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CURRENT STATUS AND PROSPECTS FOR DEVELOPMENT OF NURSING PROFESSIONS IN GERMANY

ABSTRACT

This article deals with the study of current status and prospects for development of nursing professions in Germany. It outlines the classification of “Healthcare Professions” and “Healthcare and Nursing Professions”, which are also identified with “Nursing Professions”. Besides, such concepts as “nursing”, “qualification level 2”, “qualification level 3”, “job vacancy duration” have been defined here. It describes more detailed the second and third qualification levels of nursing professions according to the German Classification of Occupations of 2010. In addition, the article highlights the problem of shortage of nursing personnel in Germany at the level of skilled workers and specialists. Within this paper, the authors analyze the actual data on the shortage of German nursing personnel in healthcare and nursing and geriatric nursing at the level of skilled workers and specialists. Special attention in the paper is paid to the fact that Germany as a member of International Council of Nurses and World Health Organisation, takes part in a worldwide care campaign “Nursing Now”, that was launched on 27 February 2018. It is designed for three years and aims to achieve many goals by the end of 2020: strengthen the role and potential of the nursing professions, thereby improving the health of the world’s population. Much attention in the article is paid to the description of the new German Nursing Professions Act of 17 July 2017 that will enter into force on 1 January 2020. That is why rather perspective is further studies on the peculiarities of professional training of German nursing personnel before and after 1 January 2020.

Keywords: *Germany, nursing personnel, nursing professions, nursing shortage, qualification level, skilled workers, specialists, statistical data.*

INTRODUCTION

Nursing is a unique and at the same time versatile professional activity that offers a wide range of opportunities for career development and professional growth of nursing personnel. Nursing aims to preserve, restore or empower the self-reliance of the individuals, to deal with the limitations of their own lifestyle and to discover the new quality of life. Upon obtaining the nursing education, nursing personnel expects a guaranteed job, as the demand for the profession of highly skilled nursing personnel is only increasing due to demographic changes in society. Nursing professions will never “go out of fashion” in



society, as people will always need qualified nursing care in different living situations and at any stage of their lives (Hessisches Ministerium für Soziales und Integration, 2018).

International Council of Nurses states that “nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles” (International Council of Nurses, 2018).

It should be mentioned that Germany is a member of International Council of Nurses (ICN) and World Health Organisation (WHO). ICN and WHO have jointly launched on 27 February 2018 a worldwide care campaign “Nursing Now”. It is designed for three years and aims to achieve many goals by the end of 2020: strengthen the role and potential of the nursing professions, thereby improving the health of the world’s population. It also aims to improve perceptions of nurses, enhance their influence and maximise their contributions to ensuring that everyone everywhere has access to health and healthcare. On the one hand, one wants to exert influence on politicians and their strategies, on the other hand, it also supports nurses in directing, learning and building a global movement. Nursing Now will run to the end of 2020 – the 200th anniversary of Florence Nightingale’s birth and a year when nurses will be celebrated worldwide (DBfK, 2018; Nursing Now, 2018).

THE AIM OF THE STUDY

The aim of this article is to define the current status of German nursing professions by means of a comparative analysis of statistical data. Besides, it aims to describe the prospects for development of nursing professions in Germany.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Theoretical framework of the research is, first of all, the regulations of the new German Nursing Professions Act of 17 July 2017, one of the sections of the German Coalition Agreement of 2018, information from the German Classification of Occupations from 2010, statistical data published by the Federal Employment Agency, materials of the German Professional Nursing Association and International Council of Nurses.

One of the research methods used in this paper is a theoretical analysis of normative legislative documents, scientific literature, electronic resources on the problem under study. Besides, we have conducted a comparative analysis of statistical data on nursing shortage, contained in this specialised sources. Such methods as synthesis, generalisation, and systematisation of data analysed were also used here.

RESULTS

First of all, it should be noted that the professions of nursing personnel in Germany are state-recognised and regulated professions. They are classified differently, but are commonly grouped into the “Healthcare Professions” (“Gesundheitsfachberufen”) and “Healthcare and Nursing Professions” (“Gesundheits- und Pflegeberufe”), which are also identified with “Nursing Professions” (“Pflegerische Berufe”, “Pflegeberufe”), cover all activities related to direct patient care or nursing. In addition, the functions of this group of professions include all activities in the field of therapy in the context of the prevention, detection and treatment of diseases. Thus, the professions of nursing personnel in Germany belonging to a group called “nursing professions”, unlike in Ukraine, include the profession of a midwife (m/f) (Hebamme/Entbindungspfleger), who mainly works in maternity units at hospitals, in midwives’ practices and at maternity homes. Besides, the peculiarity of classification of



nursing professions lies in distinguishing between male and female genders (Bundesagentur für Arbeit, 2010; 2013; 2018).

