knowledge acquisition. The lack of support of these institutions by the central authorities also had negative impact. Another important factor was the lowering of the level of education and training in the schools for workers. As a result, almost half of these objects had been eliminated, and the number of adults who visited them decreased three times (Eurybase, 2009).

In 1989, there were significant changes in the field of adult education and training in Poland. The collapse of the communist system and numerous economic and social processes (privatization, rising unemployment, democratization of the principles of social life) that took place at that time led to a change in the mentality of the Poles. They began to realize the need and the benefits of raising their own level of education and acquiring a new improved professional qualification. In addition, more and more educational institutions started offering their services to adults and thus allowed them to continue their education at different educational levels (Błędowski & Nowakowska, 2009).

The political breakthrough in the late 1980s and early 1990s led to further positive changes in the main goals of adult education in Poland. Thus, they began to reopen Christian and patriotic values, transmit the history of Poland and develop the individual needs of educated people (Półturzycki & Wesołowska, 2000).

As a result of these events since 1990, there was not only the rapid dynamic development of educational services, but also the integration of the Polish educational system into the structure of the European Union. At the end of the 20<sup>th</sup> century the theory of adult learning in Poland was substantiated, the approaches and definitions were reconsidered in accordance with generally accepted European norms, the actions and concepts in the field of adult learning were reconciled with the relevant EU institutions (Okoń, 1998). Thus, in 1991 the Law "On the Educational System" was adopted, in which lifelong education was defined as "adult education" and as the acquisition and completion of general knowledge, skills and professional qualification in extracurricular forms by those who had finished their studying at a secondary school (Ustawa o systemie oświaty, 2004).

#### CONCLUSIONS

Thus, the formation of adult learning in Poland in the 20<sup>th</sup> century had several stages: the beginning of the 20<sup>th</sup> century was characterized by the legalization of the



institutions for adults, by the search for new forms and methods of education, involving a wide range of people; the stage of the two world wars led to the actual destruction of the adult learning system, and to the demise of educational institutions; the post-war period was characterized by the restoration of adult learning institutions, the adaptation to the new political system, by a new approach to formulating the goals and objectives of adult learning; the 70s and 80s of the 20<sup>th</sup> century were characterized by reconsidering the purpose of adult learning, the application of new forms and methods, and by a widespread popularization of the idea of lifelong education; the end of the 20<sup>th</sup> century had initiated the integration of adult learning in Poland into the European space, which contributed to the intensification of the theoretical substantiation and practical implementation of the international concepts of adult learning.

Among the prospects for further research, one can identify a more detailed study of the principles, forms and methods of adult learning in Poland at each of the specified stages.

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### TENDENCIES OF FUTURE DOCTORS' ETHICAL COMPETENCE FORMATION AT MEDICAL UNIVERSITIES IN EUROPE AND THE USA

#### ABSTRACT

*The materials presented in this article are the result of a documentary-bibliographic study, which is based on the use of methods of analysis, synthesis, comparison and generalization. The results of the study have shown that the problem of professional ethics and culture of health care professionals is of significant interest. Problems of ethics, culture and deontology are the subject of consideration by scholars from the countries of Europe and the United States. There have been defined the main modern tendencies of training doctors for their professional activity in the leading countries of the world in the context of the professional and ethical competence formation. It has been found out that the development of higher medical education is carried out on the basis of the Bologna process principles, which involves introduction of two degrees (Bachelor and Master of Science), implementation of the ECTS system, introduction of the single diploma supplement, etc. It has been estimated that the educational programs for future doctors' training are aimed at the development of the students' analytical and critical thinking; behavioral and social sciences, medical ethics, bioethics, provide knowledge, skills and abilities in the field of communication, clinical decision making, application of ethical norms, work in the multi-staff teams etc. The integrated programs play an important role in the educational process. Over the last decades studying bioethics is a compulsory component of the medical education. However, not only bioethics is the basis for the formation of future doctors' professional and ethical competence at medical Universities abroad. The Oath of Hippocrates is of great significance for the students who devote themselves to medicine. In various countries it has been transformed into codes, oaths, etc., and now it is carried out by the students (future physicians) during their studies at higher medical educational institutions.*

**Keywords:** professional and ethical competence, ethical norms, ethical culture of a doctor, professional ethics, future doctors, professional training, medical Universities, medical schools, the Oath of Hippocrates.

#### INTRODUCTION.

Progressive tendencies of the globalization of the European and world educational space affect the state of the higher medical school modernization in the context of the Bologna Declaration which has been signed by Ukraine. The main goal of reforming this educational field is the generation of new medical personnel. This can be achieved through the introduction of European educational and medical standards into the educational process, as well as by enhancing future doctors' cultural, intellectual, scientific, educational and professional levels. This leads to a revision of the content of the medical education, the construction of its standards that are based on the competence approach, on the grounds of the European experience. The EU-Ukraine Association Agreement stipulates the necessity



to reform the medical field according to the European Action Plan. In view of this, the importance of studying foreign experience is growing, especially now, when the health care reform is taking place in Ukraine.

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

The goal of the article is to highlight current tendencies in the formation of future doctors' ethical competence at medical Universities in Europe and the United States.

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

The materials presented in this article are the result of a documentary-bibliographic study, which is based on the use of methods of analysis, synthesis, comparison and generalization. The basis of the data obtaining is the critical-dialectical approach, which was aimed at studying the original texts of scientific articles and official documents on the research problem.

The results of the analysis and generalization of scientific sources on medical education in the countries of Europe and the United States (S. Curtoni et al. (1999), A. Dorofeyev et al. (2014), G. Klisch (2014), N. Kuchumova (2012), Medical Education in the World and Ukraine (2005)) suggest that the training process of the future physicians is quite lengthy in terms of studying duration in many countries of the world. The comparative analysis of the various national training systems for these specialists has shown that the full course of training future medical practitioners lasts about 6-8 years in the majority of countries in Europe, the USA, Central and South America and India (medical education in the UK lasts about 6 years, in Denmark – 6,5 years, and in Belgium – 7 years).

The results of the study suggest that the problem of the professional ethics and culture of the health care professionals is of significant interest. Moreover, the problems of ethics, culture and deontology are the subject of consideration by the scholars from the countries of Europe and the United States. This is, for example, the study of the ethical issues of psychiatry and mental health (Takahashi, 2002); ethical, social and legal issues related to medical research of groups and individuals (Soskolne, 1997); ethical and social problems associated with the study of genomes and cancer (Ellerin et al., 2005); ethical aspects of the use of the human biological material for the study (Jeffers, 2009) and others.

#### **RESULTS**

The results of the scientific sources analysis make it possible to conclude that in the EU countries the content of the future doctors' curriculum at the basic medical education stage is based on the standards developed by the World Medical Education Federation (S. Curtoni et al.(1999), A. Dorofeyev et al. (2014), G. Klisch (2014), N. Kuchumova (2012), Medical Education in the World and Ukraine (2005)). These standards define the main blocks of compulsory disciplines (the fundamental medical and biological disciplines, the behavioural and social sciences, clinical disciplines), among which the dominant position belongs to various aspects of medical ethics. These or similar blocks used to be in the previous educational process of doctors. The main differences are the content of the curricula of the academic disciplines and the training methods. The standards describe the models and methods that envisage the responsibility of students for their training, their preparation for lifelong learning (continuous professional development). The educational programs for future doctors are aimed at developing students' analytical and critical thinking. For example, behavioural and social sciences, medical ethics are focused in their content on the physicians' training and provide them with the knowledge, skills and abilities in the sphere of communication, clinical decision making, application of the ethical norms, work in multi-staff brigades, etc. The integrated programs also take an important role in the educational process.





It is noteworthy that over the past three decades, the study of the bioethics in the United States has been recognized as a compulsory component of the medical education, while in Australia, such disciplines have been studied relatively recently, not longer than for the last 18–20 years. To some degree, it is due to the conservatism of Australian medical schools and the sustainability of the medical curricula there (Mitchell, 1992).

However, it should be noted that not only bioethics is the basis for the formation of future doctors' professional and ethical competence at medical Universities abroad. The Oath of Hippocrates is of great significance for the students who devote themselves to medicine; in modern times it has been transformed into codes, oaths, etc., in various countries, and is carried out by the students – future physicians – during their studies at higher medical educational institutions.

For example, in the North America and Europe, in 2006 the text of the Oath was replaced by the “professional code“. According to the authors of the new document, the text proposed by the Greek physician Hippocrates two and a half thousand years ago, does not reflect the realities of the present time in the modern social conditions. “At the time of Hippocrates there were no such important principles of the physician’s work as respect for other professionals and the right of the patients for their own choice. In addition, doctors of that time did not face persistent suspicions of unprofessionalism on the part of society, authorities and journalists” (Gerasymchuk, 2014). The new text eliminates the requirements for non-participation in abortion, surgical treatment of stone disease and the proper treatment of slaves.

The results of the scientific sources analysis suggest that in some countries the traditional Oath of Hippocrates, which is studied by the medical students at the Universities, contradicts the requirements of a part of the society or of some certain branches of the government, as well as moral and ethical convictions of medical practitioners. For example, the media is increasingly discussing the possibility of legitimizing euthanasia, which contradicts the traditional Oath of Hippocrates.

The above mentioned data also make it possible to conclude that in the process of applying new biomedical technologies there are many examples when the decision of moral dilemma becomes impossible within the framework of the traditional medical ethics. In view of this, in the 60s and 70s of the twentieth century a new interdisciplinary trend, the Bioethics, as the ethics of life, was emerging. Under the Bioethics, they mean “Systematic analysis of human actions in biology and medicine in the light of moral values and principles“ (Mitchell, 1992). Fritz Jahr was the first who used the term in 1927. In 1969 it was used by an American oncologist and biochemist B. Potter to refer to ethical problems associated with the potential danger to humanity's survival in the modern world. The first mentioning of this term in the medical journal dates back to 1971 (Mitchell, 1992).

In this context, it should be noted that students from the US medical schools and Universities study a fairly wide range of the issues that are considered in Bioethics, such as about the relationship between a doctor and a patient, their rights and patterns of relationship, medical secret, abortion, sterilization problems, the use of new reproductive technologies, the right for death (active and passive euthanasia, suicide), medical and biological experiments on humans, genetic-engineering technologies, systems and organs transplantation, the rights of mentally ill people, the analysis of the concepts of social justice and the definition of the health policy, the moral aspects of conducting experiments on animals.

Concerning the professional and ethical competence formation, it is noteworthy that nowadays in the majority of the US medical schools there is a common systematic





teaching method. Its essence is that medical students study not separate disciplines (Anatomy, Histology, Physiology, Pathology, Bioethics, Biochemistry, Propedeutics, and others), but separate organs and functional systems of an organism complex in morphofunctional and semiotic aspects in normal and pathological conditions (Rexect, 2004). In many medical schools instead of chairs there have been created interdisciplinary training groups within one specialty, the so-called “Academic Society of Teachers and Students” (Armstrong et al., 1989). Unlike the University chair structure, whereby it is difficult to achieve a true integration, within the framework of an academic society the future doctors’ training is carried out by teachers of various disciplines that are a part of one group. At the same time the whole range of disciplines is oriented to master a particular specialty. The introduction of the systematic teaching method has led to important changes in the organization of the educational process and to the development of fundamentally new, integrated educational programs. That is why there is no single training program in the US higher educational institutions. Various medical schools differ not only in the number of disciplines to be studied, but also in the ratio of compulsory and optional disciplines, the number of the academic hours and the forms of training.

The problematic training is of great significance for the formation of future doctors’ ethical competence at the US medical school. It is facilitated by its individualization and active self-education (independent work) of the students. The way of conducting exams is also of interest, because it differs at some medical schools and at the stages of study. For example, during pre-clinical training, written exams often take place, sometimes they are conducted in the form of multiple choice tests. Such tests are aimed at revealing the degree of mastering the basic professional knowledge and skills. At the same time, each test has a device that allows students to make sure the evaluation is correct. At some medical schools such exams are supplemented by testing the practical skills of the students to work in laboratories. During the clinical training period at the majority of medical schools, along with the conduction of formal written or oral examinations, the leading role in assessing the mastery of disciplines belongs to the teachers’ feedback about the results of students’ daily work in clinics directly at the patient’s bed.

Regarding the medical education in some European countries, the comparison of different approaches and different structures of medical education there allows us to distinguish three main phases or cycles of study – preclinical, theoretical-clinical, and practical. On the average, in the European countries the duration of the basic medical education is 6 years, which ends with the initial qualification. For example, medical education in the UK lasts for 6 years, in Denmark – 6,5, and in Belgium – 7 years. In Sweden and Ireland, primary registration is required for undergraduate qualifications (Curtoni et al., 1999). However, the structure of the medical education in Germany can be considered the most typical of the European countries. In this country in 2010 they accounted 36 medical faculties, that mostly are a part of the Universities.

The results of the scientific sources analysis on the research problem suggest that the formation of the students’ ability to be engaged in the professional activities on the basis of their ethical behavior while studying at medical faculties of Universities in the UK is carried out using various methods, including the method of PBL (small group teaching method). It involves discussions and other forms of active critical adoption of knowledge. Group learning assists not only the process of memorization but also the acquisition of communicative skills, the ability to work in a team, the ability to solve specific practical problems and carry personal responsibility for the process and learning outcomes, the ability to communicate the necessary information to each other, respect for others, etc.



(Willis et al., 2002). Presentation of the clinical material as an incentive for learning enables students to understand the meaning of basic academic knowledge and principles of clinical practice, together with the rules of medical ethics. In general, it should be noted that the method of PBL (small group teaching method) is traditional for the British educational system as the basis for tuition education (involves the work of a tutor with a group of 6 to 8 students). To improve efficiency the method of problem learning is used in combination with the other methods that are typical for the lecture and seminar form of education. This approach is defined by the British scientists as mixed teaching methods. Having such organization of the educational process the number of lectures is reduced to a minimum, and the preference is given to those forms of knowledge adoption that students' learning activity is able to reach the maximum. Problem-based learning involves a high level of basic training, high motivation for the medical students and, accordingly, a competent modern teacher who has proper knowledge of the theory and practice of medicine, as well as a high level of pedagogical training. While applying such methods of problem-based teaching in the future doctors' professional training process puts forward new requirements for tutors and makes them not simply transmitters of information, but the ones who are able to teach. The academic work of students in small groups is a team training that involves staff development, formation of the ability to work as a group. At the same time, it is the duty of tutors to explain to the students of medical faculties at the Universities the educational strategy and the peculiarities of the educational program in the corresponding specialty, the methods and criteria of evaluation, etc.

One of the distinguishing features of the British medical education is the invitation for the educational activities of the renowned scholars, theorists and leading practitioners who work in the medical and related fields (lectures, practical classes, academic discussions, etc.). Such a way of conducting educational activities contributes to the development of students' creative professional thinking, since experienced scientists, practitioners or theorists can act as experts or consultants for students' independent work.

The Austrian higher education system also deserves our attention. In this country, as in other European Union countries, this system includes three consecutive, inextricably linked stages, each of which serves as the basis for the next one, and provides a qualitatively new level of training of the medical personnel; they are pre-medical education, postgraduate medical education and continuous professional education (Kuchumova, 2012). The curricula for undergraduate medical education at Austrian Medical Universities are comprised of 360 credits ECTS. They envisage the discipline structuring according to the modular system, taking into account the principle of interdisciplinary integration, which is especially important for the formation of the future doctors' professional and ethical competence, since this competence implies not only the student's knowledge about the human body as an integral system, its normal and pathological functional states, but also a comprehensive study of the moral and ethical aspects of the doctor's activities. The peculiarities of the organization of the educational process at medical educational institutions are also related to the specifics of the structure of the medical science as a system of knowledge about the human body in a state of norm and pathology (Kuchumova, 2012). In view of this about 40 specialized branches of medical science are classified into three groups of disciplines: pre-clinical (theoretical), clinical-theoretical and clinical.

The results of the analysis of the scientific sources on the research problem suggest that the content of the preparation for future doctors' professional activity in the leading countries of the world in the context of the formation of their professional and ethical



competence is influenced by scientific social and medical research of the public health. By the number of such studies the leadership is held by the United States. There are various national health institutes, medical schools at Universities, which include special units for the study of social medicine, ethical issues of the doctor's activities, management and organization of the medical institutions functioning. Scientific research is carried out by numerous scientific societies and associations (American Medical Association, American Association for Public Health).

In the UK there is Research Center on communal medicine and health services, Center for Epidemiology and Medical Care, the Institute for Biometrics and Public Health, Center for the Study of Hospital Affairs, Public Service Center, and Center for the Study of Modern Bioethical Problems.

In France it is the National Institute for Health and Medical Research that deals with bioethics, epidemiology, statistics, operations research, healthcare economics, maternity and childhood protection, and gerontology.

#### CONCLUSIONS

At the current stage in the leading countries of the world among the main tendencies in the future doctors' professional training in the context of their professional and ethical competence formation there should be mentioned the duration of training, which in the majority of countries in Europe and the United States is about 6-7 years. The reform of the higher medical education is taking place on the principles set out in the Bologna Declaration and other documents of the Bologna Process, that envisages the introduction of two degrees (Bachelor and Master degrees), the implementation of the ECTS system, the introduction of the single diploma supplement, etc. Among the main requirements of the Bologna process that have been implemented in practice there is the duration of future doctors' professional training for 6 years and the academic load of at least 5500 hours in the curriculum. The introduction of the European Credit Transfer System (ECTS) has been reflected in the educational programs of the medical faculties in the European countries.

The educational programs for future doctors' professional training are oriented towards the students' analytical and critical thinking development; the behavioral and social sciences, medical ethics, bioethics provide them with the necessary knowledge, skills and abilities in the field of communication, clinical decisions making, implementation of ethical norms, work in multi-staff teams, etc. The integrated programs play an important role in the educational process. Over the past decades, the study of Bioethics has been recognized as a compulsory component of the medical education. However, at the medical Universities abroad not only Bioethics is the basis for the formation of future doctors' professional and ethical competence. The Oath of Hippocrates is of great significance for the students who devote themselves to medicine. Nowadays, in various countries it has been transformed into codes, oaths etc., and is carried out by the students (future physicians) during their studies at higher medical educational institutions.

The perspectives for further research in this sphere are the development of the scientific and methodological recommendations concerning the application of the foreign experience of forming the future doctors' professional and ethical competence for the students and pedagogical scientific staff at the higher medical educational institutions of Ukraine.

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**MODERN TRENDS IN CONTINUOUS PROFESSIONAL DEVELOPMENT  
OF FOREIGN LANGUAGE TEACHERS (ON THE BASIS  
OF THE BRITISH COUNCIL RESEARCH)**

**ABSTRACT**

*Research conducted by the British Council concerning modern continuous professional development of teachers has been analyzed. The issue concerning foreign language teachers' professional development has been considered. Productive approach to this process that gives a teacher the opportunities to define aspects of their professional activities that are in need of improvement and introduce appropriate strategies of their own professional development has been characterized. Direct connection between continuous teachers' professional development and the level of students' academic achievements has been stressed. Key characteristics of effective professional development have been defined, namely: being correspondent to actual needs of teachers and students; teachers' involvement into the decision making concerning the content and the fulfillment of professional development; provision of cooperation and teachers' experience exchange; collegiality presupposing common work of teachers and educational establishments in general; practicality, that is the fulfillment of professional development directly in the process of teachers' work in class; obligatory character of professional development as indispensable part of teachers' work; constant reflection and research; prioritizing academic achievements of students as the main stimulus for professional learning of teachers; continuity of professional development and its consideration not as separate forms of work. Modern widely used forms of teacher professional development have been analyzed, namely: self-education, common lessons planning with their further analysis; professional discussions concerning new teaching techniques and the appropriateness of their application; reflexive groups for teaching experience exchange and lessons analysis (video recording of lessons or students' works), observation/attending teachers' lessons with their further discussion in constructive form and without formal evaluation; participation in professional learning communities to solve urgent issues concerning school work and teachers' professional activities; common work of teachers with curricula for detailed studying of problematic issues and their elimination; common teachers' elaboration of learning materials for definite groups of students; participation in mentoring programs; work in online educational communities. It has been proved that modern professional development of foreign language teachers shifts its focus from the competency of a teacher to the level of students' academic achievements which is the direct indicator of a teacher's competency.*

**Keywords:** continuous professional development, academic achievements, forms of teacher professional development, teachers of foreign languages, the British Council.

**INTRODUCTION**

In modern pedagogical literature the term "continuous professional development" (CPD) is frequently used. It has a lot of definitions and directly related to teachers' work



and their professional upgrading. People, not directly related to teachers' work, used to consider CPD as in-service teacher training, but in reality this notion is considerably wider. In the 21st century the notion of CPD presupposes a range of activities and practical means which allow to make this process constant, social, contextual, scientifically substantiated, favorable for teacher's professional development, increase of students' academic achievements and provision of qualitative educational establishments' work.

It should be mentioned that CPD is especially important for foreign language teachers as under the condition of education globalization these subjects are particularly demanded and demands to their teachers are constantly increasing. Traditional approaches to CPD of foreign language teachers tended to concern exclusively practical methods of foreign languages teaching (teaching reading, writing, technology usage, class work organization etc.). Language and methodical competency of foreign language teachers is surely a basis of their professional activities. But it is obvious that the effective work of the mentioned teachers presupposes more varied approach to their professional development. Modern CPD presupposes not only the subject knowledge, but also the organization of learning and providing its qualitative process in the class with active students' participation and sustaining their interest to the learning, ability to choose and elaborate the necessary educational materials, provision of appropriate assessment of students' academic achievements, increase of teachers' motivation to further development, self-development, cooperation, work in communities, self-analysis and scientific research. That's why when the decision about forms and methods of teachers' professional development is made, it's necessary to take into consideration all these aspects and involve teachers into the process of decision making concerning the choice of those professional development kinds which are urgent, necessary and appropriate for them. CPD must be practical and effective, thus provide teachers' reflection, encourage further research, experience exchange, and have positive impact onto students' academic achievements.

A considerable advantage of modern CPD is leaving behind the idea of "labeling" teachers (such as a beginner teacher, experienced teacher etc.) which has been the only criterion of their qualification for quite a long time. Teachers' knowledge is multilateral – the same teacher can be competent in some aspects of his/her professional activities but have insufficient qualification level in some other spheres of professional work. For instance, a teacher may show a high level of foreign language speaking teaching skills but have not enough skills of assessing its process and its effectiveness. Another teacher may have excellent theoretical knowledge of language systems but have no confidence in oral foreign language communication and in the ways of teaching it to students. That's why there should be a productive approach to CPD which will give teachers the possibility to define those aspects of their professional activities which are in need of improvement and introduce the appropriate strategies of professional development.

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

Taking into consideration the urgency of the defined problem the aim of the article is to study modern trends of CPD tendencies, define main characteristics of this process and its most widely spread and effective forms on the basis of the British Council research results and determine the prospects of their use in the educational system of Ukraine.

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

The issue of CPD of teachers in the modern educational environment has been considered in the works of such scientists, as H. Barrar (Barrar, 2008), S. Borg (Borg, 2015), K. Broad (Broad, 2006), C. Day (Day, 1999), P. Earley (Earley, 2014), I. Fung (Fung, 2008),





V. Porritt (Porritt, 2014), J. Westbrook (Westbrook, 2013) and others. Considerable attention to the problem of CPD was paid by the British Council (British Council, 2015) within the project “Teaching for Success”. The motto of this research project is: “Educational system can only be successful if teachers who work in it are successful” (UNESCO, 2014). Taking into account substantial research of scientists and the British Council in this area, it is considered as appropriate to fulfill comparative pedagogical analysis of foreign language teachers’ professional development system in the developed countries and Ukraine to define their common and different features and to outline prospects of optimizing the system of teachers’ professional development in Ukraine on the basis of using positive European experience.

### RESULTS

According to scientific research of S. Borg, ensuring quality of teachers’ work at all stages of their professional activities is the key factor in improvement of students’ learning quality. Thus, it is necessary to focus on effective teachers’ professional learning that is called CPD (Borg, 2015).

The most widely used definition of CPD that can be found in modern scientific literature is the definition of an American researcher C. Day, according to whom CPD is any natural learning experience as well as conscious and planned kinds of activities that are directly or indirectly bring benefit to a person, group or establishment and are aimed at the improvement of their work quality. In the process of CPD teachers alone or in cooperation with colleagues develop critical thinking, knowledge and skills, achieve emotional maturity, which are necessary for their qualitative professional activity (Day, 1999). From the definition it is clear that CPD is characterized by multilateral nature (concerns teachers’ behavior, their knowledge, emotions and thinking); natural essence (it takes place in the process of teaching activity); planning (teachers choose forms and kinds of this process). Besides, CPD benefits not only teachers, but students, educational establishments and all the participants of the educational process (both direct and indirect). And this is the main tendency of modern CPD – focusing not only on the personal and professional development of teachers, but also on the achievements of educational establishments’ aims, improvement of students’ academic achievements. Moreover, some researchers, such as P. Early and V. Porritt, stress that improvement of students’ academic achievements is the primary aim of CPD and that students’ needs are the decisive point in making decisions concerning forms and kinds of this process (Early&Porritt, 2014).

Thus, it is clear that CPD of teachers is the decisive factor in providing successful educational establishments, qualitative teachers’ work and high students’ academic achievements.

For the majority of people who do not have direct relation to teachers’ work and cannot clearly understand the essence of CPD, this process is associated with conferences, seminars and in-service teacher training, but in reality it includes much more kinds of work at the level of a separate teacher as well as at the level of a country or the world. In the course of research conducted by scientists K. Broad and M. Evans (Broad & Evans, 2006), D. Orr (Orr et al., 2013) and H. Timperley (Timperley et al., 2008) key characteristics of effective professional development that has positive and continuing impact on teachers, students and educational establishments have been defined:

- meeting real students and teachers’ needs;
- teachers’ involvement into the decision making concerning the content and the course of CPD;
- provision of teachers’ cooperation and experience exchange;



- collegiality that presupposes common work of teachers as well as educational establishments and educational system in general;
- practicability that is the fulfillment of professional development directly in the process of teachers' work in the classroom;
- obligatory nature of CPD as an indispensable part of teachers' work;
- constant reflection and research;
- priority of students' academic achievements as the main stimulus for teachers' professional learning;
- continuity of professional development and considering it not as separate forms of work (Broad & Evans, 2006).

Approaches to professional development that correspond all these characteristics are called developing, socio-constructive and research-oriented. All of them represent principles of common, social scientifically-substantiated professional learning that takes place in a definite context and according to which teachers make the main decisions about forms and kinds of their professional development. Basically, it means the usage of the CPD approach that is relevant to the needs of teachers, students, educational establishments, provides teachers with opportunities to choose, encourages them to learn together with colleagues and exchange their experience, use results of their learning in practice. Different forms of CPD correspond to these characteristics:

- self-study (research projects aimed at providing teachers with possibilities to analyze their learning process);
- common lesson planning with further analysis of their advantages and disadvantages;
- professional discussions of new teaching methods and appropriateness of their usage;
- reflective groups for teaching experience exchange and lessons analysis (video recording or students' works);
- observation of teachers' work in class with further constructive discussions and with no formal assessments;
- participation in professional learning communities to solve schools and teachers' urgent issues related to their professional activities;
- common teachers' work on curricula to analyze their problematic aspects, ways of their elimination, improvements of curricula and their optimization;
- common elaboration of teaching materials for definite groups of students;
- taking part in mentoring projects where more experienced and specially trained teachers support and direct the development of less experienced;
- participation in online learning communities (Timperley et al., 2008).

It is important to mention that new approaches to organization and carrying out of CPD compliment and modernize but in no way reject its traditional forms, such as seminars and courses. American researcher D. Orr is convinced that seminars which are used in combination with other professional development forms can be effective and appreciated by scientists and practicing teachers (Orr et al., 2013). But the key factor here is the consideration of seminars as a part of a wider CPD strategy and not its one separate form.

Another important factor is the absence of some common sample for CPD that would ensure success in any environment. Contextual variation is an indispensable characteristic of this process – what works well in some definite context may appear to be ineffective in another one. That is why the implementation of some definite CPD strategy must be to some extent localized. In other words, the decision about the usage of such



forms as research projects and common lesson planning doesn't ensure effective teachers' professional learning. Kinds of CPD must be chosen and implemented with consideration of teachers' previous experience, their knowledge, needs and views and must correspond to peculiarities of educational system in which they are used (UNESCO, 2014).

According to S. Borg's researches, present day CPD of foreign language teachers must presuppose four stages:

1. Awareness of the professional pedagogical activities.
2. Understanding of its meaning and significance.
3. Being involved into the process of competent professional pedagogical activities.
4. Integration into a professional pedagogical environment and constant experience exchange (British Council, 2015).

Undergoing these stages a teacher has to master a high level of language competence (C2), reach an appropriate level of educational and scientific qualification (PhD). Besides, at all stages of CPD a foreign language teacher must constantly improve his/her own professional activities which concern lesson and educational process planning, taking into consideration students' needs and interests, organization and control of lesson process, subject matter knowledge, effective use of learning materials, literate assessment of students' academic achievements, IT implementation, responsibility for one's own professional development, provision of inclusive education, multi-language approaches usage, taking into consideration modern educational trends, understanding educational policy and practice (Borg, 2015).

It is necessary to consider in detail the above mentioned aspects of foreign language teachers' professional activities, qualitative provision of which is the key task of CPD.

*Common lesson and general education process planning* presupposes the necessity to define students' educational needs, aims and results of learning; choose and elaborate kinds of learning activities, resources and materials which will be of interest to students and correspond to the aims of lessons; to divide lessons into subsequent stages with the appropriate allocation of time; to plan the work at the blackboard; to fulfill interactive and group lesson work, provide differentiated learning (for students with different knowledge level); to predict problems that can appear in the course of the lesson and to eliminate them; to provide analysis of students' academic achievements; to plan kinds of work which will help students to develop different abilities and skills; to relate a lesson with a previous and next ones; to plan a range of subsequent lessons which presuppose the revision of the learning content; to analyze lessons' effectiveness with consideration of students' response and other factors.

*Taking into consideration students' needs and interests* presupposes: making decisions about organization and carrying out of learning process and its evaluation on the basis of a range of students' characteristics (level of their academic achievements, age, interests, preferable forms and methods of learning, group dynamics, motivation to learning (general and subject); educational, social, cultural and linguistic contexts of learning; level of individuality, personal qualities); research of learning theories and their application in a definite educational context and in separate groups of students; analysis of students' needs and the application of its results in practice; understanding the influence of learning environment onto the students; analysis of one's own attitude to students and its influence onto their academic achievements (Borg, 2015).

*Organization of lessons and control of their carrying out* presupposes: control of the pace and distribution of time allocation; strict division of a lesson into stages; adjustment of atmosphere in class to educational needs; quick reaction to unexpected change of



the planned lesson course; effective use of resources and equipment; clear instructions; relevant explanation of learning aims and content; checking the understanding of the latter by students; usage of the foreign language according to the level of students' knowledge; making decision (both by students and teachers) about the language, native or foreign, which is to be used in the process of a lesson organization and tasks' explanation; constant control of students' active role in class work and increasing their motivation to learning; establishment and sustainability of the discipline; using different activities which presuppose diverse interactive kinds of work; changes in a lesson plan to use possibilities for learning which appear in the course of a lesson; establishment and sustainability of the positive learning environment; analysis of the lesson organization, determining its advantages and disadvantages, making some relevant changes.

*Knowledge of a subject matter* presupposes: perfect knowledge of the target language to set a role model for students; selection of appropriate methods and teaching resources for practical work at different aspects of a target language learning (grammar, vocabulary, phonology, speaking, listening, writing and reading, communicative activity, socio-linguistic skills, kinds and standards of a target language, comparative analysis of a native and target languages); using professional literature and references on subject matter; knowledge of language teaching theories and their application in a specific teaching context; analysis of advantages and disadvantages of the subject knowledge for its further improvement.

*Effective usage of learning resources.* While choosing resources it is important to be conscious of their diversity, possibilities of media application (digital, audio-visual, printed) which are relevant to students' needs and learning context; possibilities of common elaboration of learning materials, creation of the content by students themselves; defining clear criteria for selection of materials and resources depending on the students' needs and correspondence to the curriculum. Elaboration and adaptation of materials and resources must presuppose a range of authentic (licensed) teaching methods which are relevant to students' needs and demands of the curriculum; which are professional, interesting, accessible, used in correspondence with copyrights and are contextually relevant; which can be shared with colleagues and used in cooperation with them. Materials must be effectively used with equipment and technologies to encourage learning. For further use of materials it is necessary to elaborate and sustain a system of their accumulation and storage. Besides, the rationality of resources usage must be understandable for teachers, students and other participants of educational process. Here the evaluation of materials and resources' effectiveness as well as their relevance to students' needs is compulsory (Timperley, 2011).

*Literate assessment of academic achievements* presupposes application of principles and practice of assessment, aimed at defining the level of students' progress in education; using different kinds of assessment and analysis; ensuring assessment at different stages of learning process to monitor students' knowledge and organize further teaching process; determining appropriate assessment criteria and their consecutive and logical application; analysis of students' typical mistakes and ensuring their constructive elimination; constant students' involvement in self-evaluation and reciprocal assessment, as well as constant improvement of these skills; preparation of students to final assessment (on the level of a class or school), keeping the assessment register and its data; informing students, parents and other participants of the learning process about results of learning; analysis of effectiveness of students' academic achievements' assessment.

*Integration of information technologies* presupposes elaboration of effective strategies to use appropriate digital content; following instructions to use Internet safely; evaluation



of potential efficiency and relevance of the digital content, instruments and platforms to achieve desired results of learning; using technologies in the process of creating learning materials; providing different kinds of work using appropriate digital content, instruments and platforms; elaboration of effective strategies to solve potential technical problems; using technologies to perform administrative tasks according to the instructions concerning data protection; encouraging self-study with the use of digital content and technologies inside the classroom as well as out of it; encouraging common and active learning within online communities, using online instruments and platforms; analysis of effective integration of information technologies into the learning process.

*Responsibility for one's own professional development* presupposes understanding one's own professional needs, interests and learning priorities to define aspects which are in need of improvement; determination of short and long term aims of professional development; realizing available forms and methods of development to achieve some definite professional purposes; using technologies to encourage professional development; be knowledgeable in new tendencies of education development especially in relation to foreign languages; selection and application of appropriate opportunities and resources of professional development which in their turn presuppose cooperation with colleagues and other professionals, reflective activity, scientific and practical research, participation in conferences, learning courses, study of professional literature and writing scientific articles, membership and work in professional teachers' associations, observation of colleagues' lessons and giving presentation lessons, analysis and evaluation of CPD advantages and its influence onto teachers' work in classroom and students' academic achievements.

*Provision of inclusive education* presupposes awareness of students' being different in their perception of language environment, their cognitive, learning and physical abilities, social environment, behavior, disabilities, age, sex, race and ethnicity, religion and views. A foreign language teacher can use pedagogical strategies to encourage inclusive education in encouraging educational environment; help students to define, achieve and evaluate their individual learning aims; realize his/her own views and their possible influence on establishing and sustaining inclusive educational environment; assess every student's achievements and provide them with opportunities to demonstrate their success in education; have the same positive and respectful attitude to all students; involve parents, students and other participants of educational process to creation of inclusive educational environment; analyze the created inclusive educational environment and take steps in order to improve it (Borg, 2015).

*Application of multilanguage approaches* presupposes: the awareness of multilanguage essence of society, communities, schools; using pedagogical strategies to ensure inclusive education in encouraging multilanguage educational environment; individual assessment of students with consideration of their linguistic environment; provision of students with equal possibilities for using their native language for adequate understanding of the learning content; making pedagogical decisions taking students' linguistic diversity into consideration; analysis of effectiveness of multilanguage approaches' application to encourage learning.

Taking into account modern trends in education presupposes teachers' critical thinking, their readiness to solve educational problems, cooperation and communication of teachers, using their creativity, imagination, digital literacy, leadership and personal development to correspond to modern trends in education development; selection of appropriate methods and educational resources to introduce, develop and evaluate new trends in education; teachers' critical analysis of their own awareness concerning modern



educational trends and readiness to advance this awareness. Understanding educational policy and practice presupposes being knowledgeable in national, regional and institutional educational policy; possessing relevant information about international, national, regional and institutional educational practice; performing professional pedagogical activities which correspond to current educational policy and aims of education; extension of learning possibilities for students and protection of their rights; realization of educational reforms, inclusive learning, increase of literacy level, provision of accessibility, equality of learning possibilities, diverse forms of studying and its inclusion; ability to elaborate and optimize curricula, introduce new methods of teaching, modern approaches to assessment; understanding standards of foreign languages learning; integration of information technologies in education, constant analysis of educational policy and practice influence onto teachers' professional activities and students' academic achievements (British Council, 2015).

#### CONCLUSIONS

Thus, on the basis of the research conducted by the British Council and its analysis there can be made a conclusion that modern trends of CPD take into consideration a much wider range of issues related with professional activities of foreign language teachers than just their language competency and pedagogical craft. Having compared systems of foreign language teachers' professional development in Ukraine and other developed European countries we have determined that in the latter ones teachers' professional development is carried out at all the stages of their professional activities and concerns the following aspects: planning lessons and learning process in general, taking into account students' interests and needs, organization and control of the lesson course, knowledge of the subject matter, effective use of educational resources, literate assessment of students' academic achievements, integration of information technologies, responsibility for one's own professional development, provision of inclusive education, taking into account modern trends in education, understanding educational policy and its implementation.

It is an undeniable fact that teacher's work in modern society becomes more and more difficult which can be explained with the increase of demands to ensuring a qualitative and effective learning process. Competency of a foreign language teacher is not limited to the level of language knowledge but presupposes the possibility to provide qualitative teaching taking into account a complex of difficult processes that take place in class as well as out of it. Modern CPD is focused not on the professionalism of teachers but on the academic achievements of their students which is the main indicator of teachers' competency. Taking all the above mentioned into account, modern teachers of foreign languages must be knowledgeable and ready to continuous professional development to correspond to the demands of present days.

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## SOME COUNTRIES' EXPERIENCE IN ORGANIZING PROFESSIONAL TRAINING AND ACTIVITY OF PROBATION OFFICERS

### ABSTRACT

*In the article, some countries' experience in organizing professional training and activities of probation officers has been analyzed. Based on comparative analysis of activities of the Probation Institute abroad, it has been determined that probation service has different functional and organizational features in individual countries. For instance, probation service in different countries is subordinate to different agencies. Thus, probation service in Great Britain, Denmark, Japan, Finland, Norway, Latvia, the Czech Republic and Estonia is under the control of the Ministry of Justice; in the USA, Germany, Hungary, it is subordinate to the judiciary; in the Netherlands – public prosecutor's office; in Sweden – prison authorities; in Singapore, probation service is under the guidance of the Ministry of Community Development and Sports. Another difference consists in the fact that in some countries the law defines probation as punishment (Sweden, Finland, Latvia), whereas in other countries it refers to some criminal measures (Great Britain), exemption from punishment (Estonia) or is not determined at all (the USA). Despite the differences, the goals and means of achieving them in each probation service are similar in the context of criminal law. The approaches to professional training of probation officers have been analyzed and relevant conclusions have been drawn regarding organization of probation officers' professional training in Ukraine. In particular, work with offenders should be performed by highly qualified specialists who have a degree and who have passed specialized training courses in educational institutions subordinate to probation authorities. It is important that the content of probation officers' professional training should be constantly updated, taking into account new approaches and methods of working with convicts, which are recognized as effective.*

**Keywords:** probation, probation service, probation officer, professional training, staff training, resocialization, education, learning.

### INTRODUCTION

In foreign law there are criminal law institutes that allow exempting from punishment foreseen for committing a crime and, under certain conditions, replacing it with alternative criminal and legal measures. Such institutes include the Probation Institute, the Institute of Summary Probation and the Parole (Release) Institute. In Ukraine, the Probation Institute is only being formed, whereas in the leading countries of the world, in particular Great Britain, the United States, France, etc., it has existed for more than 200 years. Therefore, Ukrainian scholars should study, compare, generalize and introduce the best achievements of this experience.



### THE AIM OF THE STUDY

The aim of the study is to analyze effective activities of the Probation Institute in some countries, namely, Great Britain, the United States and Canada, and investigate how the system of probation officers' professional training is organized. The leading criterion for choosing countries has become the level of the Probation Institute development.

### THEORETICAL FRAMEWORK AND RESEARCH METHODS

The experience of probation service functioning in some countries has been studied mainly through the prism of functional, communicative and organizational approaches to professional training of probation officers, partly mentioned in European probation (Confederation of European Probation (CEP)), British probation (HM Prison and Probation Service), American probation (Federal Probation and Pretrial Officers Association, United States Court), Canadian probation (Ontario Ministry of Community Safety and Correctional Services), as well as in the works by Ukrainian and foreign scholars (A. Abaturov & A. Korovin, A. Akkulev, Ch. Kamal, J. Petersilia, Ye. Shatankova, D. Whitfield et al.).

To study this experience, the following methods have been used: analysis, synthesis, comparison, systematization, generalization and self-evaluation.

### RESULTS

Nowadays, there are differences in the nature, functions and organizational structure of probation service in different countries. Thus, in some countries the law defines probation as punishment (Sweden, Finland, Latvia), whereas in other countries it refers to some criminal measures (Great Britain), exemption from punishment (Estonia) or is not determined at all (the USA) (Shatankova, 2008, pp. 13–14).

In our opinion, such ambiguity has caused certain issues. In particular, it is still uncertain, whether execution of pre-trial actions should be conducted by the court, social security or prison administration. In addition, it is still necessary to decide which department probation service should be included in – the Ministry of Justice or the Ministry of Internal Affairs, as well as reconcile its structure.

Thus, probation service in Great Britain, Denmark, Japan, Finland, Norway, Latvia, the Czech Republic and Estonia is under the control of the Ministry of Justice; in the USA, Germany, Hungary, it is subordinate to the judiciary; in the Netherlands – public prosecutor's office; in Sweden – prison authorities; in Singapore, probation service is under the guidance of the Ministry of Community Development and Sports (Akkulev, 2014; Confederation of European Probation, 2008; Kamal, 2005).

In accordance with these differences, there appears to be a need for considering experience of some countries in more detail.

**Great Britain.** The National Probation Service (NPS) for England and Wales is part of Her Majesty's Prison and Probation Service (HMPPS), which was transferred to the Ministry of Justice from the Home Office on May 9, 2007. It comprises 42 probation areas which are coterminous with police force area boundaries, served by 35 probation trusts.

An important part of the Probation Institute in England and Wales is professional training of probation officers. According to D. Whitfield (2001), in England and Wales probation officers' activities are specialized in the following areas: judicial work, writing special reports, work with family judges, work with sexual offenders, work in groups, work in prisons.

Thus, delivery of the current Probation Qualifications Framework ended with the final PQF cohort in 2016 and Her Majesty's Prison and Probation Service has replaced this with Community Justice Learning (CJL). The first phase of Community Justice Learning introduces a new qualification for Probation Officers and more flexible, inclusive access



routes to this. The second phase is developing new qualifications for Probation Service Officers and Probation Case Administrators, along with a Community Justice Matrix which identifies bridges and ladders to career development across the sector. The qualification for Probation Officers is the Professional Qualification in Probation (PQiP). This continues to be work-based and comprises an integrated programme of applied academic learning and practice skills development, leading to a qualification at Honours Degree level 6. The skills components are assessed at work and lead to the award of a level 5 vocational qualification in Probation Practice.

Within Community Justice Learning all academic and vocational qualifications are assigned a level, which refers to both the previous Qualifications and Credit Framework (QCF) and the new Regulated Qualifications Framework (RQF). Level 4 qualifications are broadly similar to the first year of an undergraduate degree programme, such as Higher National Certificates, Certificates of Higher Education and level 4 Vocational Qualifications. Level 5 qualifications include Higher National Diplomas, Foundation Degrees, Diplomas of Higher Education, Level 5 Vocational Qualifications and Higher Apprenticeships. Level 6 qualifications include Honour Degrees, Graduate Certificates and Graduate Diplomas.

To be eligible to apply for the PQiP training programme, an applicant must be able to demonstrate that they have the following: 1) practice experience of either working with offenders or with other individuals exhibiting challenging behaviour and/or whose lives are in crisis, and 2) a degree or other recognised qualification at level 5 or above and 3) prior knowledge and understanding in four required knowledge modules: The Criminal Justice System, Crime and Criminal Behaviour, Penal Policy and Punishment, The Rehabilitation of Offenders. If their existing qualification covers three out of the four modules, they may be able to apply and complete the outstanding module while undertaking the PQiP training. These modules are available by distance learning and can be purchased direct from HMPPS contracted universities (Her Majesty's Prison and Probation Service, 2007).

***The United States of America.*** In the United States, probation has existed over 150 years and has undergone significant changes. In some states, probation service has originated since 1878. According to J. Petersilia (1997), the US Probation and Pretrial Services System is not fully represented in society. The system of probation authorities is rather complicated, and agencies are scattered among many non-interlinked institutions, each with a wide range of rules and organizational structures.

All probation services, regardless of the level (state, county, city), have double subordination. General control over their activities is carried out by the Administrative Office at the Supreme Court of the United States through its probation departments. The total number of probation services in the country is around 6,000 units. It must be noted that organizational and managerial approaches to probation in the United States are not universal, and each state has its own specificity (United States Courts, 2017).

In 2016, online and full-time courses in probation were offered as compulsory. As a rule, they are designed for 160 hours of training in four weeks. Simultaneously, the US Probation and Pretrial Service System places the requirement that probation officers must strive for continuing professional development as well as motivates them toward enhancing knowledge of certain areas in professional activity. In addition, the Federal Judicial Center being the research and education agency of the judicial branch of the US government is aimed at developing training programmes and organizing seminars, workshops, full-time and online conferences, leadership and supervisory programmes. Each employee is trained in the workplace that covers various fields of professional activity, including studying the



offender, reporting, alcohol or drug abuse, mental health treatment, firearms and security, personal budget planning, retirement planning etc. In order to become a probation officer, a candidate must meet the following requirements: age limit to 37 years old, a Bachelor's degree in Jurisprudence, perfect health, some experience in criminology and criminal justice, computer skills and FBI approval (United States Courts, 2017; Federal Probation and Pretrial Officers Association, 2017).

The US Probation and Pretrial Services System distinguishes the following categories of employees: a pre-trial officer, a probation officer, an assistant officer. The pre-trial officer is to work with a person who is charged with a criminal offense in order to prevent a repeated commission of crime and ensure their prompt appearance before a judge. A probation officer works with an offender after they have been found guilty or left prison. They are to ensure that the offender abides the law and does not commit a new crime. An assistant officer is to assist pretrial and probation officers, study the offender, collect information, prepare pretrial reports, work with correspondence and monitor low-risk offenders (United States Courts).

**Canada.** An important feature of Canadian probation is parole. Parole is a permission for a prisoner to be released before their period in prison is finished, with the agreement that they will behave well. During parole, the convict is entitled to live in society under certain conditions. If the convict violates these conditions, probation officers may send them back to prison. Parole officers not only monitor the convicts' activities, but also assist them in adapting to society. In order to become a probation officer, special qualifications and skills are not required. A bachelor's degree in Business Administration, Criminal Justice or National Security is enough for such a career. These programmes cover such important areas as management techniques, criminal justice procedures and security training. Parole and probation officers are trained in a number of professional schools. During the training, they develop self-defense skills, standard security and reporting procedures (Abaturov & Korovin, 2012; Ontario Ministry of Community Safety and Correctional Services, 2016).

### CONCLUSIONS

Summarizing the above-mentioned materials, we have drawn some conclusions. Firstly, the Probation Institute has become widespread both in continental and non-continental legal systems. It consists in "testing" the convict, so that they may avoid punishment, first of all, imprisonment. Secondly, work with offenders should be performed by highly qualified specialists who have a degree and who have passed specialized training courses in educational institutions subordinate to probation authorities. It is important that they should strive for professional development. In addition, probation officers must hold a Bachelor's degree (at least in Social Work), undergo professional training in penitentiary institutions. It is important that the content of probation officers' professional training should be constantly updated, taking into account new approaches and methods of working with convicts, which are recognized as effective.

Still, it is crucial to find out how to implement European practice in the national legislation as well as develop an effective mechanism for changing the modern approach to training probation officers. Thus, we believe it necessary to consider the abovementioned aspects in further researches.

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## RENEWABLE ENERGY EDUCATION IN INDIA

### ABSTRACT

*The issue of renewable energy sources that have great potential to give solutions to the longstanding energy problems of India has been considered. It has been stated that renewable energy sources are an important part of India's plan to increase energy security and provide new generation with ample job opportunities. India's plans to move towards green technology and address environmental concerns associated with the country and the world have been characterized. The peculiarities of the renewable energy education in India as a subject and as a specialized branch of engineering or science at different education levels in both government-funded and private institutes across India have been outlined. Science and engineering education system with detailed structure of the degree (undergraduate, postgraduate, doctoral and post-doctoral) course has been described. Comparative study of renewable energy education systems of other countries has been performed. It has been stated that currently in India science colleges offer undergraduate renewable energy course as BSc. (Renewable Energy) and Postgraduate level course (MSc) that are offered in different science institutes in the specialization of Renewable Energy, Energy Management, Energy Studies, Physics (Energy) etc. Doctoral and postdoctoral research is offered by a few science institutions in India which is a more focused research (issues) in solar energy or wind energy field. The process of studying in a number of Indian institutes specializing in renewable energy has been described and compared to other world educational establishments of Spain, Mexico, and Russia. Advantages and disadvantages of renewable energy specialization education have been defined. It has been determined that there is an immediate need for the development of requisite demonstration which should be provided at appropriate levels in which both on-job as well as traditional training in these areas should be given to the expansive audience with the aid of modern andragogy techniques.*

**Keywords:** renewable energy, alternative energy, India, solar photovoltaic, energy, wind energy, employment, technical education system, engineering education in India.

### INTRODUCTION

Energy is the most important commodity which is used daily by citizens of any country and an essential base product of the industrial growth of any country across the globe (Jennings, 2009). India is the second largest country in the world in terms of population and home of a population of more than one billion people. At present, India is the second-fastest-growing economy in the world. Due to these two major reasons, the demand for energy in India is increasing day by day. Due to its large population, pollution



level in India has also risen rapidly in the past few years. The Indian government is planning for production of renewable energy from low level (household) to high level (solar power park or wind-generation parks). Renewable energy resources are green and do not produce any harmful greenhouse gasses. Solar energy, wind energy, thermal energy, biomass energy and tidal energy are the major renewable energy resource options in India (Tripathi et al., 2016).

Due to the geographical location of India, India has a big potential to generate solar energy. India has about three hundred clear sunny days in a year, which has the potential to generate the energy of 5000 trillion kilowatt-hours. India has a long coastal line of around 7500 kilometer which is ideal for the wind energy generation (Muneer et al., 2005; Maiti et al., 2016). Nearly 70 % of population of India lives in rural areas and rural area population is living with the cattle, which can become a source of generation of biomass energy. The government of India is looking forward to fulfilling the lapsed country energy needs and increases the energy security of the country from the renewable energy systems. Postgraduate course for the renewable energy is available in India in many specializations, but due to sharply rising demand of expertise engineers for renewable energy systems in India, some technical institutes and science colleges across India have started undergraduate specialized courses related to renewable energy systems or energy system. India was one of the first countries in the world to set up an independent ministry of non-conventional energy resources (renewable energy) in 1980s and now it is in a new name – Ministry of New and Renewable Energy (MNRE) (Pillai & Banerjee, 2009).

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

The aim of the present manuscript is to give a complete overview on the renewable engineering education in India. Energy security is now becoming a fastest growing priorities of any country and for India which is the home of around 1.21 billion people (Kanhere et al., 2017), which is around 17.5 % of world population, is a must question which needs to be answered in the time of frame manner. After 2000, Indian government is taking the initiatives to increase the production of energy through renewable energy sources which not only increase the employment for Indian citizens but also give the solution to the energy security of the country. The authors outline the following objectives of the present manuscript, which are as follows: 1) to give a complete review of the engineering education in India from diploma level to postdoctoral level with specific to renewable engineering. 2) to make a brief comparative study of different institutions of BRICS countries; 3) to give a comparative overview of the job prospective related to renewable energy in India.

#### **THEORETICAL FRAMEWORK AND RESERCH METHODS**

Theoretical framework of the present research (manuscript) consists of current data on engineering education system, specific to renewable engineering in India. Similar type of research had been carried out in the many fields of engineering education in which control engineering, industrial engineering, production engineering, mechatronics engineering and manufacturing engineering are the major fields in India, according to different authors , such as M. Ananth (2011), P. Agarwal (2007), P. Choudhury (2016), P. Jennings (2009), S. Kaul (2016), G. Mahapatro (2016), A. Mehra (2016), S. Panda (2016), S. Sahoo (2016).

While researching we have used such modeling, formalization, abstraction and concretization.