According to the definition used in Classification of Occupations of 2010, professions are classified according to the level of requirements or the complexity of their activities. A distinction is made between four requirement levels and complexity levels. Thus, the professions of nursing personnel at the qualification levels of occupations are divided into the following groups: 1st qualification level – level of helpers and trainees (e.g., healthcare assistant), 2nd qualification level – level of skilled workers (e.g., health and nursing professional), 3rd qualification level – level of specialists (e.g., Specialist nurse (m/f) – operation/endoscopic surgery), 4th qualification level – level of experts (e.g., Nursing service manager) (Figure 1) (Bundesagentur für Arbeit, 2010; 2017).



Fig. 1. The nursing professions at the qualification levels of occupations

According to the Classification of Occupations of 2010 (Klassifikation der Berufe – Kldb-10), most nursing professions in Germany meet the second and third qualification levels of professions in Germany. Therefore, for further use in the paper of the concepts “qualification level 2” and “qualification level 3”, we will find out the essence of these concepts. “Qualification level 2 – Skilled worker – corresponds to a professionally oriented activity that requires at least two years of vocational training or a similar qualification. Qualification level 3 – Specialist – comprises occupations whose practitioners require specialist knowledge and skills that usually necessitate training as a master craftsman or technician or an equivalent technical college or university degree” (Bundesagentur für Arbeit, 2010; 2017).

Let us consider in more detail the second and third qualification levels of nursing professions. The professions of nursing personnel corresponding to the second qualification level of occupations are divided into the groups called “Health and Nursing Professions” (“Berufe in der Gesundheits- und Krankenpflege”) and “Geriatric Nursing Professions” (“Berufe in der Altenpflege”). The group “Health and Nursing Professions” embrace registered general nurse or health and nursing professional (m/f) (Gesundheits- und Krankenpfleger/Gesundheits- und Krankenpflegerin) and children’s nurse or health and paediatric nurse (m/f) (Gesundheits- und Kinderkrankpfleger/Gesundheits- und Kinderkrankpflegerin). The group “Geriatric Nursing Professions” includes geriatric nurse (m/f) (Altenpfleger/Altenpflegerin). The professions of nursing personnel at the third qualification level of occupations are divided into the following groups: “Specialised Health and Paediatric Nursing Professions” (“Berufe in der Fachkinderkrankpflege”),



“Specialised Health and Nursing Professions” (“Berufe in der Fachkrankenpflege”), “Specialised Geriatric Nursing Professions” (“Berufe in der Altenpflege”) (Bundesagentur für Arbeit, 2010; 2017; 2018).

It is advisable to pay attention to the fact that demographic change is becoming increasingly visible in Germany. As a result, almost all German Länder are faced with a shortage of nursing personnel, despite the rising number of doctors in private practice and increasing employment of nursing personnel in healthcare and nursing professions. There is no doubt that at the level of skilled workers (Fachkräfte) and specialists (Spezialisten), there is a shortage of nursing personnel in healthcare and nursing (Gesundheits- und Krankenpflege) and geriatric nursing (Altenpflege) (Arbeitsgemeinschaft der Mitarbeitervertretungen, 2017, p. 15).

As the proportion of older people in German society increases, there is a wider need for inpatient and outpatient care services. Hospitals, nursing homes and other care providers are finding it harder and harder to recruit and retain skilled nursing personnel. In light of far-reaching demographic change, the demand for nursing personnel in geriatric nursing is rapidly increasing. It is expected that by 2050, more than twice as many people will be in need of care. This means that securing an adequate number of skilled nursing personnel is an important challenge for Germany. In order to face up to this challenge, a number of different strategies have been devised. These include, for example, the reform of nursing training which is to be implemented by 2020, as well as the recruitment of nursing professionals from abroad (Make it in Germany, 2018).

Any individuals wishing to work in nursing, for example, as a health and nursing professional in Germany without any restrictions requires a state licence. They may also apply for a licence if they have foreign qualifications. The competent authorities review their qualifications for equivalence with corresponding German qualifications. A licence can be issued if equivalence of qualifications has been determined. Citizens of the EU or the European Economic Area wishing to work in Germany on a temporary or occasional basis do not require a state licence. However, they do have to report their employment to the competent authorities (Make it in Germany, 2018).