#### **RESULTS**

India has a good number of science and technical institutes and universities which provide education to the young population of India. Admission to the science institutes for



undergraduate courses (BSc) is generally done on the basis of (10+2) marks of the candidate. Some institutes also take their own test for the admission for undergraduate degree admission (Bajpai & Khare, 2015). Post graduate degree (MSc) admission is done on the basis of the national level test JAM or institute level test or basis of the marks obtained by the candidate in a bachelor degree. Admission to the doctoral studies is done on the basis of one departmental test (subject and aptitude) and NET (National Eligibility Test) score obtained by the candidate in the target research subject (area). Postdoctoral admission is offered by the few premium science institutes which are done on the basis of interview and candidate research problem. Few science universities campuses run dual degree course (integrated BSc–MSc) which is five-year duration (Dixit et al., 2017). Duration of undergraduate science program is three or four years, the postgraduate program is two years, the doctoral program is three to five years depending on the research problem and postdoctoral program is two to three years (Kaul, 2006; Khare et al., 2015).

India has a good number of technical institutes which offer undergraduate (B.E. or B.Tech.) degree in 45 major engineering disciplines. Undergraduate admission in technical institutes in India is done on the basis of Joint Entrance Test (JEE) for national level institutes (I.I.T., N.I.T. & I.I.I.T.) (Khare et al., 2016). JEE has two stages and it is conducted by the Central Board of Secondary Education (C.B.S.E.). Some states have joined JEE (Main) system instead of conducting their own state level entrance examination. A state level entrance examination for state government funded technical institutes is conducted by the technical education department of that state (Mehra, 2016). Private institutes and deemed universities take the admission for their undergraduate program on the basis of these two entrance examination. Some private universities take their own entrance test for undergraduate admission. For admission in postgraduate engineering degree course (M.E. or M. Tech), the candidate has to write GATE (Graduate Aptitude Test in Engineering) examination, in the chosen paper, depending on his area of the undergraduate degree. Technical institute shortlists candidates on the merit of their valid GATE score. Some technical institutes take their own test and interview. After shortlisting the candidates with valid GATE score card are able to apply for a specialized course of their choice. Part-time postgraduate engineering courses are also offered by some technical institutes for working engineers. Apart from this, Master of Science (M.S.) degree is also offered by some technical institutions which are more focused on research work and this program is specially designed for the employed sponsored candidates. Doctoral degree program (Ph.D.) in India is offered by reputed technical institutions and scholarship is provided by some funding agency (D.S.T., M.H.R.D. etc) to candidates for their research work (Agarwal, 2007).

Doctoral admission is done by the respective department of the institute, which conducts the test (based on a specialization or a field chosen by the candidate) followed by an interview. Postdoctoral research degree program is offered by few premium institutions of India in which a candidate needs to solve some industry oriented research issues. Candidates having a strong background on the subject take up research as per interest. Postdoctoral admission is done through the interview, depending on the candidate research proposal. A dual degree program is also offered in a few technical institutes as the undergraduate with a postgraduate degree which is generally five years program and postgraduate degree with a doctoral degree which purely depends on the research topic and scope. Duration of an undergraduate engineering program is four years, the postgraduate program is two years for full time and three years for a part time, the doctoral program is three to six years depending on the research problem and post-doctoral program is two to three years. In spite



of this, India has a good number of polytechnics which offer diploma course in 60 major disciplines (Khare et al., 2014).

Providing clean, green, reliable and affordable energy for any country population is one of the biggest challenges. At the same time, clean energy technology also offers new economic opportunities as well as increases the employment. It also necessary to train dedicated human resources for this growing industry to meet this challenge and tackle today's energy-related problems. Courses associated with renewable energy systems are offered as optional or open elective paper in almost every science or technical institution across India. The college dedicated to renewable energy system has been set up in Kolkata, named NB Institute for Rural Development (NBIRT) in January 2012, which is also headed by Gon Chaudhuri, the renewable energy expert. This institute offers diploma courses and diploma certificate is given by Indira Gandhi National Open University (IGNOU) and the technical education department of the government of Queensland state, Australia (Malkki et al., 2012 ; Choudhury, 2016 ; Kumar et al., 2010).

Some science institutes, which offer the course of renewable energy, have independent renewable energy department which offers the course in the Physics department of the institute. Currently in India, few Indian science colleges offer undergraduate renewable energy course as BSc. (Renewable Energy) which is conducted in an annual pattern or semester pattern. Postgraduate level course (MSc course) is two-year course and it is offered in different science institutes in the specialization of Renewable Energy, Energy Management, Energy Studies, Physics (Energy) etc. which is conducted in semester pattern. Doctoral and postdoctoral research is offered by a few science institutions in India which is a more focused research (issues) in solar energy or wind energy field. Undergraduate level course (BSc course) is three years' duration and it has six semesters having 25 to 30 theory courses with 3–5 laboratory courses with the final year major project. First four-semesters have courses in elementary physics, chemistry, and mathematics with introductory core courses of renewable energy system. Last two semesters are dedicated to renewable energy system subject(s) – Solar Thermal Energy, Wind Energy, Energy Storage System, Biomass Energy Systems, Energy Efficiency in Building and ECBC, Energy Management, Energy and Environment. Apart from this, students have one or two optional papers. Students have to choose a subject which is more related to their area of the project. The student has to complete final year project, in a group of two to five, which is more specific to current energy problems. Postgraduate level course (M.Sc course) is two year duration and it has four semesters having 12 to 15 theory courses with a final semester being partially or totally dedicated to the final year project (Bajpai et al., 2016).

Students go through the courses of Applied Mathematics, Physics for Energy studies, Chemistry for Energy studies, Biochemistry for Energy studies, Energy conversion and Energy Storage, Solar Photovoltaic Wind Energy, Geothermal and Water, Bio fuels and Bio energy, Solar Thermal Hydrogen, Energy Management etc.

Renewable energy as an independent discipline for the undergraduate degree is run in a few technical institutes in India (“Energy and Environmental Engineering”, “Solar and Alternate Energy”, “Energy”). Since renewable energy is an interdisciplinary field, it has subjects from electrical, mechanical, electronics, automobile, mechatronics, biotechnology and chemical engineering with its own core subjects.

First year syllabus is common to other engineering streams. Material science, fluid mechanics, thermal engineering and heat and mass transfer are major theoretical topics which are offered by the mechanical engineering department. Biochemistry and



bioengineering are major theoretical topics offered by the biotechnology department or by applied science department of the institute. Power electronics and machines, digital electronics, electrical energy systems, analog electronics, semiconductor device fabrication technology, power system engineering, electrical equipment design, and control and solid state physics are major theoretical topics which are offered by the electrical or electronics engineering department of the institute. Courses related to biofuel and fuel cell engineering are offered by the chemical or applied science department of the institute. Major core courses are energy engineering fundamentals, material science for energy applications, energy systems modeling and analysis, energy management, energy resources, economics and environment electrochemistry, energy innovation in the different stages of the syllabus in technical institutions. Departmental elective theoretical courses are direct energy conversion, solar energy for industrial process heat conversion of energy in buildings, waste to energy etc. An elective subject associated with the renewable energy is offered by almost all technical institutes to all engineering branches in India in the final year of an undergraduate course.

Postgraduate courses (M.Tech) associated with the renewable energy or energy technologies are normally offered by the electrical engineering, mechanical engineering, environment engineering or energy study center (independent unit) of the technical institute. A few institutes in India also offer MS (by research) which is three year duration. Major theoretical topics studied under the postgraduate degree course include energy audit, energy management, energy studies, waste energy conversion technology, solar structures, solar photovoltaic technology, biomass energy, wind energy, energy modeling, energy economics, energy storage system, fuel cells, fuel cell technology and tidal energy. Besides these core subjects, elective subjects are also offered which are more related to the area of a final year project of the student for final dissertation. In the last semester, the student has to defend his/her dissertation before the external viva expert from another institution in India (Bajpai et al., 2016).

Doctoral research in India related to the renewable energy technology is done in the subfield of wind energy; solar structures, SPV technology, energy efficiency system, energy services, environmental compliance, alternative energy technologies, effluent treatment, solar concentrating collecting system, biomass characterization and CO<sub>2</sub> sequestration as major areas. At the doctoral level, a student has to do theoretical or practical problem analysis for their doctoral thesis topic. Some research projects funded by a funding agency may form a part of their research work.

No IITs or NITs offer a specialized program on renewable energy technology (RET) undergraduate engineering degree program. Only a few IITs are offering postgraduate programs related to renewable energy technology. IIT Delhi, Kanpur, Kharagpur and Bombay have an independent energy center for research. IIT Kharagpur offers the dual degree in electrical engineering with specialization in power and energy system. Four NITs have an independent department or research centre of energy studies. Fig. 1 represents and gives the overall statistics of Renewable Energy Technology or Energy Technology (PG level) in National Institutes of Technology (thirty one in number).

National Institute of Solar Energy (an old name – Solar Energy Centre), Gurgaon, Haryana; Sardar Swaran Singh National Institute of Bio-Energy (an old name – Sardar Swaran Singh National Institute of Renewable Energy), Kapurthala, Punjab and National Institute of Wind Energy (an old name – Centre for Wind Energy Technology), Chennai, Tamil Nadu are the autonomous institutions of Ministry of New and Renewable Energy which do not offer any degree programs but offer short term diploma courses.





### PG Courses in NITs

■ NITs having No RET Program ■ NITs having RET Program

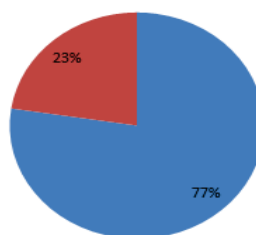


Fig. 1. Renewable Energy Technology (PG) at NITs

Indian government has taken multiple initiatives to enhance teaching and learning through the online open web medium. Indian government has developed virtual labs, open source simulation tools, textbook companion project (Scilab codes of mathematical problems), online videos lecture database through National Program for Technology Enhanced Learning (NPTEL) and online thesis management system – Shodhaganga and Shodhgangothri. Major NPTEL courses, design and optimization of energy systems, energy management systems, energy resources, energy auditing, solar energy technology, material for energy system and non-conventional energy systems are the major NPTEL courses which are available online. These courses are free to access through flash player, YouTube and download from NPTEL webserver. There is no virtual lab related to RE now and no specific tool has been developed but the mathematical modeling and mathematical calculation can be done with the help of Scilab & Scicos. In Shodhaganga, anyone can download the doctoral thesis from the shodhaganga database and use it (Ananth, 2011; Panda, 2016).

Due to the rapid development of renewable technologies nowadays, many undergraduate students from electrical, electronics, mechanical, automobile, civil, production, industrial or mechatronics take the subject associated with the renewable technology. S. H. Saeed, C. S. Solanki, C. R. Kothari, S. Sindhuja, D. Mukherjee, R. K. Rajput, G. D. Rai, R. K. Prasad etc. are famous authors whose books are adopted as textbooks in different courses associated with renewable energy technology.

We have used widely accepted QS university ratings for shortlisting the universities of different countries to compare on renewable energy technologies.

University of Shanghai for Science and Technology, Southeast University, Wuhan University of Technology, Huazhong University of Science and Technology in China are running undergraduate and postgraduate programs related to renewable energy. These institutes have a research center in collaboration with European technical institutes (France, Spain, the United Kingdom, Greece and Italy). Moscow Power Engineering Institute is the only institute which has courses on renewable energy. Russian institutes are more focused in the area of solar cell designing, tidal energy and wind energy. Russian technical institutes have targeted programs on these fixed domains. Brazil technical institutes are not offering specialized courses on renewable technology but they integrate with electrical engineering. Centre for Renewable and Sustainable Energy Studies, Stellenbosch University, South Africa offer postgraduate degree programs in renewable and sustainable energy studies. There are many technical institutes in South Africa which offer postgraduate programs on





energy systems. When compared to India, China, Russia and South Africa have a better laid out plan for expansion of renewable energy courses. While surprisingly Russia and China have dedicated research institutes to renewable energy. South Africa and China stand at par with India in respect to renewable energy education curriculum.

All considerable renewable energy category – solar, wind, biomass power, biofuels, small hydro, waste to energy (not completely renewable in some situations) have already made clear or will soon establish excellent growth (bio fuels conceivably belong to the latter, because presently the industry is in poor shape but is expected to gain pace in some years). A decent barometer for the sector course opportunities is the total of investments from lower than about \$300 million expenditure in 2001, investments in renewable energy inflating to about \$4 billion in 2008, with \$7 billion in 2009–2010, investments passing over \$10 billion, at an associated annual increase rate of over 70 %. That's rather phenomenal. Job and career opportunities will be available in an abundance of domains within renewable energy – in manufacturing, commerce and services.

Sustainability associated products and services are \$1.5 trillion industry now and flourishing fast. Renewable energy is conceivably just around 25 % of this, so you get the picture. Irrespective of further developments in manufacturing, reaching the goal of the government of 100 GW in PV by the year 2022 could achieve 1.1 million assignments to jobs in construction, project commissioning and design, commerce improvement and operations. The report cited from the Environment and Water, Council on Energy, and National Research Development Corporation says that 30 % of these employment opportunities would be highly skilled people.

The capacity for advancement in India's energy system is ample. Renewable energy presently makes up a negligible share (14.9 %) of total primary commercial energy supply while 69 % of such supplies come from fossil fuels and 15.9 % – from nuclear and hydro resources. The non-economic volatile biomass and wastes, which contribute to the extent of 24.5 % of the total energy supplied, are shown in Fig. 2 and Fig 3.

Furthermore, if we look at the composition of renewable energy we find that 8.6 % of total renewable energy is shared by wind energy while the rest (4.5 %) is distributed among solar energy (1.3 %), biomass energy (0.5 %), small hydro and power division (1.5 %) and bagasse cogen (1.1 %).

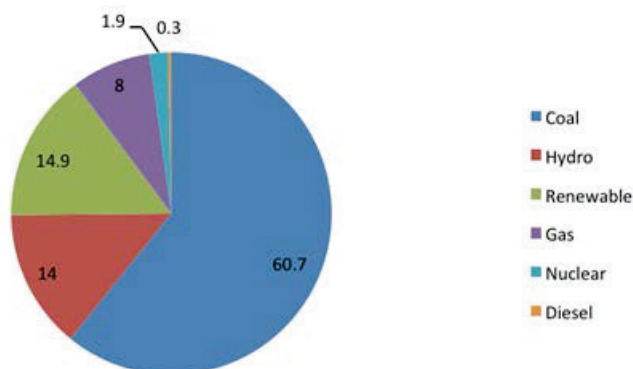


Fig. 2. Installed capacity by source in India as of 31 October 2016  
(Central Electricity Authority, 2016)



In the past decade, the furnishing of renewable energy for electricity has developed at an annual rate of 25 %. It has gained 30,000 MW from January 2014. During this course, wind power installation has developed about ten times and solar energy has developed from naught to 2,500 MW. At present, renewable energy accounts for about 12 % of the overall electricity generation scope and contributes to about 6 % of the electricity originated in the country. Renewables, accordingly, develop greater than double of the amount of electricity produced by all nuclear power stations in the country. In 2012–2013, the electricity developed by renewables was equivalent to meeting the per head annual electricity demand of about 60 million population. Greater than a million families in the country today depend entirely on solar energy for their necessary electricity needs.

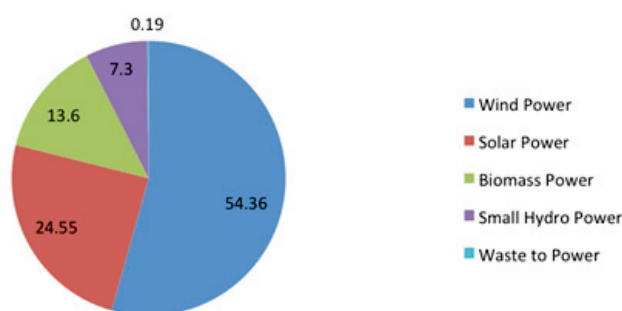


Fig. 3. Installed Grid Interactive Renewable Power Capacity in India as of September 30, 2017 as per MRNE data (Ministry of New and Renewable Energy, 2017)

India in the world ranks the fifth in renewable energy employment formulation, with 416,000 occupied in the area during 2015. In the world, about 8.1 million people are occupied in the clean energy territory. China caps the directory with 3.5 million; adhere to by Brazil with about 918,000. Corresponding to International Renewable Energy Agency's (Irena) Annual Review 2016, there was 5 % more inflation than a year before in the area, with new jobs being created although employment in the broader energy sector declines. This increase is being directed by declining RE automation technology costs and sanctioning policy frameworks.

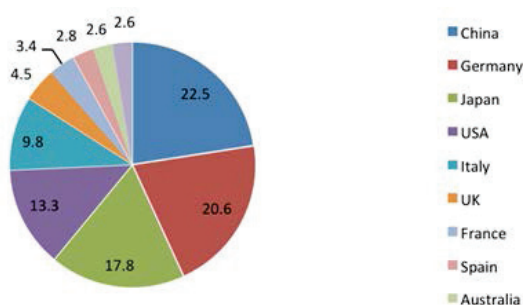


Fig. 4. Top 10 countries in 2015 based on total PV installed capacity (MW) (Snapshot of Global Photovoltaic Markets, 2015)

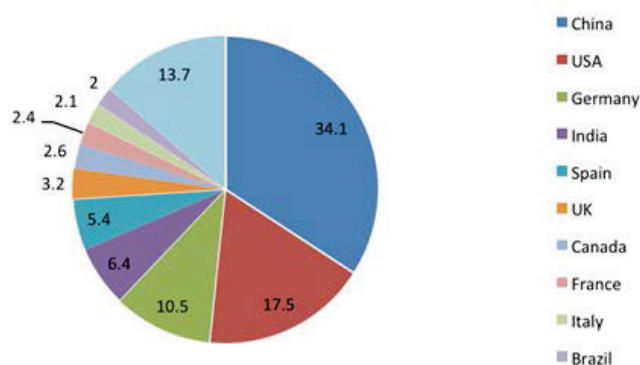


Fig. 5. Top 10 countries in 2015 based on installed capacity of wind power by country in 2015 (MW) (Global Wind Report, 2016)

As shown in Fig.4 and Fig.5 India lies the 5<sup>th</sup> with 27,151 MW of energy production from wind energy whereas it is the 10<sup>th</sup> in solar energy production with a total of 5,050 MW of energy produced annually. Thanks to its position and geography, India enjoys ample potential to all of the renewable energies.

The government of India (GOI) initiates its “Make in India” program through which GOI is inviting the investors to make the manufacturing units in India. Renewable energy is one core sector which can generate the employment opportunities and at the same time, the country will also move towards to complete its energy needs. The government of India has set the target of adding 175 GW of renewable power in the country by the year 2022. Due to the climate change issue, now automotive companies in India are pushing towards the electric vehicle technology which is zero emission technology (Sahoo, 2016; Tripathi & Jain, 2016; Sagar et al., 2016).

### CONCLUSIONS

Present scenario of renewable energy education seems to be in its beginning. With a mere number of technical institutes offering this stream in undergraduate studies leaves a void to be filled rapidly in coming years. Since the jobs are going to increase in rapid number due to the production of the energy increase, as well as the government projects and running schemes, the future of this sector is really promising. Automobile sector is now getting involved in designing the lightweight automotive which can run on solar energy. Solar energy is the area which is nearly untapped in India and can become a continuous source of energy for households.

The focus should be to ameliorate the surroundings by inexhaustible energy awareness of juvenile people concerning sustainable development and also to burgeon the inventive approach for perusing and finding possible solutions for it. It is vital for emerging and execution of a well-designed energy tutelage programs, including environmental impediment oriented to orthodox and colloquial edification in cooperation with all the organizations which are in association with energy before it is too late. A cautious scrutinization of the curriculum of numerous education programs on modern and renewable sources of energy unveils that more often the coursework is not vigorously taken by the proficient or available experts. An adequate stability between the conceptual and pragmatic inputs is critical for any sort of renewable energy pedagogy. The research labs of renewable



energy curriculum must fortify ample hands-on experience to the students. There is an immediate need for the development of requisite demonstration which should be provided at appropriate levels in which both on-job as well as traditional training in these areas should be given to the expansive audience with the aid of modern andragogy techniques.

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### COMPARATIVE ANALYSIS OF CURRICULA FOR BACHELOR'S DEGREE IN CYBER SECURITY IN THE USA AND UKRAINE

#### ABSTRACT

*At the present stage of science and technology development the need to strengthen cyber security in every developed country and transform it into one of the most important sectors of society is growing. The peculiarities of the professional training of cyber security bachelors in the U.S. higher education system have been defined. The relevance of this approach is determined by the dynamics of technological advances. An innovative approach is a methodological platform for research and students' project work, their communication with professional scientific community on the stage of the national strategy on cyber security implementation. The results of the comparative analysis of educational programs for cyber security bachelor's degree in the U.S and Ukraine have been presented. At the stage of the national strategy on cyber security implementation there has been made an emphasis on a specific task – to provide a balance between the objectives and results of education for the inner harmony of study process. We have indicated a number of key tasks, as follows: standardization, implementation of dual and mixed types of training, the promotion of new technologies in the educational process; provision of the motivation of students. The conducted research of American experience concerning professional training of cyber security bachelors will enable to determine the possibilities of its progressive ideas implementation into higher education of Ukraine (in particular, the improvement of industry standards for cyber security bachelor's degree; providing the information support of Internet resources; development and improvement of the content of curriculum and educational programs for training bachelors of cyber security; improvement of educational and methodical implementation; advanced study of foreign experience. The successful implementation of reasonable opportunities will promote professional training of national experts in the field of cyber security, accelerate the process of reforming the national higher education system, convergence of the international educational standards, and ensure its competitiveness in today's job market.*

**Keywords:** higher education, the USA, cyber security, development, bachelor, standardization, dual training, mixed training.

#### INTRODUCTION

Nowadays, under the conditions of science and technology development in USA, the need to strengthen cyber security and transform it into one of the most important sectors of society is growing. Through attacks on critical infrastructure, the development of the Internet, the 4<sup>th</sup> industrial revolution, cyber attacks, and the rise of global instability, there is a need for the development of the cyber security industry. Due to the extremely wide use of modern information technologies in all spheres of its existence, the society has become vulnerable to cyber influences, so there is a need for non-control and management of objects of critical infrastructure and separately enclosed citizens or their associations. An





information flow which is transmitted, stored and processed in cyberspace is also constantly growing; in this way there is a need for its proper protection against unauthorized access. There is an urgent need for specialists in cyber security and it will continue to grow with the further development of high-tech society.

The quality of specialists' training in the field of cyber security is determined by the level of technological development of the country, but to answer the question of how this training meets modern requirements, there is a need for a comparative analysis of the cyber security specialists' training in other countries. We compared some similar cyber security bachelor educational programs on the subject of organization, technology, content and learning outcomes in universities of Ukraine and the United States.

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

The purpose of the paper is to present the results of the comparative analysis of educational process on cyber security curriculum in universities of Ukraine and the United States; to highlight the results of cyber security national strategy implementation in Ukraine, taking into account main obstacles, ways of overcoming them and the main tasks of the educational system for the mentioned industry; to analyze the strategy of educational program modernization in the field of cyber security in universities of Ukraine with an emphasis on the special task of ensuring the balance between the objectives and results of the education, the inner harmony of the subjects of study.

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

The curricula for Bachelor's degree in cyber security in the USA and Ukraine have been studied based on the works by Ukrainian and foreign scholars (E. Chabrow (2015), I. Diorditsa (2017), D. Dubov (2010), V. Kovalenko (2010), J. Franscella (2013), M. Moore (2005), C. Watson (2005), L. Zubyk (2016)) as well as some normative documents (The National Security Strategy of the United States of America, The Strategy Project of Providing Cybernetic Security of Ukraine).

This work has been performed under the critical-dialectical approach, using research methods of analysis, synthesis, comparison and generalization that are necessary to study the original texts and official documents, organization of the studied material and its exposure.

#### **RESULTS**

A detailed comparison of the educational programs of the United States and Ukraine universities according to the content and the learning outcomes enables to evaluate each program as a whole and the level of teaching the main disciplines. The analysis has been specified by comparing the North American Carolina Cyber Security Bachelor Degree Program (NCSU) and the Cyber security Program of the Higher Education Institutions of Ukraine. In Ukraine, the specialists' training in higher educational establishments is regulated by the state educational standards and every five years it is subjected to consideration by the Accreditation Commission of Ukraine (ACU). There are no state educational standards in the United States, but each university accredits its educational program in specialized agencies that set the same requirements for each program, and every six years confirms accreditation. The Accreditation Council for Engineering Sciences and Technology (ABET, [www.abet.org](http://www.abet.org)) serves as the agency's Cyber Security program. The scope of accreditation (3000 programs) allows us to talk about their unification. In Ukraine, since 2013, cyber attacks have gained a new status ("cyber war"), the annual growth in the rate of cyber attacks is 40 %. Ukraine does not have sufficient resources to ensure a worthy confrontation. The number of certified cyber security specialists in the world is 108 thousand people, among them the absolute leader is the United States – 71 thousand people, while in Ukraine –



18 people, and it's the 78<sup>th</sup> place in the world. Studying the scientific achievements and best practices for training bachelors in cyber security in the United States allows us to define the tasks and ways of further modernization of the specialists' training system in this industry in Ukraine.

For a comparative analysis of the organization and educational technology processes in the United States Universities, the NCSU (North Carolina State University) and its engineering faculty (Cyber Security) have been selected. NCSU consistently holds high places in the US News and World Report (2015 – the 31<sup>st</sup> out of 150). In Ukraine, 30 universities train specialists in the field of “cyber security”. Every year, 800 bachelors graduate, while the need is 2000 per year (based on calculations on the number of cyber attacks). The NCSU trains IT professionals in one program, with 50 lecturers from the same department, with 1300 graduates and postgraduates each year. The Cyber Security curriculum in the NCSU and in Ukraine has a similar structure and focus. Among the features of NCSU is that high school students can be enrolled in separate university courses, passing exams with students, and then, after the entry, the previously obtained results are counted. A college graduate who enters the NCSU, on the received results, also has a transfer credit. Research findings by E. Chabrow (2015) proves that in universities of Ukraine only graduates of specialized colleges and universities can undergo a short-term training program (2.5 – 3 years) to obtain a bachelor's degree. In US schools, IT in most states (North Carolina included) is not a compulsory subject. Therefore, computer science is taught during two first years of studying. In Ukraine, computer science is a compulsory subject at school, and after taking the cyber security major, there is a need for the External Independent Evaluation (EIE) in IT and computer science which is a compulsory course in further education (Franscella, 2013). Many researchers at NCSU consider that a student who graduates with a bachelor's degree in cyber security enters an engineering faculty and is obliged to study a minimum of disciplines (English, Mathematics, Chemistry, Physics, Entry into Engineering) and choose the main program, while additionally choosing a shortened version of another program (Moore, 2005). In our universities the student immediately enters a particular field of study, and mastering another educational program is theoretically possible, but is usually an exception. During 4 years of studying at the NCSU, a student must study a minimum of 40 disciplines to get a bachelor's degree (45 – in 2015–2016). Among them there were 23 majors and 17 electives. In Ukraine, according to a similar program, student studies 45 disciplines. The ratio of general subjects to core ones is 1:1. Students can also choose to take elective subjects which make up 20 %. The analysis showed that curriculum and course requirements in Ukraine are incomplete with core disciplines, there is insufficient number of hours and the lack of disciplines standardization. The courses and topics formation is not related to the need of the market and university entrants, but to the availability of departments and teachers and in respect to the elective disciplines. According to the National Security Strategy of the United States of America (2013), to study at cyber security course in NCSU it is necessary to get at least 120 credits (1 credit is 15 lecture hours, the lecture lasts 75 minutes).

In Ukrainian Higher Educational Institutions (HEIs) for the majority of courses 1 credit hour equals 30 academic hours and lecture duration is 90 minutes. Lists of disciplines are very similar. At the same time, the number of classroom hours varies from 2000 in NCSU to 2840 in HEIs, due to the almost total absence of practical and laboratory classes on special training disciplines in the NCSU. The ratio of hours between lectures and practical classes of the studied programs varies greatly. The NCSU is dominated by lecture



classes, and in many disciplines there is no practical work. In Ukraine, the ratio between lectures and practical classes is about 1:2.

Ukrainian students perform a significant part of the tasks in the classroom with the help of a teacher; NCSU students perform tasks independently as homework. NCSU students practically do not write lectures, because the lecturer puts a large amount of information online and encourages students to use a particular textbook, which is going to be followed in the lectures. Ukrainian students mostly take notes of a lecture because the teacher does not associate one course with one textbook and there is a lack of educational material on the site. NCSU does not have oral exams of reporting, similar to the Ukrainian “credited” ones. In the NCSU, an examination and assessment system is announced for each discipline at the beginning of the semester. At universities in Ukraine, an exam does not play a decisive role in the assessment, which is the ratio of the results of practical classes and the exam for the semester. In the NCSU, an exam cannot be “retaken”, but it is possible to repeat the course. In Ukraine, re-examinations are still practiced.

The final exam exists for each discipline and includes tasks of three types: with a selective answer, an answer in the form of a number or a short line and a detailed answer. The exam duration is 3 hours. In Ukraine, most of the exams are taken orally, containing questions from the list (known to students). Students at NCSU often receive test samples from different levels of difficulty from the examiner. In the NCSU, an assessment system for the exam is announced for each discipline at the beginning of the semester. In the universities of Ukraine, exams do not play a decisive role in the formation of the assessment, which is the ratio of the results of practical classes and the exam for the semester. Studying at NCSU is fee for all students (some can get support from different funds). In 2015–2016 full tuition fees for the bachelor’s degree in Cyber Security for residents of North Carolina amounted to about \$20,000. In Ukraine, the ratio of state-sponsored vacancies for full-time attendance study is 1:1.

The study programs of both countries take into account the regulatory requirements for the training results – the State Educational Standard (SES) in Ukraine and the Applied and Natural Science Accreditation Commission (ANSAC) for NCSU. In both cases, the requirements relate both to the learning outcomes and to the conditions for its implementation, and on these requirements the advanced educational programs are developed. According to researchers in the United States, “traditional certification” is a training program based on 4-year colleges in the field of “education”, which involves the students’ preparation and their acquisition of competence, which is assessed through the examination in accordance with state requirements (Kovalenko, 2010). According to D. Dubov, Ukraine has real problems with the educational training of cyber security specialists because of unavailability of graduates to take international professional examinations and work on a specialty; lack of practical skills for graduates (Dubov, 2010). The overall structure of training in NCSU and Ukraine is similar – in both cases the percentage of humanitarian, mathematical, natural sciences and specialist disciplines is approximately the same.

According to DHS, training in the US involves a number of skills which a specialist must obtain on completion of university training, namely: to understand important terminology, materials, technology; be able to possess general skills in cyber security; have a fairly high level of skills to understand the system, monitor security systems, using network screens and intrusion detection systems; be able to create, implement and monitor the implementation of security policy, act according to the emergency data recovery plan for operating systems, databases, networks, servers and applications; conduct research of



new products, services, protocols and standards for increasing the safety level; carry out regular checks on the suitability of use (Watson & Cynthia, 2008). The main tasks of improving the training system for cyber security specialists at the stage of national strategy on cyber security implementation are as follows: to standardize the requirements for training specialists; develop a training curriculum in accordance with the practical needs of the industry and the international certification requirements; encourage the latest learning technologies; introduce dual and mixed types of studying; popularize the specialty by encouraging specialists; provide motivation for the teaching staff (DHS, 2012). Research findings by L. Zubyk give results of the analysis of bachelors' training in information technology structure that help to make conclusions about cyber security structure of bachelors' training (Zubyk, 2016).

Research findings by I. Diorditsa and L. Zubyk prove that in order to implement the cyber security Strategy of Ukraine for 2017–2018, a number of promising steps are planned: a) approval of the educational standard for the specialty; b) development of educational materials for the first two years on the platform of distance education; c) launching the educational program from September 2017; d) formation of the dual education platform, involving leading Ukrainian and international companies; e) development of educational materials for professional disciplines for the third and fourth years of study; f) development of on-line cyber security training platform for mixed studying; g) creation of a community of lecturers and experts on cyber security (Diorditsa, 2017).

According to the National Security Strategy of the United States of America and Higher Education in the US the modernization of higher education system for training undergraduates in cyber security provides the following results: a) after the 2<sup>nd</sup> year of study English level should be B2; b) the development of “Soft Skills” that can be successful regardless of the activity specifics (skills to persuade, have a way with people, work in a team; which have the characteristics of erudition, creative thinking, leadership, negotiation skills, professional language skills, work with information); c) all preparatory disciplines are subordinated to professional ones and taught at the first and second years; d) during the 3<sup>rd</sup> and 4<sup>th</sup> years the vocational training is carried out through dual education and free access to the online platform of the mixed type of training; e) the training program is subjected to the requirements of the international certification programs CISSP, ISACA and standard job descriptions of the leading companies in the world (The National Security Strategy of the United States of America, 2015; Higher Education in the US, 2016).

### CONCLUSIONS

Today, according to the state program of educational standard modernization of the cyber security course, the recommendations to the structure and content of the methodical guidelines have been developed; also, the structure of preparatory disciplines has been formed; the work on preparation of academic curricula for the first and second years of study (2017–2019) and preparation of educational materials for preparatory disciplines has been started; a round table with participation of the Ministry of Education and leading universities of the country has been organized. It is planned to make free access to online platform of the mixed type of training, create a community of lecturers and experts in cyber security. Five universities have already been involved in the project, which is a critically small number at the moment. The emphasis is placed on increasing the credibility of the universities in Ukraine by employers and entrants.

Further research should study and analyze the peculiarities of dual education (50% of studies and 50 % of internships) at universities and the competitiveness of Ukraine in the global market of cyber security.



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### PROFESSIONAL TRAINING OF JUNIOR MEDICAL STAFF: EUROPEAN EXPERIENCE

#### ABSTRACT

*The article covers current problems of professional training of junior medical staff. The main disadvantages of Ukrainian system of medical education that impede the intention of improving quality of professional training of junior medical staff have been analyzed. European experience in organizing medical education, namely, in Great Britain, Georgia, Italy, Poland and France has been studied. It has been determined that foreign experience in training medical junior staff differs from that in Ukraine. Comparative characterization of European and Ukrainian experience in training future nurses and midwives has been presented. The advantages of European professional training of future medical junior staff have been highlighted. It has been found out that in Europe more attention is paid to clinical disciplines than in Ukraine due to an increase in the number of academic hours allocated for practical training at clinical sites. The author emphasizes importance of independence in the process of training future junior medical staff in European educational space. The need for introducing into the education process of professional medical training in Ukraine communicative disciplines, including Pedagogy, which have long been used in medical education in Europe, has been specified. The author has considered the main features of apprenticeship being a new form of training in Ukrainian medical education that combines theoretical training and paid hospital placement. It has been concluded about European innovative trends in Ukrainian medical industry and gradual introduction of continuing consecutive education. It has been stressed that it is rather relevant to incorporate positive aspects of foreign experience in organizing medical education into modern reforms as well as new curricula in Ukraine.*

**Keywords:** professional training, medical education, European experience, junior medical staff.

#### INTRODUCTION

Ukraine is gradually approaching Europe and introducing European standards. The reforms in medical education are mostly aimed at enhancing quality and effectiveness of nurses' professional training, which combines three specializations, namely, Nursing, Nursing and Midwifery, Critical Care Nursing.

The problem of professional medical training has been studied by both Ukrainian specialists and foreign medical staff. They constantly confirm importance of its study and consider it necessary to adjust the national standards of medical education to European ones.

#### THE AIM OF THE STUDY

The aim of the study is to specify European experience in organizing professional training of junior medical staff, conduct comparative analysis on the process of professional training of future junior medical staff in Europe and Ukraine.





## THEORETICAL FRAMEWORK AND RESEARCH METHODS

Thus, the problem of professional training of junior medical staff, including nurses and midwives, is rather topical in general and for the educational space of Ukraine in particular. Ukrainian educators have been actively updating the national system of professional training of various specialists, in particular nurses and midwives, so it is extremely relevant to implement the best practices of European countries into the education process of professional training nurses and midwives at native medical education institutions. For this purpose, we have studied British, French, Italian, Polish and Georgian experience in organizing professional training of nurses and midwives. In addition, we have applied to the works by Ukrainian (L. Lohush, N. Hernandez et al.) and foreign (F. Baldassarre, M. Dzharkava, E. Harlashyna et al.) scholars who have covered this very problems in their studies.

The problem of professional training of junior medical staff has been studied based on comparative analysis of research findings of foreign scholars on European experience

## RESULTS

Within this article, we would like to consider peculiarities of modern professional training of junior medical staff, in particular nurses and midwives, based on the experience of European educational and medical space. It should be mentioned that in the EU countries there is no such occupation as a junior medical specialist. However, there are similar occupations, including nurses and midwives, who are considered to be additional medical staff. In addition, in Europe there is no such occupation as a feldsher, that is a medical doctor's assistant.

S. Yastremska (2017) has studied development of continuing consecutive medical education in Europe. The author states that "nursing education in European countries is provided by nursing schools, colleges, institutes, universities and academies. In order to become a certified nurse, a future specialist is to study 3 (Greece, Estonia, Spain, Sweden) or 3,5 (Austria, Belgium, Great Britain, Denmark, the Netherlands) years. After that, they may continue their studies and obtain a Bachelor of Science (BSc) degree in Nursing (BSN, BScN)" (p. 511).

Great Britain is one of the countries, where the professions of nursing and midwifery are rather in demand. Middle-level medical staff in Great Britain are taught in medical schools and colleges. It must be noted that British courses on nursing and midwifery are characterized by narrow specialization. Thus, a nurse may simultaneously study and work in one of the following fields: adult nursing, pediatric nursing, psychiatric nursing and developmental disability nursing (Royal College of Nursing, 2017). In Great Britain, the profession of midwifery is rather complicated and unique. Such specialists deal with pregnant women, fully support them, provide them and newborns with prenatal and postnatal care, assist families in preparing for their parenthood. In Great Britain, midwives work at public health facilities, maternity hospitals, communities and adolescent pregnancy clinics. To become a midwife, one must study at a medical school or college for three years. Certified nurses may apply for a 18-month shortened programme in Midwifery. After obtaining medical education, all nurses and midwives must be registered with the Nursing and Midwifery Council (NMC) for further employment (Royal College of Nursing, 2017).

Also we would like to consider teaching methodology of clinical disciplines based on the experience of Canterbury Christ Church University. In Great Britain, much attention is paid to studying clinical disciplines. The students of medical schools, colleges and universities train practical skills using simulators and in simulation rooms. Rather innovative we find



teaching of clinical disciplines using simulation wards located in education institutions. These wards are equipped with all the facilities needed in professional medical activity, namely, future specialists can learn to examine patients as well as provide them with care or critical care. In addition, there are simulation mannequins in simulation wards. Nursing students also work in maternity and pediatric simulation wards, which are equipped with modern medical equipment and familiarize the students with a realistic clinical setting so that which they may train their skills and apply their knowledge in practice. In our opinion, such an organization of practical classes is completely adjusted with the structure of context-based learning.

Quite relevant is the introduction of quasi professional activity, as the main form of context-based learning during studying surgery based on the example of an operating theater and a scrub room. The one-way mirror separates the observation room and the operating theater. In the observation room, teachers not only monitor their students' work, but also evaluate their actions (Canterbury Christ Church University, 2017).

We believe it necessary to consider professional training of nurses and midwives in the process of studying clinical disciplines at the University of York. At the University, there is a Clinical Simulation Unit (CSU) that presents great opportunities for enhancing clinical skills. The CSU has two, four-bedded hospital bays, an intensive care suite and a bedsit. They also have a large versatile teaching area, which can be divided into multiple room configurations by modern, soundproofed, movable walls. The CSU is also equipped with high fidelity adult, junior and baby patient simulation mannequins which replicate a range of physiological signs and symptoms. These mannequins enable the students to practice responding to real time clinical scenarios including medical emergencies. To enhance the feedback given to the students, the CSU is equipped with excellent audio visual and IT equipment. They have a number of fixed and mobile cameras specifically designed for healthcare education. Video is held securely and playback can be done quickly on specific PCs or on a large touchscreen television (The University of York, 2017).

In our opinion, the use of simulation techniques significantly improves quality and effectiveness of such training, brings the students closer to real clinical scenarios, enables them to clearly and qualitatively enhance their practical skills. In Ukraine, second year medical students begin to study special disciplines and enhance practical skills with real patients. Early engagement of the students in a real clinical environment and contact with real patients develops their communicative abilities, as well as contributes to forming their deontological competency.

Georgia is one of the post-Soviet countries that is actively approaching Europe and where economic and social standards of living have improved considerably after a series of conducted reforms. Georgian educational institutions prepare highly qualified nurses. The profession of nursing can be obtained both at state and private medical universities. There are four-year bachelor programmes in nursing and two-year-and-a-half professional programmes for nursing practitioners there. In order to apply for a bachelor programme, one must pass Unified National Exams (UNE) and for a professional nursing programme – obtain 12-year secondary education and pass a relevant exam. At Tbilisi State Medical University, a bachelor programme in nursing is provided in collaboration with Austrian colleagues. Future nurses, who have a good command of the German language, may undergo an internship in Austria. In Georgia, the emphasis is placed on communicative skills of nurses. M. Dzharkava, a coordinator of professional programmes in nursing at Tbilisi State Medical University, has analyzed the state of nursing education in Georgia. He has concluded that “a modern Georgian nurse must not only possess professional knowledge



and skills, but also be sociable. Communicating with a patient is a very complicated task. At the university, future nurses are taught communicative disciplines: Conflict Management, Communication Skills, etc.” (Sputnik, 2017). We agree on the fact that it is expedient to introduce into the education process of medical education institutions communicative disciplines.

In Italy, junior medical staff obtain primary professional education at medical colleges. Based on the work by F. Baldassare (2010), we state that over the last 17 years in Italy a number of reforms in medical education have been introduced. According to the scholar, “the transition to university education has completed very fast: first nurses were expected to obtain a diploma of secondary medical education; after that they were allowed to assist doctors and had distinct professional roles; nowadays they must obtain three-year university education. Also they were granted an opportunity to continue their studies, namely, apply for a one-two year master programme. Many curricula provide wide career opportunities for individuals with basic education. It should be mentioned that hospitals do not consider them to be a free labour force nowadays and negotiate with universities in order to create conditions for high-quality clinical education” (Baldassarre, 2010).

Also we would like to consider professional training of junior medical staff in Poland. Medical education development in this country is especially important for our study. According to L. Lohush (2016), “after joining the European commonwealth, Poland actively pursued reforms and quickly reached a high level of economic and educational development. The strategy for transforming Polish education policy is an example of success, progressiveness and effectiveness of the state policy” (p. 77). Polish nurses and midwives are ranked third among the most in-demand professions in the labour market.

Analyzing professional training of junior medical specialists, V. Stasiuk (2016) compared the peculiarities of professional training of nurses in Poland and Ukraine. Thus, Polish bachelor programmes in nursing and Ukrainian programmes that presuppose obtaining a qualification of a junior medical specialist last three years and require the applicants to prior obtain complete secondary education. However, the number of academic hours allocated for professional training of nurses in Ukraine is significantly greater than that in Poland. In addition, Ukrainian nurses study more academic disciplines than nurses-bachelors in Poland. In Polish syllabi, one can find Pedagogy, Dietetics, Radiology, etc.

N. Hernandez (2012) has analyzed curricula and syllabi for nursing under the conditions of consecutive education in Poland and Ukraine. The scholar indicates that “humanities and socioeconomic disciplines in Ukrainian syllabi comprise 492 academic hours, whereas in Poland – 240–285 academic hours. According to practical training in clinical sites, comparative analysis shows that in Ukraine 486 academic hours are allocated for practical classes, whereas in Poland – 1200–1350 academic hours (p. 54).

So, we have concluded that medical education in Ukraine is mainly based on studying humanities, social and natural sciences, whereas clinical disciplines, which mostly contribute to forming and developing professional knowledge and skills, are allocated much less time than in Poland. Moreover, in Poland the top priority is introduction in the education process a great number of hours allocated for practical training in clinical sites.

Ye. Kharlashyna (2015) has studied the state of professional training of future medical specialists in France. Thus, a nurse is considered to be additional medical staff in France. A midwife has a much higher status and equates to a group of medical professions, which include doctors and dentists. At medical education institutions in France, clinical disciplines are more preferred fundamental ones. Studying medical education in France, the scholar revealed the peculiarities of classes in medical education institutions. Theoretical



training involves lectures for all students of the course. In France, lecture attendance is optional, therefore the students may search for information independently. However, the students must attend practical classes under the supervision of the teacher. During practical classes, the students become active participants in the education process, solve complex tasks, develop clinical and creative thinking, as well as their cognitive activities, whereas the teacher is an observer, who coordinates the students' work.

E. Kharlashyna (2015) emphasizes that in France professional training of middle-level medical staff is characterized by a great number of hours dedicated to practical (clinical) training "at the patient's bedside". Of great significance, in our opinion, is apprenticeship that combines theoretical training and paid hospital placement. However, it has some disadvantages, namely, the students are greatly overloaded, since they must constantly apply time management skills in order to cover both theoretical and practical training. According to French curricula for nursing, theoretical training comprises 1800 astronomical hours, and practical (clinical) training – 2100 astronomical hours.

#### CONCLUSIONS

So, we have concluded that there are certain differences in professional training of junior medical staff in Ukraine and in Europe. Thus, the advantages of European medical education are the following:

- top priority of clinical disciplines;
- allocation of most academic hours to practical training in clinical sites and stimulation rooms;
- promotion of future specialists' self-education;
- introduction of communicative disciplines into the education process of medical education institutions;
- introduction of Pedagogy into the education process of medical education institutions;
- involvement of experienced nurses into the process of training novice nurses and patients using innovative pedagogical methodologies and technologies;
- implementation of apprenticeship that combines theoretical and practical training into the education process of medical education institutions.

Having analyzed European experience in organizing medical education, we can conclude that Ukrainian medical education is actively pursuing new ways, in particular European ones. In Ukraine, one can observe gradual introduction of continuing consecutive education. We consider it expedient to emphasize that all positive aspects of European experience in organizing medical education can be used while planning modern reforms in Ukraine and developing new curricula and syllabi.

Rather perspective we consider the study of US experience in organizing professional training of nurses and midwives at medical schools and colleges.

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### SOME PECULIARITIES IN TRAINING FUTURE MASTERS IN TECHNOLOGY EDUCATION IN EUROPEAN COUNTRIES

#### ABSTRACT

*In the article, the importance of studying foreign experience in order to improve quality of future Masters' training in higher education institutions has been justified. The main peculiarities of training Masters in Technology education in European countries, namely, in Germany, Sweden and France have been outlined. It has been revealed that European education systems aim at developing future handicraft and technology teachers' practical abilities and skills. It has been established that organization of teacher placements in each European country somehow differs: in Germany, teacher placement lasts approximately one or two years; in Sweden, teacher placement is rather cross-cutting; in France, teacher placement contributes to individualizing future technology teachers' training. It has been determined that syllabi for training handicraft and home economics teachers in Germany are oriented toward not a specific discipline, but toward a set of specialties within the framework of general professional industry. It has been specified that modern challenges and paradigm shifts in education have led to implementation of the latest reform in training Future Masters in Technology Education in Sweden. It has been justified that modern French teacher education, in particular, education of technology teachers, is based on the principles of individualization. It has been noted that syllabi of European higher education institutions are rather variative, yet they always contain three types of disciplines – compulsory, partially elective and completely elective. Based on the research findings, it has been concluded that exchanging experience is extremely necessary nowadays and will contribute to improving Ukrainian system of teacher education. It has been determined that education systems in Germany, Sweden and France possess several advantages, namely, information openness, a diversified network of higher education institutions, favourable conditions for lifelong learning.*

**Keywords:** *Master in Technology Education, handicraft and technology teacher, professional training, educational model of training, curriculum, teacher placement, partner schools, thesis.*

#### INTRODUCTION

The 21<sup>st</sup> society is awaiting for a teacher who possesses a system of professional knowledge and skills, is able to maintain and improve the level of psycho-pedagogical and professional training, is familiar with the latest achievements and scientific and pedagogical discussions at the national and global levels, aspires to sustainable personal development and is ready for pedagogical activity. It should be noted that Ukrainian teachers are not competitive enough in the international labour market.

Therefore, on today's agenda is the need for studying theory and practice of organizing teaching education in leading European countries, in particular, Germany, Sweden and France, which over the past years have gained positive experience in reforming teacher education.





### THE AIM OF THE STUDY

The aim of the study is to outline the main peculiarities of training Masters in Technology Education in European countries, in particular, in Germany, Sweden and France.

### THEORETICAL FRAMEWORK AND RESEARCH METHODS

Analysis on psycho-pedagogical and philosophical scientific sources proves that training of Masters in Technology Education has been studied by many scholars all over the world. Ukrainian and foreign scholars such as K. Borg, J. Christensen, O. Holmberg, V. Lashchykhina, L. Lebedyk, N. Machynia, N. Machynska, J. McDonnell, N. Nosovets, F. Rauner, S. Yashchuk, I. Zhernoklieiev et al. have analyzed the problems of future teachers' training, in particular, handicraft and technology teachers' training, in European countries. However, little attention has been paid by scholars to studying the peculiarities of training Masters in Technology Education in Germany, Sweden and France.

In order to achieve the aim of the study, we have used studied foreign scientific and pedagogical literature and with the help of such method as comparative analysis generalized and individualized our research findings.

### RESULTS

Teacher training is one of the most important objectives of education, since the teacher was, is and will be called to achieve its main goals. The concept of professional teacher training has changed along with the evolution of views on the aim of education as well as ideas on the teacher's professional features and qualities. Every country is interested in training such teachers who would know scientific theory and be able to apply modern teaching methods (Nosovets, 2015, p. 68).

At the present stage of society development, teacher training is of great significance for the national education system, since the teacher is responsible for forming a free individual, who must possess not only certain knowledge and professional competency, but also combine intellectual potential with moral consciousness and public responsibility. In this regard, training of highly qualified teaching staff requires special attention in the process of harmonizing the European educational space. This aspect is very important for Ukraine, especially in the context of education reforms and the European integration process. Reforming Ukrainian teacher education, one should take into account innovative experience of foreign countries. Modern diversity of approaches and strategies for teacher training is determined by historical, social, cultural and economic factors for development of each country (Nosovets, 2015, p. 68).

Of special scientific interest for our study is the process of training teaching staff in the Federal Republic of Germany, which develops in accordance with the following provisions;

- education is defined as one of priority directions in the state policy of the European Union;
- teacher education under modern conditions – takes into account new social realities associated with development of globalization, expansion of dialogue of cultures, use of computer technologies;
- the labour market in European countries affects development of teacher education;
- there appears to be a need for enhancing the links between teacher education institutions (training in higher education institutions, advanced training, staff retraining) (Machynia, 2006, pp. 46–47).

In Germany, they train handicraft and home economics teachers *at universities*. *The training consists of two stages, namely, university studies (9 terms) and one-two year*



*teacher placement, which is held in non-university educational institutions. Each stage is followed by the state exams, which are conducted by the state examination bodies located in the structure of ministries of education of regional subjects (Yashchuk, 2015).*

In Germany, there are educational models for training handicraft and home economics teachers, developed in the 1920's. In literary sources, they are conventionally designated as "specialist", "teacher" and "professional training teacher".

There are some modern problems of training handicraft and home economics teachers, which are actively discussed within pedagogical community in Germany. Many scholars indicate that academization of teacher education causes negative consequences for professional training. Thus, Prof. F. Rauner outlines the following unfavorable trends, namely, graduates' lack of integrated practical skills; insufficient productive experience, which they can obtain only in the process of working at enterprises; an insufficient level of competency in technological processes; inconsistency between applied knowledge obtained in an educational institution and the current level of fundamental science development in relevant fields; low status of the profession in general. Moreover, none of the models for training handicraft and home economics teachers have escaped criticism, including the "centrist" model for professional training teachers. According to F. Rauner, the teachers trained within this model, on the one hand, possess less technical knowledge than engineers and, on the other hand, they possess less pedagogical knowledge than general education teachers (Berufsbildung in Europa, 2005).

General structure of the syllabi for training handicraft and home economics teachers consists of the following parts: 50 % of training comprises an in-depth study of professional disciplines; 25 % – psychological and pedagogical disciplines and teaching methodology; 25 % – general education disciplines or additional specialization depending on the region and the educational institution.

In Germany, syllabi for training handicraft and home economics teachers are oriented toward not a specific discipline (in the case of general education subjects teachers), but toward a set of specialties within the framework of general professional industry (Yashchuk, 2015).

So, education is one of the priority directions in German state policy, which consequently affects the system of training specialists, in particular, future teachers of handicraft and home economics. Such training is mostly based on future handicraft and home economics teachers' mastering practical abilities and skills due to two-stage training. Teacher placement can last approximately one or two years at university-affiliated institutions. In our opinion, German experience in organizing teacher placement for future teachers of handicraft and home economics deserves special attention as its positive aspects can be implemented into the education process of Ukrainian higher education institutions.

Of great importance for our study is also Swedish experience in organizing professional training of Sloyd teachers. It must be noted that the word "sloyd" is derived from the Swedish word Sloyd, which translates as crafts, handicraft, or handiwork. Thus, Sloyd for girls and Sloyd for boys were introduced as elective school subjects about 120 years ago in Swedish elementary schools. Later on the name of the subject changed to Textile Sloyd and Wood and metal Sloyd. Since 1969 it is regarded as one subject, Sloyd, with two branches. Nowadays the pupils are trained in both branches at elementary level. At lower secondary level they can usually choose branch for shorter or longer periods of time or for specific projects. At higher secondary level there are no Sloyd subjects, but Technology, Design, Fashion and more vocational like training in carpentry, dress-making et (Borg, 2006).