Within this paper, we would like to analyse the actual data on nursing shortage at the level of skilled workers and specialists. To comprehend and further use of the term “job vacancy duration” in the paper, we will clarify the essence of this concept. If job vacancy is available, job vacancy duration is calculated as the difference between the statistical deadline and the earliest potential date of job employment. Job vacancy duration is zero days if the date of job employment coincides with the statistical deadline. Then, the job is considered to be “not vacant” (Bundesagentur für Arbeit, 2010, p. 55).

According to the statistical data published by the Federal Employment Agency (DIW Berlin, 2014; Nationwide Shortage of Nursing Personnel, 2017; Skills Gap Analysis, 2016; WELT, 2014), analysed from June in the previous year till May in the current year, average job vacancy duration (in days) is as follows (Figure 2) (Arbeitsgemeinschaft der Mitarbeitervertretungen, 2017; Bundesagentur für Arbeit, 2016; das Statistik-Portal, 2017; Deutsches Institut für Wirtschaftsforschung, 2014; Welt Digital Zeitung, 2014).

According to the Skills Gap Analysis (Fachkräfteengpassanalyse) published by Federal Employment Agency, in June 2017, for every 100 job vacancies the number of unemployed at the level of skilled workers was only 22 candidates in the field of geriatric nursing (Altenpflege) and 45 candidates in the field of healthcare and nursing (Gesundheits- und Krankenpflege).

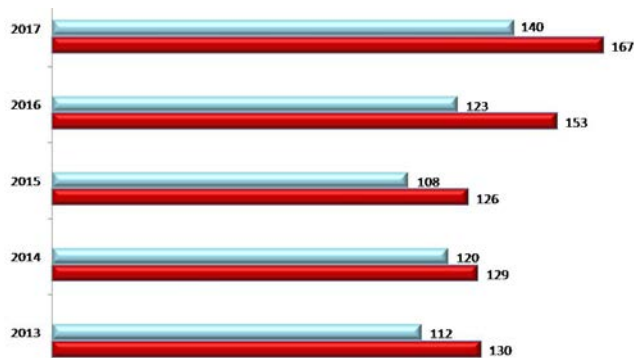


Fig. 2. Average job vacancy duration at the level of skilled workers and specialists:
■ Skilled Workers and Specialists in Healthcare and Nursing
■ Skilled Workers and Specialists in Geriatric Nursing

According to the Skills Gap Analysis (Fachkräfteengpassanalyse) published by Federal Employment Agency, in June 2017, for every 100 job vacancies the number of unemployed at the level of skilled workers was only 22 candidates in the field of geriatric nursing (Altenpflege) and 45 candidates in the field of healthcare and nursing (Gesundheits- und Krankenpflege). At the same time, at the third qualification level, the number of unemployed for every 100 job vacancies was as follows: the area of specialised geriatric nursing (Altenpflege – Spezialtätigkeit) – 32 candidates, the field of specialised nursing (Fachkrankenpflege) – 28 candidates, healthcare and nursing, emergency services, obstetrics (Gesundheits- und Krankenpflege, Rettungsdienst, Geburtshilfe) – 23 candidates (Figure 3, Figure 4) (Institut der deutschen Wirtschaft, 2018; Make it in Germany, 2018).

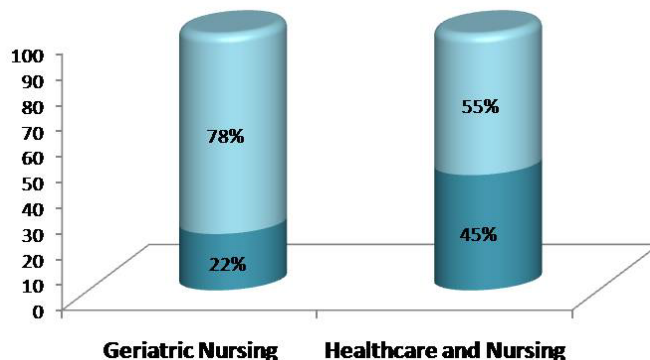


Fig. 3. ■ Shortage of skilled workers

Practical activities of health and nursing professionals, health and paediatric nursing personnel in Germany are now regulated by “Nursing Act” (“Krankenpflegegesetz”) of 16 July 2003 (last amended on 17 July 2017). Practical activities of geriatric nursing personnel are now regulated by the “Geriatric Nursing Act” (“Altenpflegegesetz”) of 17 November 2000 (last amended on 17 July 2017). These acts will be in force until 31 January 2019.