In order to analyze the main peculiarities of Sloyd teachers' training in Sweden, we believe it necessary to outline the main features of Swedish higher education system.

Thus, higher education in Sweden is divided into three levels; the first, second and third. We have outlined general features of each in the following list:

- Högskoleexamen (University Diploma) is the first level of higher education and requires 120 higher education credits and a diploma project;

- Kandidatexamen (Degree of Bachelor) is the first level of higher education and requires 180 higher education credits. At least 90 higher education credits with increasingly in-depth studies including a diploma project of 15 higher education credits have to be completed in the main field of study;

- Magisterexamen (Degree of Master (One Year)) is the second level of higher education and requires 60 higher education credit. At least 30 credits have to be completed in the main field of study including a thesis of 15 credits;

- Masterexamen (Degree of Master (Two Years)) is the second level of higher education and requires 120 higher education credits. At least 60 credits have to be completed in the main field of study including a thesis of 30 credits;

- Licentiatexamen (Degree of Licentiate) is the third level of higher education and requires at least 120 higher education credits including a thesis of at least 60 credits;

- Doktorsexamen (Degree of Doctor) requires 240 higher education credits including a thesis of at least 120 credits. The thesis has to be defended publicly (Halmstad University, 2008).

Future Masters in Technology Education in Sweden are expected to combine teaching techniques with previous or modern traditions, as well as be aware of traditional crafts in different cultures.

It must be noted that a special role in training future Masters in Technology Education in Sweden is played by teaching placement, which is held at partner schools. Teaching placement, which consists of four stages, is rather cross-cutting. According to the system of indicators by O. Holmberg (2003), professional training of students-teachers is carried out on orientational, initial, technological and professional levels. This reveals quality dynamics of students' practical training.

Teaching placement is followed by writing thesis (dissertation). This activity is performed by the students based on the experience obtained at partner schools. The material for the thesis is to be collected during four levels of practical training. The thesis itself deals with recommendations that can be actively used by partner school teachers and university lecturers in order to modernize and improve technologies of teaching and learning.

Modern challenges and paradigm shifts in education have led to implementation of the latest reform in training Future Masters in Technology Education in Sweden, whose main objective is to promote the role of the teacher both at school and in society. Prerequisite for this is a well-elaborated strategy for developing professional training of future Sloyd teachers.

Therefore, positive ideas of Swedish experience in organizing teaching placement can be implemented into the system of handicraft and technology teachers' professional training in Ukraine.

The system of training future Masters in Technology Education in France has its own peculiarities that should be highlighted in the context of our study.

Integration of French teacher education into the European educational space is carried out through introduction of Trans-European programmes with the prospect of their



prolongation: Socrates, Leonardo da Vinci, Tempus, Europass etc. These programmes are oriented toward designing common European standards for training higher education graduates, in particular, teachers. The aforementioned programmes are aimed at facilitating mobility of students and teachers in the context of convergence in education systems as well as studying teaching experience and cooperation (Lashchykhina, 2007).

The system of teacher education of future Masters in France is regulated by the University Institute for Teachers Training (Institut Universitaire de Formation des Maitres – IUFM), established in 1990. The Institute is aimed at forming common programmes of teacher education for every teacher, regardless of their specialization. Such training is designed for those who already have a degree. After two-year training, trainees obtain a relevant qualification and civil servant status. General duration of French teacher education is equal to 5 years, and its structure formally corresponds to the Anglo-Saxon model of higher education (3 + 2). The IUFM programmes for teacher training include three blocks: subject-specific training; psycho-pedagogical training, including didactics and methodology; teacher placement (Lebedyk, 2011, pp. 32–33).

According to V. Lashchykhina (2006), scientific and theoretical studies on French education system allow outlining recommendations for teaching staff training in Ukraine and thus implementing innovative ideas of French experience into Ukrainian system of teacher education:

- introducing professional selection of teaching staff due to vocational guidance courses in higher education institutions;
- improving the content, forms and methods of teacher training;
- developing curricula and syllabi focused on professional practical training of future teachers;
- combining theoretical and practical components of teacher training;
- maintaining scientifically justified consistency while determining general educational, subject-specific, psychological and pedagogical components of teacher training.

Modern French teacher education, in particular, education of technology teachers, is based on the principles of individualization. The latter involves not mere differentiation of the professional training content, but also creation of favourable conditions for the student to choose certain courses. Theorists and practitioners of professional teacher training aim to help and teach future technology teachers, namely, Masters in Technology Education, to be independent and responsible for their personal and professional development (Guide des études, 2008).

Teaching placement is one of the most important tools of individualization in training future technology teachers. There are three types of teaching placement: supervised placement; full-time placement; college-based placement (IUFM d’Alsace, 2012). Teaching placement ensures forming professional skills and behaviour of the trainee teachers, as well as gathering relevant material for their thesis.

Modern teacher education in France aims at balancing theoretical and practical training, combining personality- and activity-based approaches. Therefore, we believe it necessary to implement the abovementioned positive aspects of French experience in organizing training of future technology teachers. In particular, individualization of future technology teachers’ training deserves special attention since it motivates future specialists toward personal and professional development.

It must be noted that the number of academic hours allocated for various disciplines within curricula for training Masters in Technology Education significantly



differ. The syllabi of European higher education institutions are rather variative, yet they always contain three types of disciplines – compulsory, partially elective and completely elective (Christensen & McDonnell, 2005, pp. 295–315).

### CONSLUSIONS

Theoretical analysis on European experience of training Masters of Technology Education, namely, future handicraft and technology teachers can greatly modernize Ukrainian system of teaching staff training. It has been concluded that exchanging experience is extremely necessary nowadays and will contribute to improving Ukrainian system of teacher education. It has been determined that education systems in Germany, Sweden and France possess several advantages, namely, information openness, a diversified network of higher education institutions, favourable conditions for lifelong learning.

The prospects for further researches in this direction consist in studying technologies for training Masters in Technology Education in European countries.

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### THE PROBLEM OF DEVELOPING PROFESSIONAL MOBILITY OF TEACHERS IN THE WORKS OF FOREIGN SCHOLARS

#### ABSTRACT

*The article analyzes the positions of foreign and domestic scholars on the problem of developing professional mobility of teachers. It has been stated that today professional mobility is a necessary component of training a skilled worker. It has been indicated that the teacher possesses an appropriate set of competences that provide an opportunity to be flexible, quickly orientate in the profession, to be competitive in the labor market, ready for further training, retraining and self-education. It has been specified that the factors that actualize these requirements are innovative processes in society; rapid aging of knowledge; the dependence of success in life on the level of education and profession; dynamism and rapid changes in the labor market requirements; the emergence of new professions and the disappearance of the obsolete ones. It has been justified that professional mobility is a complex, integrative, multifactorial entity. Professional mobility provides human development through the formation of key, general professional competencies; human activity, determined by events that change the environment (the result of the activity is self-realization of an individual both in the profession and in everyday life), the process of transformation by people not only themselves, but also their professional-life environment. It has been pointed out that mobility in the pedagogical sphere is determined by objective factors as well as in material production, its direction and intensity depends more on personal, subjective factors. The society is interested in such a specialist who is able to think independently and solve various problems, apply the knowledge gained in the learning process; possesses critical and creative thinking, formed in the process of education; knows how to acquire new knowledge, is capable of self-learning, self-education. It has been concluded that the perspectives for further researchers are seen in studying the problem of developing professional mobility of teachers in European experience.*

**Keywords:** mobility, professional mobility, development of professional mobility, teacher.

#### INTRODUCTION

One of the most characteristic features of the current stage of the society development is the growing intensity and dynamism of various-scale and multidirectional changes that globally cover all spheres and processes of people's life activity. The processes of globalization and integration necessitate the constant need to be ready to move in the social space, easily adapt to changing conditions and flexibly interact with different cultural and social systems and actors. Intensive development and renewal of techniques and technology continuously change the quality and conditions of professional activity, forcing the employee throughout the working life to continuously learn new methods and activities in the profession, improve the level of skills and education, change the place of





work and even the profession. The volume and complexity of information that a modern person has to learn in all spheres of their life comprises social, economic, professional, everyday aspects. This requires people to quickly update their knowledge, flexibly orienting themselves in the continuous changes in the information environment. In other words, in order to be successful and competitive, a specialist is to possess certain personal qualities – to be flexible, mobile, ready for any changes, to be able to adapt quickly and effectively to new conditions.

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

The aim of the study is to carry out a theoretical analysis of the conceptual positions of foreign scholars on the problem of developing teachers' professional mobility.

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

Empirical study of mobility processes began in the countries of Europe (Great Britain, Sweden) from the middle of the twentieth century. But it becomes known from the work of American researchers how to conduct research, what concepts to use, what statistics to attract for the processing of empirical information (R. Bendix, P. Blau, A. Danken, D. Freserman, R. Hauser, S. Lipset).

Attention to professional mobility has become the subject of research by scientists of different industries in the 70s of the twentieth century. Various aspects of mobility were studied by sociologists and philosophers (C. Davis, V. Duncan, E. Durkheim, S. Lipset, P. Sorokin, M. Weber), economists (V. Daniuk, K. Marx, A. Stakhov), psychologists (A. Leontiev, A. Markova, S. Rubinstein, D. Uznadze, G. Weiser et al.).

The first scientists who spoke about professional mobility as an integral part of public life were B. Barber, E. Hiddens, P. Sorokin, J. Wenig. Also the problem of developing professional mobility of teachers to quickly and efficiently self-organize, change in accordance with life and professional needs, adapt to a certain professional environment and professional groups and, finally, effectively work, can be found in the writings of various scholars (B. Ihoshev, R. Prima, L. Sushentseva, I. Shpektorenko).

The research has been conducted with the use of gathering, analyzing and systematizing relevant information.

#### **RESULTS**

Integration of the national education system into the European educational space thus requires the involvement of teachers in the in-depth study, analysis and use of foreign educational innovations. Therefore, the issue of providing a European level of quality to increase the professional mobility of the teacher remains relevant for both domestic and foreign researchers.

Mobility, from the point of view of the Czech sociologist N. Formanek, is a special concept and method within the framework of sociology theory and methods that explores "the mass movements of individuals (layers, groups) arising from movement, change, development of the social class structure" (Olesnevich, Vovkanich, & Zlupko, 1981, p. 10).

The term "mobility" means flexibility, a willingness to quickly complete a task. It was introduced into scientific circulation by sociologists to determine the phenomena that characterize the movements of social groups and individuals in the social structure of society (social mobility). A deep study of this phenomenon from the standpoint of philosophy, sociology, economics, demography allowed us to differentiate the concept of mobility by finding out what it is: vertical and horizontal, individual and group, intergenerational and intergenerational; social, labor, cultural, interprofessional, professional and other types of mobility. In our opinion, such a differentiation of the scientific concepts of mobility



associated with strengthening the dynamism of social processes at the present stage of the development of society inevitably leads to an increase in the mobility of people in the most diverse “vectors” of their social functioning (Bilyk, 2009).

Another famous educator I. Pestalozzi (1989) defined mobility as flexible adaptability and placed it on a par with such qualities as obedience and malleable modesty, which he considered to be the most important knowledge that should be given to a person. “Flexible adaptability, preparedness for various kinds of labor will be the advantages of a person over the more wealthy ones when earning a living,” I. Pestalozzi (1989) asserted. Since one of the most important determinants of people social development is their basic activity, self-realization in activities that bring pleasure, which provides social comfort, contributes to the fullest development of man. In order to successfully implement in their professional activities, people must have professional flexibility, which is achieved “through the development of mental abilities and increases due to the development of moral consciousness” (p. 313).

C. Lipset & R. Bendix (1959) understand by the concept of mobility the movement of a group of specialists engaged primarily in mental work (pp. 6–13).

Thus, Karl Marx in his time subjected to a careful analysis the very process of labor, defined its vital role in the activity of the individual and society, as well as its direct relationship to the process of forming professional mobility of specialists. He wrote that “the division of labor within modern society is characterized by the fact that it generates specialties, isolated professions” (Kuzmina, 1980, p. 159).

The first provisions on professional mobility as an integral part of public life are set forth in the works of B. Barber (1957), E. Hiddens, P. Sorokin (1992). The works by such scholars as I. Janzhul, B. Mitin, I. Vyshnegradskiy I. Janzhul et al. are devoted to the historical aspect of the emergence of the problem of professional mobility in science and education.

Active consideration of this problem in professional pedagogy started in the seventies of the twentieth century. Professional mobility at that time was defined primarily as the willingness of the worker, including the civil servant, to rapidly change production tasks, jobs and even specialties within the same profession or industry, the ability to quickly master new specialties or changes in them that arise under the influence of technical transformations (Shpektorenko, 2007, pp. 467–472).

The study of the dictionary literature showed that the concept of “professional mobility” is sufficiently capacious and ambiguous in its interpretation. Moreover, it has a rather complex structure. Thus, professional mobility is defined in a large psychological vocabulary as “the ability and readiness of an individual to quickly and successfully master new techniques and technology, acquire the missing knowledge and skills, which ensures the effectiveness of preparation for new professional activity” (Meshcheryakov, & Zinchenko, 2003, p. 24).

For researchers of professional mobility, Pitirim Sorokin’s classic social work “Social Mobility”, which was published in New York in 1927, but undoubtedly laid the foundations for the original direction of research on problems of stratification and mobility has for many decades remained classics. It should be noted that P. Sorokin defines mobility as a transition, the movement of a social object (individuals, groups, values) from one position to another within the social space. The scientist distinguishes two basic types of mobility: horizontal and vertical. Horizontal mobility is the transition of an individual or social object from one social position to another, which is at the same level (social stratum), as well as territorial movement (change of residence place). Vertical mobility is the



transition of an individual or social object from one social stratum to another, a change in social status (a new position in society) (Sorokin, 1992).

The ideas of P. Sorokin were developed by American sociologists S. Lipset and R. Bendix (1959). The study of professional mobility in its various aspects is widely represented in the classic works of Western sociologists. Scientists noted that mobility is necessary to ensure the stability of modern society, since open access to elite positions helps capable and ambitious people to climb the social ladder (Horodiansenko, 2008, 342).

The works of the British author D. Goldthorpe, the German sociologist B. Wegener, the researchers from Netherland V. Ulthi and R. Luijckx, and from the Denmark I. Sorensen are distinguished by the development of sociocultural aspects of the phenomenon of professional mobility. The theory they propose puts forward two important factors of stratification and mobility: the sociocultural paradigm of society and the political system. In their writings, scientists view socio-cultural mobility as a set of elements of the inner life of social actors, integrated into an integral system that provides the degree of subjective mobility that is necessary for adaptation to the environment or for an active impact on it (Goldthorpe, 1977).

Empirical research, conducted in America and Europe in the middle of the twentieth century, showed the determining role of professional achievements for the process of social mobility. In this regard, there is a need to define the concept of "professional mobility", which appeared in the scientific literature since the early 1950s. At first it was interpreted as a change of various types of occupations or professions related to the main types of labor: physical, non-physical and farm. Thanks to the works of American sociologists S. Lipset and R. Bendix (1959), professional mobility has been given the status of an independent subject of research. The concept they proposed was one of the attempts to develop a theoretical model of directly professional mobility. Concerning professional mobility, scientists believed that its essence can be revealed on the basis of such empirical indicators: – the movement of the generation of "children" along the line "physical labor – nonphysical labor – farm labor" in comparison with the generation of "fathers"; – evaluation of the inheritance of prestigious and non-prestigious occupations (prestigious occupations are defined as related to nonphysical work, and non-prestigious ones are related with physical and farm work) – determination of the intensity of ascending, descending and general vertical mobility (Lipset, & Bendix, 1959).

A significant contribution to the development of the theoretical foundations for the formation of professional competence as a basis for the development of mobility of future specialists in the context of the continuity of higher education was provided by the works of domestic and foreign scientists (R. Dave, E. Durkheim, N. Nychkalo et al.).

The study of the problem of professional mobility formation goes with its roots to the study of the phenomena of the division of labor and social displacements. According to E. Durkheim (1996), the division of labor is the main factor of social progress. The individualization of social behavior associated with the intensification of the division of labor, mentioned by E. Durkheim, was reflected in the concept of "plasticity", which he introduced for assessment of the relations change in the "man-labor" system. This concept reflects the capability and possibility of an individual to form his labour, his professional orientations and prospects. A characteristic feature of "plastic" worker is the constant internally determined increase in the level of self-competitiveness, identification of new opportunities for his profession and new forms of professional self-actualization.



A qualitative study of attitudes, motives and values in the process of professional mobility is found in the writings by P. M. Hodge, N. Toumi, D. Treiman and other American and European authors (Hodge, 1963; Treiman, 1977).

The definition of “professional mobility” traditionally includes the ability of a specialist to change a profession, a place and a kind of activity. At the same time, the dynamics of modern social life is making its own adjustments to the understanding of this concept, without restricting professional mobility within the framework of one industry, and considering the mobility of a specialist as an opportunity for professional and personal self-realization in any sphere of socio-economic and sociocultural activity. A future specialist can master such willingness in the higher education system, which is also inherent in mobility, variability and democracy.

In the works of foreign scholars Sh. Fitzpatrick, H. Goon, the relationship between education, career and social mobility of a young specialist is shown. A significant contribution to the development of the theoretical foundations for forming professional competence as a basis for the development of future specialists’ mobility in the context of the continuity of higher education was made by the works of domestic and foreign scholars such as R. Dave, S. Honcharenko, N. Nychkalo et al.

The concept of the professional mobility of a specialist in a market economy in a purely economic context is described in the scientific studies of domestic scholars (L. Danylova, N. Nychkalo, A. Symonchuk) and foreign scientists (P. Blau, A. Filatov, G. Mukhamedzyanov, A. Oleinikova). The works by K. Barbakova, V. Kugel, I. Martyniuk, V. Osovski, A. Shkaratan, V. Yadov and others were dedicated to the problem of studying certain aspects of the concept of professional mobility and its formation.

The analysis of scientific research on the problem of professionalization of specialists in the context of professional mobility development in them shows that there are not so many of them, but the popularity of this problem has recently increased.

It is necessary to emphasize the scientific potential of E. Sayfutdinova in the latest years. Considering professional mobility as a change in the position of a person on the labor market and as a kind of social mobility E. Sayfutdinova (1997) suggests the following types of professional mobility:

- initial mobility (choice of the profile of education);
- by the activity of participation of the individual in it: active (the person on his own initiative is looking for a new job) and passive (as a result of the loss of the workplace on the initiative of the employer);
- in terms of variability – professional mobility without change and with a change in the profile of work;
- by primariness (secondariness): primary professional mobility (change of main place of work) and secondary (change of second job) (Sayfutdinova, 1997).

We consider the professional mobility of teachers as the realization of his professional activity oriented to obtaining a dual result – the high quality of the activity itself (the training of a professionally mobile skilled worker) and positive changes in himself. The principle of creative initiative, designed to develop in the individual independence, creativity and initiative, was developed by S. Rubinstein (1986), who said that “the subject is not only revealed and manifested in his deeds, in acts of his creative initiative; he is himself created and determined in them. Therefore, one can determine what he is by what he does; the direction of his activity can be determined and formed by oneself.” (p. 107).



Professional mobility of the teacher can be considered as internal freedom, personal self-improvement based on stable values and the need for self-organization, self-determination and self-development, the ability to respond quickly to changes in society through literacy, education and professional competence. According to E. Zeer (2006), it can provide vocational education with “convertible”, social-professional mobility.

Studies of both domestic (S. Kugel, R. Ryvkina et al.) and foreign (T. Ordern, E. Yezh, Yu. Wenig) scholars show that mobility in the pedagogical sphere has a number of characteristics, arising from the specifics of professional activity. First of all, in education, the correlation of stability and mobility of personnel is different than in material production: ensuring the flexibility and multifunctionality of vocational education in accordance with the needs of society increases the “specific weight”, the importance of mobility.

Secondly, the mobility in the pedagogical sphere is determined by objective factors as well as in material production, its direction and intensity depends more on personal, subjective factors. The society is interested in such a specialist who is able to think independently and solve various problems, apply the knowledge gained in the learning process; possesses critical and creative thinking, formed in the process of education; knows how to acquire new knowledge, is capable of self-learning, self-education.

### CONCLUSIONS

Today, professional mobility is a necessary component of training a skilled worker. It presupposes that the teacher possesses an appropriate set of competences that provide an opportunity to be flexible, quickly orientate in the profession, to be competitive in the labor market, ready for further training, retraining and self-education. The factors that actualize these requirements are innovative processes in society; rapid aging of knowledge; the dependence of success in life on the level of education and profession; dynamism and rapid changes in the labor market requirements; the emergence of new professions and the disappearance of the obsolete ones.

Professional mobility is a complex, integrative, multifactorial entity. Professional mobility provides human development through the formation of key, general professional competencies; human activity, determined by events that change the environment (the result of the activity is self-realization of an individual both in the profession and in everyday life), the process of transformation by people not only themselves, but also their professional-life environment.

The perspectives for further researchers are seen in studying the problem of developing professional mobility of teachers in European experience.

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## CONTENT OF FUTURE ECONOMISTS' PROFESSIONAL MOBILITY IN RESEARCHES OF FOREIGN SCIENTISTS

### ABSTRACT

*The content of professional mobility of future economists in the writings of foreign scientists have been presented. The components of future economists' professional mobility formation have been considered. It has been established that the possession of a combination of these components enables future specialists to achieve a high level of generalized professional knowledge, improve them and acquire them on their own, and also determines the ability to set professional goals, choose ways to achieve them and to control this process. It has been determined that an integral part of professional mobility is the activity of a person, professional development and personal growth of the learner. A professional mobile specialist who is capable of professional development, possessing theoretical knowledge in the field of economics and other basic sciences, is able to critically treat information, find and use information rationally, organize his day-to-day educational and professional activities, independently and promptly solve the task of a problem nature, quickly switch from one activity to another. It has been established that a professionally mobile specialist should be capable of professional development, be theoretically knowledgeable in the field of economics and other basic sciences, critically treat information, find and use information rationally, organize his day-to-day educational and professional activity, solve problems independently and promptly, quickly switch from one activity to another. As the modern labor market necessitates the training of specialists in various fields of activity, it substantiates the requirements for the formation of social and professional qualities of a future specialist on the basis of general knowledge, as well as on the development of the ability to solve non-standard professional tasks, think alternatively, constantly be ready to improve professional activity and specialists' training, be capable of constant development for performance of various tasks.*

**Keywords:** *professional training, professional mobility, professionally mobile specialists, specialists in economics, professional development, higher education, professional education, economic development.*

### INTRODUCTION

A dynamic socio-economic sphere requires constant changes in the labor market, so there is a need for training specialists who are able to adapt to a changing environment, be competent, mobile, and competitive.

Due to the fact that in modern conditions higher education is not a guarantee of employment because of rapid socio-economic and technical development, self-education and self-development are the main priorities. Professionally mobile specialists, capable of professional development, possessing theoretical knowledge in the field of economics and



other basic sciences, are able to critically treat information, find and use information rationally, organize their day-to-day educational and professional activities, solve problems individually and promptly, switch quickly from one type of activity to another.

#### THE AIM OF THE STUDY

The aim of this paper is to study and present the results of comparative scientific and pedagogical researches of foreign scientists to determine the content and theoretical substantiation of the structure of future economists' professional mobility; to define the notion and the content of the "professional mobility of future specialists in economics" concept and its role as an important professional quality in the process of training future specialists in a modern higher education institution from the experience of foreign scholars; to study the importance of professional mobility of future economists in their further professional activities.

#### THEORETICAL FRAMEWORK AND RESEARCH METHODS

It is important to note that the problem of training professionally mobile specialists was studied by R. Bendix (1959), K. Davidson (1997), E. Durkheim (1996), L. Goriunova (2006), O. Kipina (2009), S. Lipset (1959), N. Merzliakova (2009), W. Moore (1997), T. Parsons (2000), M. Sokolova (2001), L. Soldatova (2014), P. Sorokin (1992), E. Starshinova (2011), T. Zaslavskaya (1974).

Each of them made a great contribution to the definition of "professional mobility" term. This article is the result of a study that was conducted by analyzing, comparing, and generalizing of what is needed to study the research work of scientists.

In order to achieve the goal of the research and the solution of the tasks, methods of cognition have been used, which are developed by science and tested on practice on the basis of foreign researchers experience. Methods of analysis, synthesis, comparison and generalization of original documents and researches of foreign scientists have been used.

#### RESULTS

According to United Nations Educational Scientific and Cultural Organization (1999), the reform and development of higher education presuppose three major trends that are common to education systems around the world: the quantitative increase in the number of students and the preservation of inequality at the international and regional levels for access to education; diversification of institutional structures and forms of education; financial difficulties in the activities of educational institutions. One of the basic principles of modern educational policy is mobility.

The concept of "professional mobility" appeared in scientific literature in the middle of the 20<sup>th</sup> century. Initially, it meant changing a variety of activities or professions. As a result of research by American sociologists R. Bendix and S. Lipset, professional mobility gained the status of an independent subject (Lipset & Bendix, 1959). Analyzing the works of E. Durkheim, we have determined that the main factor for social progress is the division of labor (Durkheim, 1996). The scientist noted that the individualization of social behavior associated with the strengthening of the division of labor is reflected in the concept of "plasticity", which means the ability and possibility of an individual to form their work and professional perspectives.

Socio-economic changes lead to a rethinking of educational priorities for the training of a new type of specialist – a mobile, competent, competitive, capable of being oriented in the modern world, freely dispossessing its professional qualifications and adapting easily to the new conditions of professional activity. The current socio-economic situation of the country's development requires high-level employees with professional mobility. One



of the most important areas of human life is the professional field in which professional mobility plays an important role as it determines readiness for work. However, the existing system of professional education is not sufficiently aimed at training a professionally mobile specialist. Thus, this problem becomes more and more important and relevant. The study of professional mobility of specialists has a systemic multilevel character and is determined by economic, socio-cultural and political factors (Merzliakova, 2009).

On the one hand, the professional mobility of a specialist is the result of the study, and on the other – the factor that determines it. Formation of an active type of personality is a condition for its further involvement in professional activities.

The term “mobility” (mobils – from Latin) has several definitions, among which the most important is the ability to move quickly, act quickly, make decisions, navigate quickly, independently in different circumstances to find a quick solution to problems.

According to the analysis of scientific sources, the term “mobility” is interdisciplinary and is used by experts in philosophy, economics, sociology, psychology and pedagogy (Parsons, 2000). The motivation and desire to move into more interesting positions in the profession that are more functionally important are of great importance to the individual (Davidson & Moore, 1997).