Fig. 4. ■ Shortage of specialists

Creating a new general nursing profession from the existing three independent nursing professions in geriatric nursing, healthcare and nursing, healthcare and paediatric nursing met with considerable resistance, especially in the care of the elderly. Later the coalition parties have agreed in the spring of 2017 on a political compromise on the reform of the nursing profession. Despite some criticism, the German Bundestag, with the consent of the Federal Council of Germany (Bundesrat), finally adopted on 17 July 2017 the new German Nursing Professions Act (Pflegerberufegesetz, PflBG) (Bündnis für Altenpflege, 2017; DBfK, 2018).

On 1 January 2020, the new German Nursing Professions Act of 17 July 2017 will enter into force. This means that apprentices who start training in nursing before 1 January 2020 will be subject to different rules and regulations than those who start training after 1 January 2020. The new German Nursing Professions Act that was preceded by long-term discussion is transforming some fundamental aspects of nursing training and the fields of work of nursing personnel.

All applicants starting to train as skilled nursing professionals after 1 January 2020 will undergo two years of general nursing training. In the third year of training, apprentices will either continue general training to become general nurses – skilled nursing professionals (Pflegefachfrau/Pflegefachmann) or specialise to become a geriatric nurse or a paediatric nurse. Besides, they can choose the training option that exactly fits their needs. Another plus of this general nursing training is that it is recognised across the EU or the European Economic Area, giving individuals working in nursing even more job opportunities. The new nursing training programme will be completely free of charge, and apprentices will receive adequate remuneration. Nursing professionals will have better opportunities for finding work, changing jobs, being promoted and for personal development in all areas of nursing care (BMFSFJ, 2018; DBfK, 2018; Make it in Germany, 2018) (Fig. 5).



Fig. 5. General nursing training after 1 January 2020



In the future, it is planned in Germany “to attach great importance to attracting highly motivated and well-trained young people in the healthcare professions. For this, it is necessary to create attractive training opportunities. A great emphasis is placed on the implementing the Master Plan for Medical Studies 2020 with regard to the new regulation of study access, the strengthening of general medicine and the country doctor’s rate. This includes more medical study places. New German coalition promises to reorganise and strengthen the training of healthcare professions as part of an overall concept” (CDU, 2018).

CONCLUSIONS

As the research results show, there is a considerable shortage of nursing personnel in Germany at the level of skilled workers and specialists especially in the field of geriatric nursing. In July 2017, Germany reformed the nursing training system to create a new general nursing profession from the existing three independent nursing professions in geriatric nursing, healthcare and nursing, healthcare and paediatric nursing, and make the nursing profession more attractive. On 1 January 2020, the new German Nursing Professions Act (Pflegerberufegesetz, PflBG) of 17 July 2017 will enter into force. We found out that the adoption of the new law was preceded by long-term discussion in German society, but later a compromise was found. New German coalition promise to reorganise and strengthen the training of healthcare professions as part of an overall concept. We consider it rather perspective to further study the peculiarities of the professional training of Germany nursing personnel before and after 1 January 2020.

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DEMAND AND SUPPLY ANALYSIS OF ADULT EDUCATION SERVICES IN UKRAINE IN THE CONTEXT OF FOREIGN SCHOLARS' VIEWS

ABSTRACT

Social and economic transformations which are taking place in the Ukrainian society, the development of market relations, fast scientific and technical progress require the introduction of the model of the continuous knowledge upgrading that is necessary for the successful professional and personal development. The problem of educational needs is an interdisciplinary field which is defined by the complex of social and humanitarian sciences. The determining place among these sciences belongs to philosophy of education, sociology and pedagogy. The author is of the opinion that the investigation of educational needs of Ukrainian citizens will allow characterizing the educational situation in the country, substantiating the mechanisms of regulating separate subsystems of modern adult education and identifying some problems which hinder the development of this educational branch. There have been considered the questions of meeting the educational needs of the population as well as the peculiarities of forming the educational needs. In addition, the author's understanding of the term "educational needs" and their characteristic features have been offered in the paper. The article represents the results of investigating educational needs in one of Ukraine's regions, the purpose of which was to identify the requirement level of educational needs, to assess the quality of the provided educational services, to distinguish the motives of their use and the perspectives of their dissemination in the region.

Keywords: adult education, requirements, educational needs, demand, supply.

INTRODUCTION

The political, economic, social changes taking place in the Ukrainian society, globalization processes, the development of market relations, the acceleration of scientific and technological progress, the rapid processes that make information obsolete and the need for its updating, require constant training, retraining, and upskilling of a large number of people. Knowledge and relevant qualifications become the priority values in human life in the conditions of the information society.

According to G. Mazurkevich (2009), the key task of the modern society is the use of intellectual capital to find the ways to solve such problems as aging of the population, rising production costs, rapid technological development, migration processes, intercultural differences, and rapid aging of knowledge.

THE AIM OF THE STUDY

The paper aims to analyze demand and supply of adult education services in Ukraine in the context of foreign scholars' views.



THEORETICAL FRAMEWORK AND RESEARCH METHODS

It should be noted that the problem of educational needs is an interdisciplinary direction and is studied by the complex of sciences of the social and humanitarian cycle, among which the philosophy of education, sociology and pedagogy occupy a special place. The philosophical aspect of lifelong learning was presented in the scientific works by V. Andrushchenko, V. Kraevskiy, V. Kremen, A. Novikov, I. Ziazun et al. The psychological and pedagogical substantiation of adult's educational needs was reflected in the writings of O. Anishchenko, S. Babushko, A. Daryniskiy, M. Gromkova, N. Nychkalo, S. Vershlovsky, O. Voliarska, S. Zmeyov; psychological aspects of professional formation, adaptation and self-actualization of personality were studied by D. Colb, P. Jarvis, R. Keog, A. Maslow, E. Pomytkin, K. Rogers, V. Rybalka, Z. Stanovskih et al. Contemporary Ukrainian and foreign sociologists R. Budon, J. Bellantine, J. Coleman, F. Filippov, D. Fitterman, J. Habermasand, L. Kogan, A. Osipov, M. Rutkevich made a significant contribution to the substantiation of the sociological approach in the content of educational needs.

The natural question arises: "Why is the problem of adult education becoming so urgent?" *Firstly*, as it is known, this problem is exacerbated in the crisis conditions of the society, when there is a change in the needs of consuming-motivational and value-regulatory mechanisms of educational activity, which initiates the activity of the subject, his ability to show intellectual and spiritual independence in conditions of disparate cultural landmarks and changing educational trends. *Secondly*, the importance of increasing the role of lifelong learning comes from the complexity of the social environment, which requires constant choice of decision. Therefore, the more information people will have, the higher the level of their education and the more conscious their decisions will be, which will be taken on the basis of their own knowledge and background. *Thirdly*, this is due to the objective need to constantly introduce new technologies that arise as a result of unceasing scientific and technological progress. Just to illustrate it, most recently computer literacy was an exception, now the use of a computer in professional and everyday life becomes common. Conversely, the lack of skills in using INTERNET or the inability to send e-mail can become a serious barrier to professional careers.

Research of educational needs of Ukrainian citizens as subjective characteristics representing objective conditions of their life will allow characterizing the educational situation in the country, justifying the regulation mechanisms of certain subsystems of modern adult education, identifying some problems that hinder the development of this educational branch. The need for such a study is explained by the need to resolve certain contradictions, in particular between the democratic transformations taking place in Ukraine, the development of market relations, the rise of political activity, the formation of civil society and the strengthening of the consumer focus of educational needs, and their orientation towards the professional growth while personal development remains without due attention.

Thus, study, systematization and analysis of educational needs will make it possible to understand the trends in adult education and to predict the vector of development of the adult education content in Ukraine.

The category "need", its classification and the question of the development of the person's educational needs have been reflected in the writings of Ukrainian and foreign researchers such as F. Kotler, E. Kudelina, L. Lypych, S. Mochernyi, R. Pushkar et al.

"Educational need" is directly related to the phenomenon of culture according to philosophers, psychologists and educators, and it becomes required for the transformation of natural instincts into potential opportunities. For example, according to G. Hegel, the



difference between the needs of man and animal consists in the fact that the animal has a limited range of means and ways to meet their limited needs. A man proves their originality, first of all, by creating a variety of needs and means, and then distinguishing separate parts and parties in the particular need.

According to Ukrainian researchers, the need is a category that reflects the attitude of people, and, consequently, behavior, to the conditions of their livelihoods. The structure of needs is large enough. In addition to economic, there are a number of other needs – cultural, political, ideological, national, etc. (Kryvenko et al., 2003, p. 110).

The potential of educational needs is also observed in the humanistic views by E. Fromm, who sees the anthropological value of this phenomenon in preserving the cultural dimension of human existence, the development of their abilities and the increase of opportunities in the process of self-cognition. According to E. Fromm (2010), in the process of realizing educational needs, a person creates new combinations of elements of experience, brings novelty into both his/her subjective and objective reality, structures new practices and more effective mechanisms of interaction with the environment of life.