The famous teacher J. Pestalozzi compared mobility with flexible adaptability and identified it with “obedience and supportive modesty”, because he believed that these qualities are the most important knowledge that a person must possess. The scientist has determined that flexible adaptability and preparedness for different types of labor will be advantages in a profession (Pestalozzi, 1989).

Great contribution to the study of professional mobility was made by P. Sorokin. The scientist has determined that professional mobility is some transition of an individual or a social object from one social position to another. Social mobility is divided into two main types: horizontal and vertical. Horizontal social mobility or movement is the transition of an individual from one social group to another, located at the same level. Vertical social mobility determines the relations that arise when moving a person from one social stratum to another. Depending on the directions of the transition, vertical mobility may be ascending or descending. The ascending form determines the social growth of the individual, that is, the transition from the lower level to the higher. Accordingly, the descending is a decline in the social status (Sorokin, 1992).

In Ukraine and abroad, great attention is paid to the problem of the quality of higher education, which largely ensures professional competitiveness in modern labor market.

The direction of education to the person, increasing its role in the development of the state and society, depends not only on the high level of his/her overall training, but also on the professional one. It is necessary to change the approach to the goals, content, organizational structure of specialists’ professional training in the system of vocational education. It should take into account the change of the main goal of society, interdisciplinary nature of professional work, personal orientation in continuous education, interest of society in educated citizens with a high level of pedagogical training as a guarantor of their successful professional career and competitiveness in the labor market (Goriunova, 2006).

Analyzing professional mobility from the experience of foreign scientists, we can determine that it is an active component of the personality. The professional and personal formation of learners is carried out through their own activity. In this case, the activity is expressed both as work and self-transformation, as well as the transformation of the



environment. The activity is manifested in the ability to set goals, implement them, despite the circumstances and obstacles. Formation and manifestation of the active life position of the specialist's personality is connected with the development of creative potential (Sokolova, 2001).

Our scientific interest is the study of foreign scientist O. Kipina, who defines professional mobility as a dynamic personality characteristic expressed by the ability to assimilate successfully to change professional conditions, as well as to be ready for self-development and self-realization in the work process (Kipina, 2009). The scientist offers the following structure of professional mobility:

- active position of a person, which demonstrates self-transformation and transformation of the environment, as well as the ability to set goals and follow programs to achieve them;
- adaptability, which allows to effectively assimilate into the changing conditions of professional activity;
- creativity, which predetermines a constructive attitude to the external environment, readiness to purposefully and adequately change it, a realization of one's own activity (Kipina, 2009).

The scientist T. Zaslavska considers professional mobility as a change of labor position or the role of a specialist due to changes in the place of work or profession. With this approach to the concept of "professional mobility" the following aspects are considered: objective, subjective and characterological (Zaslavska, 1974).

The development of higher economic education is greatly influenced by the rapid development of innovation processes that take place in the European and world educational space. The professional mobility of students is a major factor for increasing the competitiveness and attractiveness of the future profession in the international labor market. The ability to self-development, self-education, self-designing become the main priorities of the modern world. In this way, the problem of the training of professionally mobile professionals, in particular in the field of economics, is becoming acuter.

To determine the pedagogical essence of professional mobility, it is necessary to determine the structural components of this concept, since the formation of professional mobility of a future economist is carried out in stages.

A future specialist in economics must master general cultural and professional competencies, be able to generalize, analyze the data of domestic and foreign statistics on socio-economic processes and phenomena, to forecast and develop themselves, to be able to interact with a professional team, organize the activities of a small group established for the implementation of a specific economic project. Motivation for professional and foreign language skills, possession of professionally oriented communication are of great importance to mobile professional specialists.

It is important to highlight components of the future mobility of an economist: 1) motivational and cognitive; 2) organizational and activity; 3) social and communicative. The essence of the motivational-cognitive component consists in the striving for knowledge, the accumulation of knowledge and experience, since, the greater the number of professional knowledge possesses an economist, the higher is his motivation to develop. The cognitive aspect of this component is in the accumulation of knowledge for the formation and further development of professional mobility. An important component of the professional mobility of a future economist is organizational and activity. Obligatory abilities to organize a professional activity, its planning, structuring, designing, forecasting the results and



consequences are necessary competencies for a modern economist. Organizational and management activity, in turn, is differentiated by management of business, documentation of the enterprise and organization of collective professional activity. Accordingly, for the organization of professional actions aimed at a successful activity, the future economist requires special skills in setting goals, making the right decisions in non-standard situations. The social and communicative component of professional mobility is linked with the need to involve an economist in a professional community, adapting to working conditions. This component is characterized by knowledge of professional ethics, norms of behavior, ability to build a favorable interpersonal relationship with colleagues.

Professional mobility of the future economist is a quality of personality, characterized by his/her desire for professional self-development, mastery of knowledge in economics and other sciences, ability to efficiently organize individual and collective activities, skills of business communication at the international level, use of interactive tools in professional and everyday activities to achieve their goals (Starshynova, 2011).

In order to form and develop the professional mobility of future economists in the educational process it is expedient to apply innovative pedagogical technologies, conduct classes in an interactive form. The interactive teaching methods that promote the formation of future mobility of future economists include: problem-based learning, debate, business games, discussions and quizzes. The use of such innovative techniques contributes to the development and economic thinking. In the forming of students' professional mobility the ability of a future specialist to timely and competently solve problems and make professional decisions in difficult situations is necessary and important.

On the example of "Theory and Practice of Financial Recovery of the Enterprise" discipline, a researcher L. Soldatova developed criteria for improving professional mobility of future economists. The first criterion for effective training of future economists is that at the beginning of the discipline study it is advisable to focus on terminology, assimilation of new economic categories. It provides knowledge and creation of prerequisites for the formation of economic, logical and theoretical thinking, which, of course, contributes to the formation of professional mobility of the future economist (Soldatova, 2014). The second criterion is characterized by practical application of pedagogical technologies. Since problem learning is the most effective means of forming an outlook, it is advisable to use it to form the future mobility of an economist, as in the process of learning which presupposes using interactive methods, dialectical and economic thinking is formed. The third criterion is formed taking into account the interdependence and relevance of theoretical and applied economic and financial problems. The fourth criterion is the effective use of the acquired knowledge in practice, for effective study by future specialists in economic disciplines.

It is expedient to carry out practical tasks on the example of real enterprises, since solving problems in the process of their occurrence in professional activities ensures professional growth of a future economist.

Consequently, the mutual use of the educational situation and the real tools contributes to increasing the efficiency of training and the development of professional mobility of future economists.

#### CONCLUSIONS

Thus, by examining the content of the professional mobility of future specialists in economics in the works of foreign scientists, we have concluded that professional mobility is an important quality of a specialist, both in the process of studying at a higher educational establishment and in his/her further professional activities.



Professionally mobile specialist is able to work effectively and creatively in modern conditions, capable of professional development, and, therefore, is competitive both in the domestic and international labor market. Due to the fact that the education system is rapidly updating and developing, the problem of the training of professionally mobile specialists at the international level, in particular in the economic sphere, is urgent to higher educational institutions. In order to achieve a high level of professional mobility, future specialists must possess qualities, such as the ability to adaption, self-improvement, continuous learning, creativity, and taking an active life and professional position.

Further scientific researches are planned to identify and substantiate the pedagogical conditions for the formation of professional mobility of future economists by means of a foreign language in the process of studying at a higher educational institution.

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## PRE-SCHOOL EDUCATIONAL INSTITUTIONS AND FAMILY INTERACTION IN THE SYSTEM OF PRE-SCHOOL EDUCATION IN UKRAINE AND POLAND

### ABSTRACT

*The problem of the relationship between a child's institution and a family that acquires a new social significance has been considered. It has been defined that for the current level and pace of civilization development, cooperation with the pupils' families goes beyond the educators' implementation of the traditional social order for supervision, education and training of children. Parents themselves show an increasing desire not to passively observe the process of raising their child in a preschool institution, but to be an active participant. The cooperation of parents and educators as partners in the child's upbringing is a stable and expressive tendency of modern preschool functioning. It has been substantiated that modern teachers of pre-school establishments need a thorough preparation that will allow them not only to implement innovative approaches to the education and child's upbringing, but also to involve parents in this process, create conditions for fruitful constructive cooperation with the family. Polish experience can serve as an important source for future teachers to prepare for cooperation with the child's family on a qualitatively new level. In Poland there are peculiar standards of good quality work of kindergarten, including fruitful cooperation between parents and teachers. Integration of a kindergarten with the child's home is a necessity of modern preschool education in the context of caring for a child. It has been established that the use of the "partnership" concept, which means social intercourse based on the equality and voluntariness of partners, is traditionally used in relation to the work of a pre-school institution with parents in Poland. The conditions of the partnership of a preschool institution and a family in the child's upbringing have been revealed, its basic principles (mutual trust, mutual recognition of rights and competence, integration of actions, mutual loyalty) have been analyzed.*

**Keywords:** *interaction of preschool institution and family in the child's upbringing, partnership, partnership principles, pedagogical interaction.*

### INTRODUCTION

Modern preschool institutions are opened to parents, children and the society. The kin and a preschool educational establishment are two public institutions that lay the foundation for the future of the child. They have one goal – to educate a healthy, socially adapted, fully developed person with a high intellectual, creative and spiritual potential.

The problem of the relationship between a child's institution and a family remains relevant at any stage of society development. At the same time, it acquires a new social sound. Nowadays cooperation with the families of the pupils goes beyond the educators' implementation of the traditional social order for the supervision, education and training of children. Parents themselves show an increasing desire not to passively observe the process



of raising their child in a preschool institution, but to be an active participant. The cooperation of parents and educators as partners in the child's upbringing is the tendency that becomes stable and more significant.

Therefore, one of the priority directions of training future educators of pre-school educational institutions should be the formation of their readiness to establish interaction with the child's family on a partnership basis. Modern teachers of pre-school establishments need a thorough preparation that will allow them not only to implement innovative approaches to the training and upbringing of the child, but also to involve parents in this process, create conditions for favorable functional cooperation with the family.

Ideas and foreign countries practice may become important ground for the readiness of the educator to cooperate with the child's family on a significantly new level. In this perspective, the appeal to the Republic of Poland experience is justified as it is one of the closest states in terms of geographical location, culture, centuries-long historical ties and Slavic mentality. Due to the cooperation between our countries in the field of pedagogical science and practice, the experience of Poland is accessible; it is actively studied and today has already been presented with an essential scientific output.

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

The aim of the article is to study, from the perspective of systemic and comparative approach, Polish experience of organizing family and preschool educational institutions cooperation in the child's upbringing and to determine the possibilities of its application in Ukraine to ensure quality interaction of educators and parents in Ukrainian pre-school institutions.

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

Various functioning aspects of the education in Poland are shown in studies by M. Babiash, L. Hrynevych, E. Lodzińska, O. Lyashenko, V. Pasichnyk, F. Schlosser, A. Vasylyuk. The proceedings of O. Lugina, M. Oliynyk, V. Pasichnyk, A. Wilczowska, E. Wilczowski and others are devoted to the actual pre-school education and training of specialists in this field. It should be noted that recently the number of various works oriented towards the Polish direction has significantly increased. However, as our bibliographic analysis has shown, the issue of the interaction of a family and a preschool institution in Poland has not yet been highlighted in the Ukrainian pedagogical literature.

The research included comparative and contrastive methods of predictive and interpretive analysis with the aim of studying and comparing the experience of family and preschool educational institutions organization in the practice of the Republic of Poland preschool education and the possibilities of its creative use in the education system of modern Ukraine.

#### **RESULTS**

To understand the essence of the raised issue, it is important to characterize, in general terms, the pre-school education in Poland and Ukraine with the definition of common and different features. An interesting study in this sense is the work of a Polish teacher F. Andrushkevych, presenting a comparative analysis of the transformational processes in the education of Poland and Ukraine (Andrushkevych, 2011). Here are some aspects of this analysis to understand the starting conditions of the preschool education in Poland and Ukraine.

Thus, the researcher emphasizes that the basis of the Polish educational reform is the principles of a democratic system of education, which characterizes the specifics of the country, and is shown in the "On the system of education" Law, adopted in 1991 by the



Seim of the Republic of Poland. In particular, this law establishes the school system structure, which includes pre-school institutions (including special schools), primary schools, gymnasiums, post-gymnasium schools with integration departments, lyceums, as well as special schools, sports and Olympic reserves, art schools; educational establishments, institutions of extracurricular activities, continuing education institutions; psychological and pedagogical consultations and other specialized consultations; schools (including special) for children and youth; establishments that provide the tutelage and education for students outside the place of permanent residence; voluntary labor detachments aimed at teaching and educating their participants; institutions of teaching and improving teachers; pedagogical libraries (Ministerstwo Edukacji Narodowej, 2001).

Ukrainian researchers of Polish education A. Vasyliuk and L. Hrynevych draw their attention to the emergence of a large number of state programs and various innovative teaching methods in the process of reforming the educational system in Poland. In order to ensure a common standard of education, the Polish Ministry of Public Education (MNO) established an independent mechanism for its evaluation through the preparation and conduct of exams by nine new state institutions, i.e. the Central and District Examining Committees (Hrynevych, 2004; Vasyliuk, 2002).

It should be specified that school education in Poland is largely similar to ours. The system of secondary education in Poland is divided into the following stages: kindergartens, Elementary School, gymnasia, secondary school (general lyceums, professional lyceums, technical schools). Our study focuses on pre-school education.

Both in Poland and Ukraine, there are state and private kindergartens. State kindergartens are for children aged 3 to 5 years old (in exceptional cases children under the age of 2.5 may also be admitted). Pre-schools do not only provide the guardianship and education, the childcare while the parents are at work, but also promote social (contact with peers in the group) and intellectual development of children (educational activities). Public and private kindergartens offer a broad educational program: creative development, language learning, dancing, rhythm, etc. Some part of the classes is included in the main educational program, another part is additional and paid courses. Nursery schools are administered by local authorities, which determine the free of charge stay period in the institution (5 hours) and the number of hours that should be additionally paid by parents if the child stays more than 5 hours (Lugina, 2013).

It is known that kindergartens are officially free in Ukraine. The level of personnel and material provision of kindergartens is quite high, as the state pays much attention to this area (Hrynevych, 2004). Here we have common features. The last period of stay in a kindergarten in Poland is the preparation of children for school, so it is mandatory, unlike our country. Classes, called “zero”, are intended for children who will begin their first grade the next school year. Zero classes that prepare children for admission to school, namely: to write, to read, to count, can be organized in kindergartens and elementary schools.

By 2014, a six-year-old child had to go either to zero, or to grade 1, and from September 1, 2014–15, all children in the age of six began to study in the first class. There are no zero classes in our country. Senior groups in the kindergarten are engaged in preparing children for school. They teach reading and writing elements.

Common for preschool education systems of the investigated countries is the use of the education notion, considered as a consciously organized activity, the purpose of which is the disclosure of the pupils' abilities, the formation of a moral and spiritual life competent personality, which is successfully implemented in the society as a citizen, family, and professional.



The cooperation between the child welfare institution and the family is a common feature for Poland and Ukraine. Such activities are extremely important for the upbringing and education of children. The process of cooperation is very complicated, as preschool workers must know and understand the characteristics of each family, know all the approaches and methods of breeding used by parents at home. Parents in their turn should be responsible for all measures that take place in a preschool institution. It concerns not only calendar holidays, but also various parent and child workshops, round tables, meetings with preschool workers. Effective cooperation between parents and preschool institutions is a step towards successful future activity of the child.

It should be noted that the issue of educators and parents cooperation in this country has long been regulated by normative provisions, which date back to the 30s of the 20<sup>th</sup> century. The need for cooperation between educational institutions and the immediate environment of the child was also highlighted in the "Report on the Status of Education in the Polish National Republic" (1973), which, referred to the need for parents to take interest in what was happening in children's institutions and to encourage them to solve most problems jointly. The relevance of the issue has not disappeared at the turn of the 20<sup>th</sup> and 21<sup>st</sup> centuries, when cooperation between educators and parents is determined by the decisive criterion of the quality and efficiency of the kindergartens functioning.

During the direct acquaintance with the upbringing practice in pre-school institutions in Poland and as a result of the scientific literature analysis, we have found out that, unlike the Ukrainian vocabulary (work with parents, cooperation with the family, interaction, etc.), traditional for Polish usage is the implementation of the "partnership" concept.

In general terms, a partnership is "a kind of interrelation between units or groups that is based on the compatibility of actions and goals and on the equality principles, loyalty, mutual responsibility and assistance" (Okoń, 2001). Such a definition is presented by V. Okoń (2001), emphasizing that "partnership manifests itself in the dedicated cooperation effort with another individual or group without the avoidance of orders and instructions" (Okoń, 2001).

M. Łobocki (1985) emphasizes that partnership is a social relationship based on the equality and voluntariness of partners "... for their equal participation in decision-making" (Łobocki, 1985).

In the pedagogical context, the partnership, according to J. Kujawinski (1990), is "... bilateral educational support, based on the fact that each participant in educational cooperation acts both as a supplier and a recipient of educational assistance, depending on needs and opportunities separately taken by the participants of the cooperation" (Kujawinski, 1990).

The partnership, as A. Jacewicz and J. Radzewicz are convinced, can be mentioned when the following conditions are fulfilled: the partnership comprises at least two people; partnership should be based on acceptance (adaptation), mutual trust and support among individuals; partners must integrate shared values and goals; partners must be considerate, friendly, and mutually supportive in different true life situations (Jacewicz, 2013).

Cooperation and partnership are grounded on the desire to reach the common goal, which in the pre-school education is a constant enrichment of the child's personality and care for his/her harmonious development. "Where there is no desire to reach a common goal, there is no partnership," A. Maszke warns (Maszke, 2002). Implementation of the partnership issue in the preschool education will be possible, according to the researcher,



under the following five principles: 1) mutual trust; 2) mutual recognition of rights and competence; 3) community actions (integration of actions); 4) mutual loyalty; 5) exchange of information (Maszke, 2002).

According to M. Łobocki, cooperation between educators and parents will be successful if these two partners adhere to the following five fundamental principles: 1) positive motivation, 2) multilateral information exchange, 3) partnership, 4) influence unity, 5) active and systematic cooperation (Łobocki, 1985).

An analysis of the principles content that improves pre-school education with partner participation of parents leads to the conclusion that in realizing the idea of partnership it is important to remember that the purpose and activities of the community must be based on mutual trust, loyalty, respect and recognition of the partner rights. In addition, the need to achieve a common goal requires from the educational partners not only the unity and conscientiousness in all pedagogical procedures, but also an educational dialogue that enables the provision and exchange of information about the child. Dialogue should take place in an atmosphere of freedom, tolerance of respect for a partner, and most importantly, it must arise from the need to talk about what is happening to the child, the desire to overcome difficulties he/she encounters in different situations of daily life.

As noted above, the term “partnership” is popular with regard to the cooperation of the pre-school institution and the parents of a child. In the analysis of the domestic psychological and pedagogical literature, we define the content of the “interaction” concept. Interaction, in our opinion, most fully and substantially reflects the process of purposeful mutual influence of preschool educational institutions and families on each other, which in the end contributes to a more successful implementation of their educational opportunities. The starting point for the analysis of the “pedagogical interaction” concept is the comprehension of “interaction” concept, which is the part of the conceptual net of philosophy, psychology, social psychology, and pedagogy. This concept has become the status of the high-level generalization interdisciplinary category, since it captures significance and scope in each scientific discipline.

The thesaurus of contemporary Ukrainian language shows the following definition: “Interaction is a mutual connection of phenomena” (Zabiyaka, 2007).

In a broad sense, interaction is a relationship between objects in action, a concerted action between somebody; one of the forms of the relationship between phenomena, the essence of which is the feedback effect of one subject (phenomenon) on others; it occurs in space and time and is specific to each form of matter motion. In a society, interconnections have different bases and many different shades, which depend on the personal qualities of individuals entering interrelation. Interaction is manifested in the form of contacts of two or more people, the result of which is the mutual changes in the behavior of subjects, activities, relationships, guidelines; interdependent individual actions that are related to cyclic causative dependence.

In pedagogical science, the concept of “pedagogical interaction” is defined as the direct or indirect subjects’ influence of this process on one another, which gives rise to their mutual conditionality and connection, which act as an integrative factor in the pedagogical process and promote the emergence of personality neoplasms in each subject of this process.

Yu. Verhoturova understands pedagogical interaction as the contact of subjects, aimed at the development of the child’s personality, which has in consequence the mutual changes in behavior, activities and relations of participants (Verhoturova, 2008).



L. Velytchenko interprets “pedagogical interaction” as the joint activity element of the interacting parties (Velytchenko, 2005). In his opinion, the participation in the pedagogical interaction forms the corresponding qualities of the individual i.e. “contribution” to another person in the form of action, behavior, conduction that returns to the active individual in the form of a corresponding quality i.e. an effective behavioral pattern having a personal meaning for the individual. The author proposed the following principles of pedagogical interaction:

- attributiveness (interaction reproduces the essential features of the system within its implementation);
- predicativeness (pedagogical interaction is a personally active way of implementing the pedagogical process);
- functional system (pedagogical interaction is functional, synthetic basis of the pedagogical process);
- congruency (pedagogical interaction is based on the mutual correspondence of teachers and students’ activities in the regulatory and executive aspects) (Velytchenko, 2005).

The interaction between the teacher and parents is aimed at creating a single educational field, a single social sphere, where the highest values are the basis of life, a decent person. The family occupies a central place in the child’s upbringing, plays a major role in shaping the outlook and moral norms of the child’s behavior. The main task of the teacher in the organization of interaction with parents is to intensify the pedagogical, educational activities of the family, to give it a purposeful, socially significant character. Relations between all participants in the educational process, positive life examples and spiritual values contribute to the formation of the individual. A great social significance is played by purposeful communication with the family.

The main condition for the interaction of preschool educational institutions and the family is a complete understanding of the functions and content of each other’s activities. In order to understand each other and present the image of educational opportunities, they could establish real actions of mutual help, report on why this is done and clearly introduce the task of education, means and the final result. Mostly the family passes the baton of breeding to the educational institution, thus refusing from the process of child’s upbringing as an individual. Meanwhile, in the personal formation of the child, both sides must participate, with full mutual understanding and assistance.

There are many new forms of work within pre-school institutions in Poland, in particular: the method of projects or design, the creation of a room for meetings with parents, equipment for children and parents, the constant publication of articles and separate publications to help parents, parents involvement in preparation and conducting various kinds of activities with children, holding family holidays and birthdays, meetings with doctors, psychologists, teachers, politicians who study the problems of a preschool institution, arranging at home the place for child creativity, homework, etc.

The creative forms of work with parents, involving children, other teachers and workers of the preschool institution, are becoming widespread. Parents are not only interested in watching the child, but also in trying a new role, for example, participation in creative and didactic games, theatrical performances, sports competitions, competitions, clubs of interests meetings, recitation of poems, etc.

The forms of interaction between a pre-school institution and a family, based on traditions of trusting relationships, are inherent in Polish pre-school practice and can be introduced into the educational process of preschool institutions in Ukraine.





## CONCLUSIONS

Therefore, having made the analysis of the Polish and Ukrainian systems of pre-school education, in particular the pedagogical interaction of educators with parents, we can state that these are the joint actions of teachers and families in the upbringing of the child, the exchange of thoughts, feelings, experiences and expectations, which, subject to trusting and equal relationships, turn into co-operation. Cooperation involves interrelated actions of individuals aimed at achieving common goals for mutual benefit of the interacting parties. In the process of cooperation there is a sense of gratitude, need for communication, the desire to give in, and so on. However, an important aspect of successful cooperation is not just the systematic communication between subjects, but the creation of cooperation on the basis of partnership, which involves coordinated actions of participants in the common activity.

The conducted study does not involve all aspects of the issue of organizing pedagogical interaction between pre-school educational institutions and parents. The further development requires the preparation of specialists for the organization of parental education and training pedagogical staff for families' cooperation.

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### СУЧАСНІ ТЕНДЕНЦІЇ НЕПЕРЕРВНОГО ПРОФЕСІЙНОГО РОЗВИТКУ ВЧИТЕЛІВ ІНОЗЕМНИХ МОВ (НА ОСНОВІ ДОСЛІДЖЕННЯ БРИТАНСЬКОЇ РАДИ)

#### АНОТАЦІЯ

*Проаналізовано новітні дослідження Британської Ради щодо неперервного професійного розвитку вчителів та учителів іноземних мов зокрема. Охарактеризовано продуктивний підхід до цього процесу, який надає змогу вчителям визначити аспекти професійної діяльності, які потребують удосконалення, і впровадити відповідні стратегії власного професійного розвитку. Підкреслено безпосередній зв'язок неперервного професійного розвитку вчителів та рівня навчальної успішності учнів. Визначено ключові характеристики ефективного професійного розвитку, зокрема: відповідність реальним потребам учителів та учнів; залучення вчителів до прийняття рішень щодо змісту та процесу перебігу професійного розвитку; забезпечення співпраці та обміну досвідом учителів; колегіальність, яка передбачає спільну роботу не лише вчителів, а й закладів освіти та освітньої системи в цілому; практичність, тобто здійснення професійного розвитку безпосередньо у процесі роботи вчителя в класі; обов'язковість неперервного професійного розвитку як невід'ємної частини роботи вчителя; постійна рефлексія та дослідження; пріоритетність навчальної успішності учнів як основного стимулу для професійного навчання вчителів; неперервність професійного розвитку, а не розгляд його як поодиноких форм роботи. Охарактеризовано сучасні поширені форми професійного розвитку вчителів, а саме: самонавчання; спільне планування уроків з подальшим їх аналізом; професійні обговорення новітніх методик викладання та доцільності їх використання; рефлексійні групи для обміну досвідом викладання учителів та аналізу уроків (відеозаписів уроків чи робіт учнів); спостереження/взаємодіювання уроків учителями з подальшим їх обговоренням в конструктивній формі та без формального оцінювання; участь у професійних навчальних спільнотах для вирішення нагальних питань роботи школи та професійної діяльності вчителів; спільна робота вчителів над навчальними програмами для детального вивчення проблемних аспектів та їх усунення; спільна розробка навчальних матеріалів для певних груп учнів; участь у проектах наставництва; робота у навчальних спільнотах в мережі Інтернет. Доведено, що у сучасному професійному розвитку вчителів іноземних мов акцент робиться не стільки на професійності вчителя, скільки на рівні навчальної успішності учнів, який і є показником компетентності вчителя.*

**Ключові слова:** неперервний професійний розвиток, навчальна успішність, форми професійного розвитку, вчителі, вчителі іноземних мов, Британська Рада.

#### ВСТУП

У сучасній педагогічній літературі неодноразово можна зустріти термін «неперервний професійний розвиток» (НПР), який має чимало трактувань і безпосередньо



пов'язаний з роботою вчителів, зокрема їх професійним удосконаленням. Чимало освітян та людей, які не мають безпосереднього відношення до роботи вчителів, звикли прирівнювати цей термін до «підвищення кваліфікації», проте на сьогодні це поняття має набагато ширше значення. У ХХІ столітті поняття НПП передбачає цілу низку заходів та практичних видів діяльності, які мають змогу зробити цей процес постійним, соціальним, контекстуальним, науково обґрунтованим, сприятливим для професійного росту вчителів, підвищення навчальної успішності учнів та покращення якості роботи закладів освіти.

Зауважимо, що особливе значення НПП має для вчителів іноземних мов, оскільки в умовах глобалізації освіти ці предмети є особливо затребуваними, а вимоги до їх викладачів постійно зростають. Традиційні підходи до НПП вчителів іноземних мов мали тенденцію стосуватися виключно практичних методичних питань викладання іноземних мов (навчання читання, письма, використання технологій, організація роботи у класі тощо). Мовна та методична компетентність учителів іноземних мов є, звісно, фундаментом їх професійної діяльності. Проте, очевидно, що ефективна робота таких учителів передбачає більш багатогранний підхід до їх професійного зростання. Сучасний НПП передбачає не лише знання вчителем предмету викладання, а й власне організації навчання і забезпечення його якісного перебігу у класі з активним залученням учнів та підтриманням їх інтересу до навчання, вміння підбору та розробки необхідних навчальних матеріалів, забезпечення грамотного оцінювання навчальної успішності учнів, підвищення мотивації вчителів до розвитку, саморозвитку, співпраці, роботи у спільнотах, самоаналізу та наукового дослідження. Тому, коли приймається рішення про форми і методи здійснення професійного розвитку вчителів, важливо брати до уваги усі ці аспекти, а також залучати вчителів до прийняття рішень щодо вибору видів професійного розвитку, які є для них актуальними, необхідними, доцільними. НПП має носити практичний характер і бути результативним, тобто забезпечувати рефлексію вчителів, сприяти подальшим дослідженням, обміну досвідом і мати позитивний вплив на навчальну успішність учнів.

Суттєвою перевагою сучасного НПП є відмова від ідеї «маркування» вчителів (наприклад, учитель-початківець, досвідчений вчитель тощо), яке досить довгий час було єдиним критерієм рівня їх кваліфікації. Знання вчителів є багатогранними – один і той же вчитель може бути компетентним в одних аспектах професійної діяльності, проте мати недостатній рівень кваліфікації в інших аспектах. Наприклад, учитель може проявляти високий рівень майстерності у навчанні говоріння іноземною мовою, проте не вміти належним чином оцінювати цей процес та його результативність. Інший учитель може мати чудові теоретичні знання мовних систем, але не мати впевненості в усному спілкуванні цільовою мовою та в тому, як навчити цього учнів. Тому має бути продуктивний підхід до НПП, який надасть змогу вчителям визначити аспекти професійної діяльності, які потребують удосконалення, і впровадити відповідні стратегії професійного розвитку.

#### **МЕТА ДОСЛІДЖЕННЯ**

Зважаючи на актуальність окресленої проблеми, метою дослідження статті є вивчення сучасних тенденцій неперервного професійного розвитку вчителів іноземних мов, визначення основних характеристик цього процесу та найбільш поширених і ефективних його форм на основі результатів дослідження Британської Ради для окреслення перспектив їх використання в освітній системі України.



### ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ

Проблемі неперервного професійного розвитку вчителів у сучасному освітньому просторі присвячені роботи таких науковців, як Х. Баррар (Barrar, 2008), С. Борґ (Borg, 2015), К. Броуд (Broad, 2006), Дж. Вестбрук (Westbrook, 2013), С. Дей (Day, 1999), П. Еарлі (Earley, 2014), В. Поррітт (Porritt, 2014), І. Фанґ (Fung, 2008) та інших. Значна увага проблемі дослідження приділена Британською Радою (British Council, 2015) у рамках проекту «Teaching for Success» («Успішне викладання»). Девізом дослідження є: «Освітня система успішна лише тоді, коли успішні вчителі, які у ній працюють» (ЮНЕСКО, 2014). Зважаючи на значні напрацювання учених та новітні дослідження Британської Ради у сфері неперервного професійного розвитку вчителів, вважаємо за доцільне здійснити порівняльний педагогічний аналіз системи професійного розвитку вчителів іноземних мов у розвинутих Європейських країнах і Україні для визначення їх спільних і відмінних рис та з'ясування перспектив оптимізації української системи професійного розвитку вчителів на основі використання позитивного зарубіжного досвіду.

### ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ

Відповідно до висновків досліджень С. Борґа, забезпечення якості роботи вчителів на всіх етапах їх професійної діяльності є ключовим фактором у покращенні якості навчання учнів. Таким чином, необхідно фокусуватися на ефективному професійному навчанні вчителів-практиків, яке називається неперервним професійним розвитком (Borg, 2015).

Найбільш поширеним у сучасній науковій педагогічній літературі визначенням НПР є визначення американського вченого С. Дея, відповідно до якого НПР – це будь-який природний навчальний досвід, а також свідомі та сплановані види діяльності, які приносять безпосередню чи опосередковану користь особі, групі чи закладу і спрямовані на підвищення якості їх роботи. У процесі НПР учителі, самотійно чи у співпраці з колегами, розвивають критичне мислення, знання та навички, досягають емоційної зрілості, що є необхідним для їх якісної професійної діяльності (Day, 1999). З визначення очевидно, що НПР характеризується багатогранністю (стосується поведінки вчителів, їх знань, емоцій, мислення); природністю (має місце безпосередньо у процесі роботи вчителів), запланованістю (вибір учителями форм та видів цього процесу). Окрім того, від НПР користь отримують не лише вчителі, а й учні, навчальні заклади та всі учасники освітнього процесу (безпосередні чи опосередковані). І саме це є чи не основною тенденцією сучасного НПР – акцентування не лише на особистісному і професійному зростанні вчителів, а й на досягненні цілей діяльності закладів освіти, покращенні навчальної успішності учнів. Більш того, деякі вчені, такі як П. Ерлі, В. Порріт, наголошують, що покращення навчальної успішності учнів є першочерговою метою НПР, і що саме потреби учнів є вихідною точкою у прийнятті рішення щодо вибору форм і видів цього процесу (Early & Porritt, 2014).

Таким чином, очевидно, що НПР учителів є вирішальним фактором успішності освітньої системи та закладів освіти, забезпечення якості роботи вчителів та навчальної успішності учнів.

Для більшості людей, які мають опосередковане відношення до роботи вчителів та не дуже чітко уявлення про НПР, цей процес асоціюється з конференціями, семінарами та курсами підвищення кваліфікації, проте він включає в себе набагато більше видів роботи як на рівні окремого вчителя та закладу освіти, так і на рівні



країни чи світу. У ході наукових досліджень, проведених ученими К. Броудом та М. Евансом (Broad & Evans, 2006), Д. Орром (Ort et al., 2013) та Х. Тімперлі (Timperley et al., 2008), визначено ключові характеристики ефективного професійного розвитку, який має позитивний та тривалий вплив на вчителів, учнів та навчальні заклади:

- відповідність реальним потребам учителів та учнів;
- залучення вчителів до прийняття рішень щодо змісту та процесу перебігу НПР;
- забезпечення співпраці та обміну досвідом учителів;
- колегіальність, яка передбачає спільну роботу не лише вчителів, а й закладів освіти та освітньої системи в цілому;
- практичність, тобто здійснення професійного розвитку безпосередньо у процесі роботи вчителя в класі;
- обов'язковість НПР як невід'ємної частини роботи вчителя;
- постійна рефлексія та дослідження;
- пріоритетність навчальної успішності учнів як основного стимулу для професійного навчання вчителів;
- неперервність професійного розвитку, а не розгляд його як поодиноких форм роботи (Broad & Evans, 2006).

Підходи до професійного розвитку, які втілюють ці характеристики, називаються розвивальними, соціо-конструктивними та дослідницько-орієнтованими. Усі вони втілюють принципи спільного, соціального, науково-обґрунтованого професійного навчання, що має місце у певному контексті, і за якого вчителі приймають основні рішення щодо форм і видів свого професійного розвитку. Фактично, це означає використання такого підходу до НПР, який відповідає потребам учителів, учнів та освітніх закладів, надає вчителям право вибору, спонукає їх навчатися спільно з колегами та обмінюватися досвідом, використовувати результати свого навчання на практиці. Таким характеристикам відповідають різні форми професійного розвитку вчителів:

- самонавчання (дослідження, дослідницькі проекти, які дають змогу вчителям вивчати та аналізувати навчальний процес);
- спільне планування уроків з подальшим аналізом їх переваг та недоліків;
- професійні обговорення новітніх методик викладання та доцільності їх використання;
- рефлексійні групи для обміну досвідом викладання учителів та аналізу уроків (відеозаписів уроків чи робіт учнів);
- спостереження/взаємовідвідування уроків учителями з подальшим їх обговоренням в конструктивній формі та без формального оцінювання;
- участь у професійних навчальних спільнотах для вирішення нагальних питань роботи школи та професійної діяльності вчителів;
- спільна робота вчителів над навчальними програмами для детального вивчення певних їх проблемних аспектів, удосконалення, оптимізації;
- спільна розробка навчальних матеріалів для певних груп учнів;
- участь у проєктах наставництва, за яких більш досвідчені і відповідно підготовлені вчителі підтримують та скеровують розвиток менш досвідчених;
- участь у навчальних спільнотах в мережі Інтернет (Timperley et al., 2008).

Важливо зауважити, що новітні підходи до організації та здійснення НПР доповнюють та усучаснюють, але ніяким чином не відкидають традиційні його форми, такі як семінари і курси. На думку американського вченого Д. Орра, семінари,





які чергуються з іншими формами професійного розвитку, можуть бути ефективними і підтримуються науковцями та практиками в галузі освіти (Ott et al., 2013). Але ключовим моментом тут має бути розгляд семінарів як частини більш широкої стратегії НПП, а не як окремої поодинокі його форми.

Іншим важливим моментом є відсутність єдиного шаблону для НПП, який би гарантував успіх у будь-якому середовищі. Контекстуальна варіативність є невід'ємною характеристикою цього процесу – те, що добре спрацьовує в одному контексті, може виявитися неефективним в іншому. Тому впровадження певної стратегії НПП має бути певним чином локалізованим. Іншими словами, рішення про використання таких форм, як, скажімо, дослідницькі проекти та спільне планування уроків, не гарантує ефективності професійного навчання вчителів. Види професійного розвитку мають вибиратися та впроваджуватися з урахуванням попереднього досвіду вчителів, їх знань, поглядів та потреб і відповідати особливостям освітньої системи, у якій вони працюють (UNESCO, 2014).

Відповідно до досліджень С. Борга, сучасний НПП учителів іноземних мов має включати чотири етапи:

1. Усвідомлення того, що існує професійна педагогічна діяльність.
2. Розуміння того, що вона означає і чому є важливою.
3. Залучення до здійснення компетентної професійної педагогічної діяльності.
4. Інтеграція у професійному педагогічному середовищі та постійний обмін досвідом (British Council, 2015).

У процесі проходження цих етапів учитель має оволодіти високим рівнем мовної кваліфікації (C2), досягти відповідного рівня освітньої та наукової кваліфікації (ступінь доктора наук (PhD)). Окрім того, на всіх етапах професійного розвитку вчитель іноземної мови має постійно вдосконалювати власну професійну діяльність, зокрема ті її аспекти, що стосуються: планування уроків і навчального процесу в цілому, врахування потреб та інтересів учнів, організації та контролю за перебігом уроків, знання навчального предмета, ефективного використання навчальних ресурсів, грамотного оцінювання навчальної успішності, інтеграції інформаційних технологій, відповідальності за власний професійний розвиток, забезпечення інклюзивного навчання, використання багатомовних підходів, урахування сучасних тенденцій в освіті, розуміння освітньої політики і практики (Borg, 2015).

Розглянемо більш детально названі вище аспекти професійної діяльності вчителів іноземних мов, забезпечення якісної реалізації яких є ключовим завданням НПП.

**Планування уроків і навчального процесу в цілому** передбачає необхідність: визначення навчальних потреб учнів, мети та результатів навчання; вибору та розробки видів навчальної діяльності, ресурсів та матеріалів, які зацікавлять учнів та відповідатимуть цілям уроків; поділу уроків на послідовні етапи з відповідним розподілом часу; планування роботи на дошці; здійснення інтерактивної роботи під час уроків, роботи у групах; забезпечення диференційованого навчання (для учнів з різним рівнем знань); передбачення проблем, які можуть виникнути в ході уроку та шляхів їх усунення; визначення способів перевірки та оцінювання роботи учнів; забезпечення аналізу навчальної успішності учнів; планування видів роботи, які допоможуть учням розвивати різносторонні вміння і навички; зв'язку уроку з попереднім та наступним; планування низки послідовних уроків, які передбачають повторення та закріплення навчального контенту; аналізу ефективності планування уроків з урахуванням зворотної реакції учнів та інших факторів.





**Урахування потреб та інтересів учнів** передбачає: прийняття рішень про організацію та здійснення навчального процесу та його оцінювання з урахуванням низки характеристик учнів (рівня їх навчальної успішності, віку, інтересів, форм і методів навчання, яким вони віддають перевагу; динаміки групи, мотивації до навчання (загальної та щодо окремих предметів); освітнього, соціального, культурного та лінгвістичного контексту навчання; рівня самостійності; особистісних якостей); дослідження теорій навчання та застосування їх до конкретного освітнього контексту та окремих груп учнів; аналіз потреб учнів та застосування його результатів на практиці; розуміння впливу навчального середовища на учнів; аналіз власного ставлення до учнів і впливу його на успішність їх навчання (Borg, 2015).

**Організація уроку та контроль за його перебігом** передбачає: контроль темпу та розподіл часу уроку; чіткий поділ уроку на етапи; пристосування атмосфери та обстановки у класі до потреб навчання; швидку реакцію на несподівану зміну запланованого ходу уроку; ефективне використання ресурсів та обладнання; чітку подачу інструкцій; відповідне пояснення навчальних цілей та контенту; перевірку розуміння цього учнями; використання іноземної мови відповідно до рівня знань учнів; прийняття рішення учителем і учнями про те, яку мову (рідну чи цільову) варто використовувати у процесі організації уроку та пояснення завдань; постійний контроль активної участі учнів у класній роботі та підвищення їх мотивації до навчання; встановлення і підтримання дисципліни; використання видів діяльності, які передбачають різноманітні інтерактивні види роботи; корегування плану уроку для використання можливостей для навчання, які виникають під час уроку; встановлення та підтримання позитивного навчального середовища; аналіз організації уроку, визначення її переваг і недоліків, внесення відповідних змін.

**Знання предмета викладання** передбачає: досконалість володіння цільовою мовою для забезпечення зразка для наслідування учнями; відбір відповідної методики та навчальних ресурсів для практичної роботи над різними аспектами вивчення цільової мови (граматики, лексики, фонології, говоріння, слухання, письма і читання, комунікативної активності, соціолінгвістичних навичок, різновидів і стандартів цільової мови, порівняльного аналізу рідної та цільової мов); використання професійної літератури та довідкової інформації з предмета викладання; знання теорій вивчення мов та їх застосування до специфічного контексту викладання; аналіз переваг та недоліків у володінні предметом викладання для подальшого його вдосконалення.

**Ефективне використання навчальних ресурсів.** При виборі ресурсів важливо усвідомлювати їх різноманітність, можливості використання засобів масової інформації (цифрових, аудіовізуальних, друкованих), які відповідають потребам учнів та контексту навчання; можливості спільної розробки навчальних матеріалів, створення контенту власне самими учнями; визначення чітких критеріїв для відбору матеріалів і ресурсів на основі потреб учнів та відповідності програми. Розробка й адаптація матеріалів і ресурсів має передбачати використання низки авторських (ліцензійних) методик, таких, що відповідають потребам учнів та навчальної програми; які є професійними, цікавими та доступними, використовуються відповідно до авторських прав та є контекстуально доцільними; якими можна ділитися з колегами та використовувати у співпраці з ними. Використання матеріалів має здійснюватися у комплексі з ефективним використанням обладнання та технологій для підтримки навчання. З метою подальшого використання матеріалів потрібно розробити і підтримувати систему їх накопичення та збереження.



Окрім того, раціональність використання ресурсів має бути зрозумілою вчителям, учням та іншим учасникам навчального процесу. При цьому обов'язковим є оцінювання ефективності використовуваних матеріалів і ресурсів, а також їх відповідності потребам учнів (Timperley, 2011).

**Грамотне оцінювання навчальної успішності** передбачає: застосування принципів та практики оцінювання, спрямованих на визначення рівня прогресу учнів у навчанні; використання різних видів оцінювання та аналізу; забезпечення оцінювання на різних етапах навчального процесу для моніторингу знань учнів та організації подальшого процесу викладання; визначення відповідних критеріїв оцінювання і їх послідовне та логічне застосування; аналіз типових помилок учнів та забезпечення конструктивного їх усунення; постійне залучення учнів до самооцінювання та взаємного оцінювання, а також постійне вдосконалення цих навичок; підготовку учнів до підсумкового оцінювання (як на рівні класу, так і закладу), ведення журналу оцінювання та збереження його даних; ознайомлення учнів, батьків та інших учасників навчального процесу з результатами навчання; аналіз ефективності оцінювання навчальної успішності учнів.

**Інтеграція інформаційних технологій** передбачає: розробку ефективних стратегій для використання відповідного цифрового контенту; слідування інструкціям для безпечного використання Інтернету; оцінювання потенційної ефективності та відповідності цифрового контенту, інструментів та платформ для досягнення бажаних результатів навчання; використання технологій у створенні навчальних матеріалів; забезпечення видів роботи з використанням відповідного цифрового контенту, інструментів і платформ; розробку ефективних стратегій для вирішення потенційних технічних проблем; використання технологій для виконання адміністративних завдань у відповідності з інструкціями щодо захисту даних; сприяння самостійному навчанню з використанням цифрового контенту і технологій як у межах класу, так і поза ним; сприяння спільному та активному навчанню з використанням онлайн спільнот, інструментів і платформ; аналіз ефективності інтеграції інформаційних технологій у навчальний процес.

**Відповідальність за власний професійний розвиток** передбачає: розуміння власних професійних потреб, інтересів та навчальних пріоритетів для визначення аспектів, які потребують розвитку; визначення коротко- та довготривалих цілей професійного розвитку; усвідомлення наявних форм і методів розвитку для досягнення певних професійних цілей; використання технологій для сприяння професійному зростанню; обізнаність щодо новітніх тенденцій у розвитку освіти, зокрема у тому, що стосується навчання іноземних мов; вибір та використання належних можливостей та ресурсів професійного розвитку, які, в свою чергу, передбачають співпрацю з колегами та іншими професіоналами, рефлексійну діяльність, наукові та практичні дослідження, участь у конференціях, навчальних курсах, вивчення професійної літератури та здійснення наукових публікацій, членство та роботу в професійних асоціаціях учителів, спостереження за роботою колег та проведення відкритих уроків; аналіз та оцінку переваг НІПР та його впливу на роботу вчителя у класі та навчальну успішність учнів.

**Забезпечення інклюзивного навчання** передбачає: усвідомлення різноманітності учнів у тому, що стосується сприйняття мовного середовища, їх когнітивних, навчальних і фізичних здібностей, соціального середовища, поведінки, обмежених можливостей, віку, статі, раси і етнічності, релігії та поглядів. Учитель іноземної мови має використовувати педагогічні стратегії, які сприяють інклюзивній освіті в сприятливому навчальному середовищі; допомагати учням у визначенні, досягненні



та оцінці реалістичних індивідуальних навчальних цілей; усвідомлювати власні переконання, а також те, як вони можуть вплинути на встановлення та підтримання інклюзивного навчального середовища; індивідуально оцінювати учнів різними способами для надання їм можливості демонструвати свої успіхи у навчанні; ставитися до всіх учнів однаково, позитивно та з повагою; залучати батьків, учнів та інших учасників навчального процесу до створення інклюзивного навчального середовища; аналізувати створене інклюзивне навчальне середовище та робити кроки щодо його поліпшення (Borg, 2015).

**Використання багатомовних підходів** передбачає: усвідомлення багатомовної сутності суспільства, громади, школи; використання педагогічних стратегій, які забезпечують інклюзивне навчання в сприятливому багатомовному навчальному середовищі; індивідуальне оцінювання учнів з урахуванням їх лінгвістичного середовища; надання учням належних можливостей для використання рідної мови з метою адекватного розуміння ними навчального контенту; прийняття педагогічних рішень з урахуванням лінгвістичної різноманітності учнів; аналіз ефективності впровадження багатомовних підходів для сприяння навчанню.

**Врахування сучасних тенденцій в освіті** передбачає: наявність критичного мислення у вчителів; їх готовність до вирішення освітніх проблем; співпрацю та комунікацію вчителів; використання їх творчості, уяви, цифрової грамотності, лідерства та особистісного розвитку для відповідності сучасним тенденціям розвитку освіти; вибір відповідної методики та навчальних ресурсів для впровадження, розвитку та оцінювання новітніх тенденцій освіти; критичний аналіз вчителями їх власної обізнаності у сучасних тенденціях в освіті та готовності підвищувати її.

**Розуміння освітньої політики і практики** передбачає: володіння сучасною релевантною інформацією про національну, регіональну та інституційну освітню політику; володіння сучасною релевантною інформацією про міжнародну, національну, регіональну та інституційну освітню практику; здійснення професійної педагогічної діяльності, яка узгоджується з існуючою освітньою політикою та відповідає цілям освіти; розширення навчальних можливостей для учнів та захисту їх прав; реалізацію освітніх реформ, інклюзивного навчання, підвищення грамотності, забезпечення доступності, рівності навчальних можливостей, різноманітності форм навчання та його інклюзії; вміння розробляти та оптимізувати навчальні програми, плани, впроваджувати новітні методи викладання, сучасні підходи до оцінювання; розуміння стандартів навчання іноземних мов; інтеграцію інформаційних технологій в освіті; постійний аналіз впливу освітньої політики і практики на професійну діяльність учителів та навчальну успішність учнів (British Council, 2015).

## ВИСНОВКИ

Таким чином, на основі аналізу дослідження, проведеного Британською Радою, можна зробити висновок про те, що сучасні тенденції НІР враховують набагато ширше коло питань, пов'язаних з професійною діяльністю вчителів іноземних мов, ніж просто їх мовна компетентність та педагогічна майстерність. На основі порівняльного аналізу системи професійного розвитку вчителів іноземних мов в Україні та розвинутих Європейських країнах, з'ясовано, що в останніх професійний розвиток учителів здійснюється на всіх етапах їх професійної діяльності і стосується таких її аспектів, як: планування уроків і навчального процесу в цілому, врахування потреб та інтересів учнів, організації та контролю за перебігом уроків, знання навчального предмета, ефективного використання навчальних ресурсів, грамотного



оцінювання навчальної успішності, інтеграції інформаційних технологій, відповідальності за власний професійний розвиток, забезпечення інклюзивного навчання, використання багатомовних підходів, урахування сучасних тенденцій в освіті, розуміння освітньої політики і практики.

Незаперечним є той факт, що робота вчителя у сучасних умовах стає все складнішою, що пов'язано з збільшенням вимог до забезпечення якості та результативності навчального процесу. Компетентність вчителя іноземних мов вже не обмежується виключно рівнем знання мови, а можливістю забезпечити якісний процес викладання з урахуванням комплексу складних процесів, що мають місце як у класі, так і за його межами. Сучасний НПП робить акцент не на професійності вчителя, а на рівні навчальної успішності його учнів, який є показником компетентності вчителя. Зважаючи на це, сучасні вчителі іноземних мов мають бути обізнаними та готовими до постійного професійного вдосконалення для відповідності вимогам часу.

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## ПРОФЕСІЙНА ПІДГОТОВКА МОЛОДШИХ МЕДИЧНИХ СПЕЦІАЛІСТІВ: ЄВРОПЕЙСЬКИЙ ДОСВІД

### АНОТАЦІЯ

*У статті висвітлено сучасні проблеми професійної підготовки молодших спеціалістів з медичною освітою. Проаналізовано основні недоліки вітчизняної медичної системи освіти, які перешкоджають підвищенню якості професійної підготовки фахівців цієї галузі. Вивчено європейський досвід медичної освіти, зокрема Великої Британії, Грузії, Італії, Польщі та Франції. З'ясовано, що аналіз зарубіжного досвіду підготовки медичних молодших спеціалістів показав відмінності у підготовці медичних кадрів в Україні та за кордоном. Наведено порівняльну характеристику європейського та вітчизняного досвіду підготовки майбутніх медичних сестер і акушерок. Висвітлено переваги закордонної професійної підготовки майбутніх медичних молодших спеціалістів. Визначено, що в європейських країнах більше уваги приділяють вивченню клінічних дисциплін, ніж в Україні за рахунок збільшення кількості годин, розрахованих на практичне навчання на клінічних базах. Автор підкреслює важливість самостійності в процесі професійної підготовки майбутнього медичного фахівця у європейській освітній галузі. Наголошено про необхідність впровадження в медичній освітній процес в Україні комунікативних навчальних дисциплін та «Педагогіки», які вже давно використовують у медичній освіті в Європі. У статті розглянуто основні характеристики нової для української медичної освіти форми навчання «учнівства», в процесі якої цикл теоретичного навчання чергується з практичним стажуванням в лікарні з отриманням заробітної плати. Зроблено висновок про сучасну європейську направленість української медичної галузі та поступове впровадження неперервної ступеневої освіти. Наголошено про необхідне використання закордонних напрацювань медичної освіти під час планування сучасних реформ у нашій країні і розробці нових навчальних планів і програм.*

**Ключові слова:** професійна підготовка, медична освіта, європейський досвід, молодший спеціаліст з медичною освітою.

### ВСТУП

Наша країна поступово наближується до Європи і впроваджує європейські стандарти. Під час планування реформ у медичній освіті значний акцент ставиться на якості і ефективності професійної підготовки медичних спеціалістів за спеціальністю «Медсестринство», яка об'єднує три спеціалізації: «сестринська справа», «акушерська справа» та «лікувальна справа». Проблемам професійної медичної підготовки приділяють увагу як українські фахівці, так і спеціалісти медичної освіти всього світу. Вони постійно підтверджують важливість її вивчення і вважають необхідне наближення національних стандартів медичної освіти до європейських.





### **МЕТА ДОСЛІДЖЕННЯ**

Метою статті є висвітлення зарубіжного європейського досвіду професійної підготовки середнього і допоміжного медичного персоналу, здійснення порівняльного аналізу процесу професійної підготовки майбутніх медичних молодших спеціалістів за кордоном та в Україні.