According to the modern German philosopher J. Habermas (1993), educational needs and interests form the source of mankind's main aspirations, determinants of socio-cultural and civilization specificity (pp. 228–238). According to N. Luman (2005), educational needs in the conditions of modern globalization processes are determined not so much by the lack or incompleteness of knowledge, but by the need to build effective social practices of self-organization.

Currently, educational needs are an instrument that forms a person as an active subject of reality. They precede creative searches; lay the foundations of value-normative systems, socio-cultural models. We share the view of D. Aleksandrov (2011) that in the new conditions, educational needs are aimed at mastering the technologies of knowledge generation, methods of processing information, symbolic communication as the influence of knowledge on the knowledge itself (p. 8). In the instrumental sense, the function of educational needs consists in the production of search and creative abilities of individuals, overcoming the limitations of historically formed forms of being.

Consequently, we understand the educational need as a state of the subject in the educational space, which is manifested both as the intention, determined by the disposition of the subject in the field of educational services, and as a subjective desire for knowledge, skills and abilities. Despite the variability, the “plasticity” determinants of human behavior, that is, the interdependence of needs, interests, motives, aspirations and their dense combination in a particular situation, the educational need is considered by us as a decisive phenomenon that determines the quality of more complex educational orientations and interests (Aleksandrov, 2011, pp. 10–11).

According to F. Kotler (1999), the formation of educational needs and the level of their satisfaction are always influenced by a set of factors, in particular: *demographic* (population growth, age structure, educational level, geographical location); *economic environment* (distribution of income, prices); *natural* (reduction of natural resources, rising energy prices, growth of environmental pollution, state environmental protection); *technical and technological* (accelerating scientific and technological progress, endless possibilities); *political* (legislative); *socio-cultural* (p. 209).

At the personal level, the available need in education involves enriching the individual with new knowledge, defining professional and personal growth, enabling socialization, self-realization, and also forms a way of life. At the group and societal levels, educational needs



fulfill the functions of social development of groups, communities, and society as a whole. Hence, the nature of educational needs plays a significant role in the process of self-affirmation of man, provides a process of knowledge, promotes the mobilization of the will, defines the vector of target guidance, and forms a number of socially important qualities of the individual. This means that the formation of educational needs is a consequence of the development of basic, fundamental human needs, which should be considered as a single system, all elements of which are interconnected and mutually influential. Therefore, only through the influence on the entire system of adult needs the person's need for education can be intensified and directed. In the structure of human needs, the educational need is the closest to the cognitive needs and is its concrete expression.

According to experts, the world demand and educational services are increasing rapidly, especially in higher and postgraduate education. Most of all, this growth is inherent in dynamically developing countries, and their annual growth rate reaches 10–15 %.

In the context of our study, the idea that educational needs indirectly predetermine the development of continuous education, the formation of the subculture of a social group, the translation of cultural heritage and social experience of generations, the formation of the information space of society, the self-identification of social groups, the reproduction of social groups and the professional structure, adaptation of social groups, communities to changes in social conditions (Lapin, 2003, p. 68).

During the period from 2015 to 2017, we conducted the research aimed at studying the educational needs of the inhabitants of certain regions of Ukraine. In particular, we sought to find out the level of demand for educational services; evaluate their quality and formulate promising directions for the development of educational space in one region (in particular Zaporizhzhia oblast) in order to further develop a regional model for the development of adult education.

A special questionnaire was developed for the study, which took into account the peculiarities of the research subject and the socio-demographic structure of the region where the study was conducted.

The questionnaire had two blocks of questions in a total of 35. The first block contained 20 major questions that responded to the research objectives; the second socio-demographic block – 15 questions.

The total number of respondents who participated in the study was 400 people. The error laid down in the sample for a confidence interval of 95 % does not exceed 5 %. The sample of respondents was unrepeatable, multi-stage, district, stratified, quota.

In particular, gender stratification made up 56.3 % of women and 43.7 % of men.

We have thoroughly defined the age composition of the respondents who participated in the study. As understanding the peculiarities of adult development, namely the periods and phases, tasks and transitional periods will help to better realize the motivation of adults to study, to see a coherent picture of the educational needs of adult learners (Marriam, & Brockett, 2007). In general, the respondents from 16 to 60+ years of old participated in the study.

Since the limits of article cannot allow covering the analysis of the results of all responses, only some of them will be revealed.

RESULTS

One of the most important ways to optimize adult education is to manage their motivation for learning, based on the results of scientific analysis and the laws of their personal development. According to scientists, the significance of the motivational sphere of the learning



process is equivalent to the knowledge of the driving force behind this process. In general, the motivation of adults to study is the result of an understanding of their discrepancy between the level of available knowledge and knowledge required: a) for professional activity, b) for awareness of changes taking place in society, c) for awareness of personal changes (Y. Kuliutkin, L. Lesokhina, G. Sukhobskaya, S. Vershlovsky et al.). In essence, it emphasizes the ability of education to meet two groups of needs: in the physical and social existence (G. Dylichensky). Experiences of growing own opportunities are considered as the driving force of its activity (L. Antsyferova). Even in conditions of rather rigid external influences it is considered that the decision of an adult to study is the results of his/her free choice.

What motivates adults to learn? The need to study the motivation of adult learning is determined by many factors. The results of the study of motivation can be the starting point for creating the means for its formation, development or correction of the existing motivational sphere. This aspect is extremely important not only for adults, who are already learning, but also for potential students whose motivation has not yet been formed, or because of a combination of reasons it is at a low level.

So the first question of our questionnaire was related to the motives of learning. We invited respondents to name the most important ones for the reasons of their obtaining educational services and offered seven options for answers. The motivation of adult learning activities is heterogeneous, but can be reduced to three types: utilitarian (with leakages from a person's socio-occupational practice and based on the need to improve this practice), motivation for prestige (training increases the status, makes it possible to separate from the environment) and motivation, when knowledge becomes an end in itself (Kulyutkin, & Sukhobskaya, 1972, pp. 63–67). Summing up the distribution of responses, we received the following picture: 77.7 % of respondents have the most utilitarian motivation to study because they are studying for career growth, the opportunity to obtain a diploma or to change the profession or on the demand of the employer. Approximately the fourth part – 25.6 % of respondents study because they want to increase their chances in the labor market, which will give them the opportunity to raise their status, that is, their motivation is for prestige. At the same time 8.6 % of respondents indicated that the motive was knowledge for the sake of the knowledge (third type of motivation) (Fig. 1).

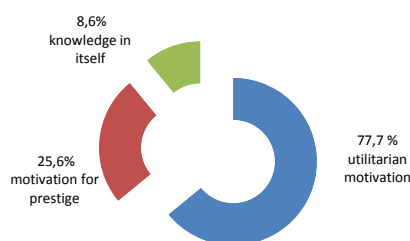


Fig. 1. Motives for learning. Typology of respondents' motives

Details of the motives for learning are reflected in Fig. 2, which also highlights the importance of utilitarian motivation. It can be seen that the largest number of respondents indicated that they needed knowledge for career growth (46.7 %), obtaining a diploma or certificate (30.1%) and increasing chances in the labor market (19.2 %).



We were aware that quite often adult learners can personify several types, as well as switch from one type to another, depending on the situation, so that respondents had the opportunity to choose up to three variants of answers and thus the total the number of responses exceeded 100 %.

Today it is customary to distinguish three subsystems of adult education depending on the social and personal significance of educational needs and opportunities for their satisfaction: formal (implemented in educational institutions of different levels, as well as specialized programs offering technical and vocational training), informal (any educational activity, organized beyond the formal education that complements it and provides the acquisition of the skills and abilities necessary to adapt a person to modern society) and informal (unplanned, based on experience, incidental learning that occurs in the course of everyday life).

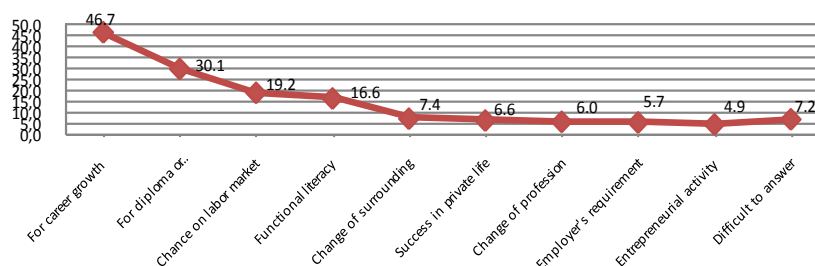


Fig. 2. Detailing of respondents' learning motives

In the developed world, informal education is now at the forefront. It was important for us to find out the attitude of our citizens towards these educational directions. With the view of this, we asked the respondents which of them they prefer. More than half of respondents reported that it is more acceptable to learn in the formal education system, 40.9 % – indicated non-formal education, the rest were not determined. Thus, the answers to the attractiveness of the forms of learning were the expected ones, since the largest number of respondents (38,8 %) indicated that lectures are the most appropriate for them, namely, lectures are the main form of formal education.