### **ТЕОРЕТИЧНА ОСНОВАТА МЕТОДИ ДОСЛІДЖЕННЯ**

Відтак, проблема професійної підготовки молодших медичних працівників, зокрема медсестер та акушерок, є досить актуальною загалом і зокрема в освітньому просторі України. Українські освітяни активно оновлюють зміст національної системи професійної підготовки фахівців, зокрема молодших медичних працівників, однак також доцільно вивчати зарубіжний досвід та виокремлювати його позитивні аспекти. З цією метою ми звернулися до досвіду Великої Британії, Франції, Італії, Польщі та Грузії. Варто зазначити, вивченням зарубіжного досвіду професійної підготовки молодших спеціалістів з медичною освітою займалися такі вітчизняні та закордонні науковці, як Ф. Бальдассаре, М. Джгаркава, Н. Ернандес, Г. Ерстенюк, Л. Логущ, В. Мороз, В. Стасюк, Є. Харлашина, М. Шегедин, С. Ястремська та інші.

У нашому дослідженні був використаний порівняльно-пошуковий метод. Саме у порівнянні ми змогли виявити подібності та відмінності медичної освіти Європи і України.

### **ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ**

Розглянемо приклади сучасної професійної підготовки медичних фахівців, зокрема медсестер і акушерок, на досвіді європейського освітньо-медичного простору. В європейських країнах не існує такої спеціальності як молодший медичний спеціаліст. У цих країнах аналогічні спеціальності, зокрема медсестри і акушерки, входять у групу допоміжного медичного персоналу. Спеціальність фельдшер також відсутня в Європі. Так у працях С. Ястремської відображено розвиток неперервної ступеневої медичної освіти в Європі. Вчена повідомляє, що «сьогодні медсестринська освіта в європейських країнах надається медсестринськими школами, училищами, коледжами й інститутами, університетами, академіями. Термін навчання для здобуття рівня дипломованої медичної сестри в більшості країн Європи, становить 3 роки (Греція, Естонія, Іспанія, Швеція) або 3,5 роки (Австрія, Бельгія, Велика Британія, Данія, Нідерланди), а після його одержання існує можливість одержання бакалаврського рівня (BcN)» (Ястремська, 2017, с. 511).

Велика Британія є однією із країн, в якій професії медичної сестри і акушерки є дуже престижними. Середній медичний персонал у цій країні здобуває освіту в медичних школах і коледжах. Для Великої Британії під час підготовки медичних сестер і акушерок характерна вузькопрофільність. Медсестра в цій країні може вивчати, а потім працювати у напрямку одного із чотирьох видів догляду: дорослого, дитячого, психічного та догляду за інвалідами (Весоме a nurse, 2017). Професія акушерки у Великій Британії дуже складна і унікальна. Працівники цієї спеціалізації працюють із вагітними жінками, всебічно підтримують їх, здійснюють передпологовий та післяпологовий догляд за жінками та новонародженими, а також допомагають сім'ям готуватися до батьківства. Акушерки у Великій Британії практикують у державних медичних установах, пологових будинках, общинах, лікарнях, а також у підліткових клініках вагітності. Щоб стати акушеркою, треба навчатися у коледжі або медичній





школі на протязі трьох років. Можна одержати диплом акушерки по скороченій програмі, навчаючись 18 місяців, якщо медик вже має спеціальність зареєстрованої медичної сестри. Після здобування медичної освіти всім медсестрам і акушеркам необхідно обов'язково зареєструватися у Раді медсестер і акушерок (NMC) для подальшого працевлаштування (Become a midwife, 2017).

Розглянемо методики викладання клінічних дисциплін на прикладі медичних шкіл при університеті Кентербері. У Великій Британії вивченню клінічних дисциплін приділяється багато уваги. Студенти медичних шкіл, коледжів та університетів відпрацьовують практичні навички на стимуляторах та в імітаційних кімнатах. Ми вважаємо дуже цікавим впровадженням у процес викладання клінічних дисциплін у Великій Британії створення імітаційних штучних палат, які розташовані на території учбового закладу. Обладнання цих палат повністю імітує звичайні палати клінічного відділення. В них розташовані ліжка з муляжами хворих. Ці приміщення повністю оснащені всім необхідним для обстеження, догляду та надання невідкладної медичної допомоги. Студенти-медики працюють також в акушерській та дитячій імітаційних палатах, які також оснащені сучасним медичним обладнанням і надають учням реалістичну клінічну обстановку, в якій вони можуть практикувати свої навички та застосовувати свої знання на практиці. На нашу думку, така методика проведення практичних занять повністю укладається в структуру технології контекстного навчання. Також заслуговує уваги впровадження квазіпрофесійної діяльності, як основної форми контекстного навчання під час вивчення хірургії у медичній школі у Кентербері, на прикладі операційного театру. Під час практичних занять студенти можуть використовувати повністю поставлений оперативний театр та імітаційний скраб-кабінет. Одностороннє дзеркало відокремлює приміщення спостереження та оперативний театр. У кімнаті спостереження викладачі не тільки слідкують за роботою студентів, але й оцінюють дії майбутніх медиків (Faculty of Health and Wellbeing, 2017).

Розглянемо професійну підготовку медсестер і акушерок у процесі вивчення клінічних дисциплін, на прикладі медичного Університету Йорка. Спеціально для вивчення цих дисциплін було створено Бюро клінічного моделювання (CSU). Цей цільовий навчальний центр має чудові можливості для відпрацьовування клінічних навичок. У центрі є два ліжка, чотиримісні лікарняні палати, відділення інтенсивної терапії, а також великий універсальний навчальний майданчик із сучасними звукоізованими рухомими стінами, який під час необхідності можна розділити на кілька окремих приміщень. CSU обладнано дорослими та дитячими фантомами та муляжами, що імітують цілий ряд фізіологічних ознак та симптомів. Використовуючи їх під час імітаційних та рольових ігор у вивченні клінічних дисциплін, студенти опиняються у середовищі, що максимально наближує їх до реальних клінічних умов. CSU оснащений сучасними стаціонарними та мобільними камерами. Завдяки ним можна здійснювати зворотній зв'язок, проводити аналіз, розбирати помилки та недоліки, які були допущені студентами в процесі виконання практичних навичок (Health Sciences, 2017). Ми вважаємо, що використання симуляційних методик, значно підвищує якість і ефективність навчання, дає можливість максимально наблизити студентів до реальних клінічних умов, чітко і якісно відпрацювати кожний практичний навик. В нашій країні вже з другого курсу студенти-медики починають вивчати спеціальні дисципліни і відпрацьовують практичні навички на реальних пацієнтах. Раннє залучення студентів у реальне клінічне середовище і контакт із реальними



пацієнтами розвиває у них комунікативні здібності, а також сприяє формуванню деонтологічної компетентності.

Грузія, одна з пострадянських країн, яка активно крокує європейським шляхом, і де після проведення низки реформ, значно покращився як економічний так і соціальний рівень життя населення. Освітні установи Грузії готують медсестер високого рівня. Цю спеціальність можна одержати як у державних медичних університетах так і в приватних. В цих освітніх закладах існує бакалаврська програма для медсестер, курс навчання якої триває чотири роки, а також професійна програма для медсестер-практиків, курс навчання якої складає 2,5 роки. Для бакалаврської програми потрібно здати Єдині національні іспити (ЄНІ), а для професійної програми медсестри – закінчити 12 класів загальної школи і здати спеціальний іспит. В Тбіліському державному медичному університеті бакалаврська програма для медсестер здійснюється за допомогою австрійських колег. Майбутні медсестри, які достатньо володіють німецькою мовою, можуть пройти стажування в Австрії. У Грузії значний акцент ставиться на комунікативних якостях медичних сестер. М. Джгаркава, координатор професійних освітніх програм Тбіліського медичного університета, проаналізувала стан медсестринської освіти в Грузії і сповіщає, що «сучасна грузинська медсестра повинна не тільки володіти фаховими знаннями і навичками, але й бути комунікабельною. Спілкування з пацієнтом це – дуже складна задача. В університеті майбутнім медсестрам викладають комунікативні дисципліни: курс керування конфліктами, а також курс навиків комунікації» (Рядом в трудную минуту, 2017). Ми також вважаємо доцільність введення в освітній процес медичних навчальних закладів дисциплін комунікативного напрямку.

В Італії молодший медичний персонал одержує первинну професійну освіту в медичних коледжах. У процесі вивчення наукового доробку Ф. Бальдассаре з'ясовано, що в цій країні за останні 17 років була впроваджена низка реформ у медичній освіті. На думку вченої, «дуже швидко відбувся перехід до університетської освіти: від диплому про середню медичну освіту, отримав який медичні сестри виконували роль помічниць лікарів з чітким переліком професійних обов'язків, до необхідності здобуття трирічної університетської освіти. Також була створена можливість продовжувати навчання за 1–2-річними магістерськими програмами, одержання ступеню згідно відповідній спеціальності і вченому ступеню (PhD). Численні освітні програми забезпечили широкі можливості кар'єрного зростання для осіб з базовою освітою. Лікарні припинили використати їх як безкоштовну робочу силу і провели переговори з університетами про надання умов для високоякісного клінічного навчання» (Бальдассаре, 2010).

Розглянемо професійну підготовку молодших медичних спеціалістів на прикладі Польщі. Розвиток медичної освіти цієї країни особливо важливий для нашого дослідження. Як зазначає Л. Логуш, «після приєднання до співдружності європейських держав Польща активно проводила реформи і швидко дійшла високого економічного та освітнього рівня розвитку. Стратегія трансформації освітньої політики є прикладом успішності, прогресивності та ефективності державної політики» (Логуш, 2016, с. 77). Критеріями вибору європейських країн та періодизації розвитку медичної Польські медсестри і акушерки перебувають на третьому місці серед найбільш затребуваних професій на ринку праці.

Аналізуючи професійну підготовку медичних молодших спеціалістів В. Стасюк порівняв підготовку медичних сестер в Польщі і Україні: «Терміни навчання у



Польщі медсестри-бакалавра і в Україні медсестри-молодшого спеціаліста на базі повної середньої освіти є однаковими (3 роки). Але зведені дані за бюджетом часу (кількість годин) підготовки нашої медсестри є суттєво більшими, ніж у Польщі. До того ж, наша медсестра вивчає рівно на третину більше навчальних дисциплін, ніж медсестра-бакалавр у сусідній державі. У навчальних планах сусідів знаходимо «Педагогіку», «Дієтику», «Радіологію» (В. Стасюк, 2016).

Н. Ернандес провела аналіз навчальних планів та навчальних програм підготовки медсестер в умовах ступеневої освіти Польщі і України. Вчена з'ясувала, що «гуманітарна і соціально-економічна підготовка в Україні складає 492 аудиторні години, тоді як у Польщі 240–285 аудиторних годин. За обсягами практичного навчання на клінічних базах порівняльна характеристика показує: в Україні – 486 аудиторних годин, а у Польщі цей показник становить 1200–1350 аудиторних годин» (Ернандес, 2012, с. 54).

Підсумовуючи викладене, ми дійшли висновку, що в медичній освіті України більше уваги приділяють вивченню соціально-гуманітарних і природничо-наукових дисциплін, а на клінічні дисципліни, які є основою професійних знань та навичок, виділено значно менше годин ніж в Польщі. Також можна помітити, що в Польщі пріоритетною основою є впровадження в освітній процес великої кількості годин на практичне навчання на клінічних базах в порівнянні з вітчизняними освітніми програмами.

Так у працях Є. Харлашиної (2015) відображено стан професійної підготовки майбутніх медичних спеціалістів у Франції. На думку дослідниці, «у Франції медсестра – є допоміжним медичним персоналом. Акушерка у Франції має значно вищий статус і прирівнюється до групи медичних професій, до яких відносяться також професії лікаря і дантиста. Під час навчання в медичних закладах, які готують майбутній допоміжний медичний персонал у Франції, віддається перевага вивченню клінічних дисциплін в порівнянні з фундаментальними». Досліджуючи медичну освіту Франції, вчена виокремила особливості проведення занять у медичних освітніх закладах. Теоретичне навчання здійснюється у вигляді лекційних занять для всіх студентів курсу (поток). Відвідування лекцій у Франції є обов'язковим, студенти самостійно знаходять інформацію в різних джерелах інформаційно-освітнього простору, займаються самостійною і пошуковою роботою. Відвідування практичних занять під керівництвом викладача є обов'язковим. Саме на них студенти стають активними учасниками освітнього процесу, розв'язують складні проблемні ситуації, розвиваючи клінічне й творче мислення, а також свою пізнавальну діяльність. Викладач на цих заняттях є спостерігачем, який в будь-який момент може скоординувати роботу студента.

Є. Харлашина (2015) наголошує, що у Франції «система підготовки середнього медичного персоналу характеризується великою кількістю годин, відведених на практичну (клінічну) підготовку «біля ліжка хворого». Нам дуже імпонує така форма навчання у французьких медичних навчальних закладах, як «учнівство», в процесі якої цикл теоретичного навчання чергується з практичним стажуванням в лікарні з отриманням заробітної плати. Але недоліком такої форми є велике перенавантаження студента, оскільки майбутній медик повинен постійно розраховувати час між теоретичною підготовкою і професійною діяльністю. В навчальній програмі французьких медсестер зміст теоретичної підготовки складає 1800 астрономічних годин, а практичної (клінічної) підготовки – 2100 астрономічних годин.



## ВИСНОВКИ

Підсумовуючи викладене, ми дійшли висновку, що аналіз зарубіжного досвіду підготовки медичних молодших спеціалістів показав відмінності у підготовці медичних кадрів в Україні та в Європі. Ми можемо констатувати деякі *переваги* зарубіжної медичної освіти. За кордоном більше уваги приділяють вивченню клінічних дисциплін і впроваджують в освітній процес значну кількість годин, розрахованих на практичне навчання на клінічних базах і стимуляційних кабінетах. У багатьох європейських країнах під час навчання в медичних закладах значний акцент ставлять на самоосвіті майбутнього фахівця. Також позитивним прикладом для нашої медичної освіти є впровадження в медичний освітній процес в Європі таких навчальних дисциплін, що включають комунікативні знання і навички. Нам також імпонує впровадження в медичний європейський освітній процес дисципліни «Педагогіка», вивчення якої дуже корисно для майбутніх медиків. Досвідчені медичні сестри в процесі своєї фахової діяльності можуть навчати як медиків-початківців так і пацієнтів, керуючись сучасними педагогічними методиками і технологіями. Дуже цікава, на нашу думку, форма навчання у французьких медичних навчальних закладах – «учнівство», в процесі якої цикл теоретичного навчання чергується з практичним стажуванням в лікарні з отриманням заробітної плати. На нашу думку, впровадження деяких елементів цієї форми навчання в вітчизняний освітній процес і її вдосконалення може значно підвищити якість сучасної професійної медичної освіти. Проаналізувавши досвід медичної освіти європейських країн світу, можна зробити висновки, що українська медична освіта активно крокує новим шляхом європейської направленості. В Україні поступово запроваджується неперервна ступенева освіта. Вважаємо за доцільне наголосити, що всі позитивні напрацювання закордонного досвіду медичної освіти можна використовувати під час планування сучасних реформ в нашій країні і орієнтуватися на них при розробці нових навчальних планів і програм.

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## РЕЦЕНЗІЯ

### НА КНИГУ «ETYCZNE I SPOŁECZNE WYMIARY PRACY»

redakcja naukowa Ireneusz m. Światała, norbert g. Pikuła, katarzyna białożyт.  
Krakow. Impuls. 2017

Не так давно у Краківському видавництві «IMPULS» побачила світ книга «Етичні і соціальні виміри праці» за науковою редакцією І. Шьвітала, Н. Пікули, К. Бяложит. Цей творчий задум, спрямований на міждисциплінарний аналіз праці людини на початку XXI століття, реалізовано науково-педагогічними працівниками Інституту соціальної праці Педагогічного університету імені Комісії народної освіти у Кракові, який очолює доктор хабілітовани, професор Н. Пікула.

Передусім зазначимо, що книгу відкриває нетрадиційний, глибоко обґрунтований і досить цікавий вступ. Його автори – наукові редактори І. Шьвітала, Н. Пікула, К. Бяложит – викладають своє бачення цієї проблеми в умовах глобалізаційних та інтеграційних процесів. Вони наголошують, що поряд із значними економічними відмінностями помітною є специфіка, пов'язана із сталістю і стабільністю праці, оскільки на ринку починають функціонувати «працівники з портфоліо». Хоча вони мають побоювання у зв'язку з довільним працевлаштуванням і звільненням людей з роботи власниками підприємств, а також неспокій, зумовлений невідповідними умовами праці, що знижує мотивацію до ретельної праці, креативної діяльності. Як зазначає В. Фурманек (W. Furmanek) «праця не є однорідним поняттям. Його належить розглядати у багатьох вимірах і багатьох контекстах, що уможливило дослідження цієї активності людини під кутом зору її місця в суспільстві».

Редактори цього видання звертаються до змісту визначення поняття відомими вченими, зокрема: З. Вятровські (Z. Wiatrowski), С. Квятковські (S. Kwiatkowski), А. Радзівіч-Вінніські (A. Radziejewicz-Winnicki). Отже, відбувається наукова дискусія, до якої приєдналися автори книги «Етичні і суспільні виміри праці».

Книга, що рецензується, охоплює три частини:

I. Аксиологічні виміри праці людини (Aksjologiczne wymiary pracy człowieka);

II. Старість і неповносправність у контексті ринку праці (Starość i niepełnosprawność wobec rynku pracy);

III. Підготовка працівників до змін на ринку праці (Przygotowanie pracowników do zmieniającego się rynku pracy).

Звернемося до змісту цього видання. Аналізуючи аксиологічні виміри праці людини, Ireneusz M. Światała розглядає етику в контексті сучасних суспільних проблем, особливості морального розвитку людини як процес інтерналізації етичних засад, причини проявів порушення моральних норм у сучасному суспільстві. Вчений наводить офіційні статистичні дані за 2014–2015 рр., які свідчать про негативні тенденції в цій сфері життєдіяльності громадян Польщі. Він також констатує, що убогість і матеріальні нестатки призводять до ускладнень у функціонуванні багатьох родин. Прагнення до збагачення, в тому числі й за кошти родини, спричинило багато конфліктів, дисфункціональність, і навіть призвело до розпаду багатьох сімей. Зламалася система внутрішньородинних цінностей, відбулося зростання консумпціонізму та індивідуалізму, а також морального релятивізму. Висновок цього дослідника: головним завданням етики є піднесення рівня моральності всього суспільства, що впливатиме на усунення негативних явищ.

Значний інтерес викликає стаття Домініки Созанської (Dominika Sozańska) «Гідність людини, яка працює в добу прекаріату» («Godność człowieka pracującego w dobie prekariatu»). Авторка представила розуміння гідності людини в різних





джерелах, а також у документах католицького Костьолу та Міжнародної організації праці. Вона характеризує прекаріат як соціальний клас, що охоплює людей, які страждають від прекарності (нестабільності способу життя і праці без довгострокових гарантій і надійного заробітку). Науковець дійшла висновку: «Втішним є факт, що в рамках можливостей людини лежить також здатність до виправлення такого становища. Залишається мати надію, що розумність і потреба оборони власної гідності дозволить подолати обмеження, які несе із собою прекарність» (с. 40).

Ще одному важливому аксіологічному аспекту присвятила свою статтю Малгожата Дуда (Małgorzata Duda) – «Вартість людської праці в світі тих, хто шукає працю – нарис проблематики» («Wartość ludzkiej pracy w świecie poszukujących pracy – zagę problematyki»). Виходячи з тези «праця для людини, а не людина для праці», М. Дуда аналізує виміри людської праці, ринок праці і демографічні процеси, порівнює покоління X, Y, Z. Свої роздуми дослідниця завершує досить складним акцентом: «Pracujący biedni a gęnek pracy w Polsce». Вона звертається до результатів дослідження, проведеного в 2008 р. Центром дослідження суспільної оцінки (Centrum Badań Opinii Społecznej). Мимоволі постає питання: чому на ринку праці є така категорія, як бідні працюючі (pracujący biedny)? (с. 54–55).

Друга частина цієї книги охоплює чотири статті, присвячені надзвичайно складним і водночас важливим проблемам старості і неповносправності в умовах ринку праці. Норберт Пікула презентує результати свого дослідження щодо суспільної ситуації старших осіб у контексті ринку праці («Sytuacja społeczna osób starszych w kontekście rynku pracy»). Ним проаналізовано суспільну позицію старших осіб, проблеми вартості праці в житті людини, а також ринок праці як простір маргіналізації найстарших працівників. Нас, як читачів, вражає і хвилює гуманний висновок вченого: «Старість не є визначником праці гіршої якості. Старість не означає менших можливостей, нижчих кваліфікацій працівників. Старість, пов'язана із життєвою мудрістю, може бути міцною основою діяльності організації. Сучасна організація повинна змінити підхід до управління людським капіталом, враховувати рівень компетенцій працівника, його сильні сторони і достоювати завдання до його знань і досвіду. Істотне значення має те, щоб в культурі, спрямованій на молодість, бачити старість й підкреслювати її цінність» (с. 73).

У статті Марти Люти-Міхаляк (Marta Luty-Michalak) «Lifelong learning a aktywizacja zawodowa osób w niemobilnym wieku produkcyjnym» розкривається Lifelong learning як компонент концепції активного старіння; висвітлюються особливості навчання старших осіб (їх участь у різних формах «школень», а також курсів в рамках формальної і неформальної освіти; аналізуються мотиви, щор спонукають поляків брати участь у неформальній освіті (с. 79–86).

На основі опрацювання декількох документальних джерел Моніка Черв (Monika Czerw) запропонувала інтерактивну модель обґрунтування психосоціальної професійної активності неповносправних осіб (с. 95). В її центральному колі формула «вміти – могли – бажати», що сприяє зниженню «професійної пасивності» (bierność zawodowa).

На нашу думку, дуже важливій сучасній проблемі присвячується стаття Катерини Бяложит (Katarzyna Białożyt) «Znaczenie aktywności edukacyjnej osób starszych w adaptacji do emerytury». Авторка висвітлює мету і функції освіти старших осіб та аналізує причини різних стресогенних ситуацій, що впливають на життєдіяльність людини. Перехід на пенсію вона розглядає як довготривалий процес, що охоплює сім основних фаз (за R. Atchley) й порівнює цей підхід з дослідницькими висновками О. Чернявської (O. Czerniawska). Посилаючись на праці С. Квятковскі (S. Kwiatkowski), З. Вятровскі (Z. Wiatrowski), А. Каміньскі (A. Kamiński), дослідниця



обґрунтовує положення щодо освітньої активності старших осіб як субституту (substytut) професійної праці (с. 111–113).

Завершальний розділ книги присвячується актуальним проблемам підготовки працівників до змін на ринку праці. Актуальними є проблеми, порушені в статті Марціна Радзіволка (Marcin Radziwołk) «Emigracja rodziców jako problem pedagogiczna». Автор об'єктивно розкриває позитивні і негативні результати міграції. До перших він відносить покращення матеріальних умов сім'ї, задоволення її економічних потреб. Водночас дослідник констатує, що еміграція батьків негативно впливає на дітей, викликає в них почуття небезпеки, послаблює увагу членів родини до їх виховання.

«Stres i wypalenie zawodowe pracowników socjalnych. Konsekwencje pracy z klientem czy organizacji pracy?» – навіть у самій назві статті Катажини М. Станек (Katarzyna M. Stanek) передано гостроту цієї проблеми. Дослідниця пропонує цікаву авторську модель професійного вигорання на основі опрацювання результатів свого дослідження. Вона доводить залежність між суспільно/інтердисциплінарним чинниками і професійним вигоранням соціальних працівників (с. 148).

Різні почуття – і радості і водночас хвилювання – викликає зміст статті Гертруди Вечорек (Gertruda Wieczorek) і Катажини Бартошек (Katarzyna Bartoszek) «Wsparcie i możliwości pomocy weteranom w Polsce». Епіграф «А якщо комусь відкрита дорога до неба, то тим, які служать Вітчизні» (A jeśli komu droga otwarta na nieba, tym, co służą ojczyźnie). Автори аналізують законодавчі аспекти підтримки польських ветеранів, напрями соціальної праці з метою надання допомоги ветеранам та їхнім родинам, а також характеризують діяльність позаурядових інституцій та організацій, які підтримують ветеранів. Особливу увагу приділено такій важливій інституції як Центр допомоги родині (Centrum Pomocy Rodzinie). Окреслено першочергові завдання діяльності цього Центру.

Завершуючи нашу рецензію, не можемо не згадати статтю Януша Косцельняка (Janusz Kościelniak) «Kwestia bezrobocia i pomocy bezrobotnym w Polsce okresu międzywojennego w pismach pioniera socjologii parafii księdza Franciszka Mirka (1893–1970)». В ній проаналізовано рівень безробіття у міжвоєнний період у Польщі, розкрито причини та способи боротьби з ним на особистому прикладі соціолога парафії Ксьондза Ф. Мірка. Запропоновані підходи щодо попередження безробіття є актуальними й для нашого часу.

Ми перегорнули останню сторінку цієї книги, яка пронизана ідеями невмирущої етики в праці людини. Її створили науковці, високі професіонали в цій галузі, яким притаманно почуття соціальної відповідальності за результати своїх пошуків та рекомендації. Авторами використано широку джерельну базу, зокрема: документи міжнародних організацій, статистичні дані (наприклад, Євростату), результати досліджень із соціальної педагогіки та геронтології, викладені в монографіях, збірниках наукових праць і часописах. Вивчення змісту цієї книги дозволяє дійти висновку щодо належного рівня методологічної культури її авторів.

Вважаємо, що це видання має важливе теоретичне і практичне значення для науково-педагогічних і соціальних працівників України, а також для аспірантів і докторантів.

**Доктор педагогічних наук, професор,  
дійсний член (академік) НАПН України,  
академік-секретар відділення педагогіки  
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**Н. Г. Ничкало**



**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.

Статті та відомості про автора надсилати на електронну скриньку  
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*Приклад оформлення англomовної статті (скорочено)*

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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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*Приклад оформлення україномовної статті (скорочено)*

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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 чутлива 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 посилаєтесь на роботу в цілому.

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

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

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

**Наприклад:**

The publishing process consists of several stages of editing (Тymoshyk, 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.

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

Назви книг, журналів зазначаються без скорочень.

#### 1. Книга: 1–7 авторів

Прізвище1, Ініціали1, Прізвище2, Ініціали2, Прізвище3, Ініціали3, Прізвище4, Ініціали4, Прізвище5, Ініціали5, Прізвище6, Ініціали6, & Прізвище7, Ініціали7. (Рік).  
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