To the question “Do you need to acquire knowledge”, 4 variants of answers were submitted. The first one – “There is a desire, but I do not know where it can be done” was chosen by 61.6 % of the young people, 50 % of the middle-aged and 33.0 % of the third-aged. The second option – “Yes, there is a desire and I know how to study there”, was supported by 28.8 % of young people; 26.7 % of the people in their middle age and 8.4 % of the third age people. Moreover, 6.8 % of young people; 13.3 % of middle-aged people and 48 % of third-year-olds do not have such a need. Part of the respondents could not determine the answer (Fig. 3).

Among the main disadvantages of adult education in the region, the respondents called a narrow range of proposals (11.0 %); outdated material and technical base (12.5 %). The barrier to learning is uncomfortable location of the institution (6.8 %), inconvenient time (5 %), lack of certification of the institution (1.2 %). However, in our opinion, there are such disadvantages as poor quality of educational services (16.6 %), incorrect teacher behavior (8,0 %) and high cost of education (10.1 %).

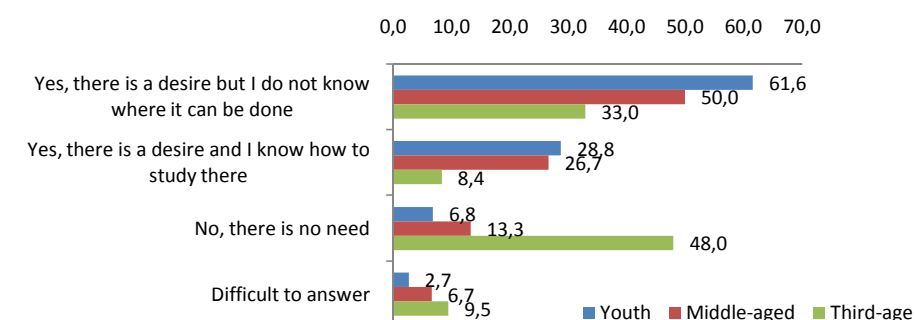


Fig. 3. The answers to the question “Do you need to acquire new knowledge?”

What exactly attracts respondents to the consumption of educational services? In the first place, the professionalism of teachers (34.9%), the low cost of educational services (14.2 %). Unfortunately, only 2.2 % of respondents appreciated the modern state of knowledge. More than half of respondents consider the level of awareness about providing educational services to be sufficient.

The presented data are the intermediate results of the started research on the educational needs of the adult population in different regions of Ukraine, which partly reflects the trends of educational needs of the inhabitants of the Zaporizhzhia region. At the same time, at this stage, we can emphasize that the attitude of adult Ukrainians to the need for lifelong learning is determined not only by the changes that take place in their personal lives, but also reflect the depth of awareness of the changes taking place in the country. The research will be continued.

CONCLUSIONS

In order for education to really fulfill the role of social regulator, particularly in the field of human needs, it should be man-centered. This means, *firstly*, that the content of modern education should include the problems associated with the study of man in all the dimensions, and *secondly*, the purpose and objectives of education should be oriented towards education as a multi-functional value, and *thirdly*, the active inclusion of personality is required in the cognitive process, which means, on the one hand, the study of the socio-psychological characteristics of this audience (in particular, the attitude to education, motivational factors, personal needs and characteristics, etc.), and, on the other, the application of such forms and methods of training in which the process of interiorization of the acquired knowledge is taking place as fast as possible.

Objective-subjective conditionality of an adult’s attitude to education is the basis of a complex of measures aimed at forming his/her educational needs. This system of measures, on the one hand, should be based on the analysis of the connection of education with the most important aspects of the society’s life, on the other hand, on the peculiarities of the status and position of an adult, his/her attitude to the outside world, himself/herself, and education.



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LIFELONG LEARNING IN ENHANCING PROFESSIONAL TEACHER TRAINING IN THE EUROPEAN COUNTRIES

Research relevance is determined by the need to enhance teacher education, consolidate teachers' further professional and personal development, increase the prestige of the teaching profession. The article focuses on enhancing professional training of teachers in the European countries under the conditions of lifelong learning. Based on the study and analysis of researches by Ukrainian and foreign scholars and some statistical information, the peculiarities of teaching and teacher training have been justified. Mentoring has been described as a way of transferring experience, knowledge, abilities and skills from one age group to another, or from one person to another. It has been found that mentoring aims to provide support and promote self-realization in professional activity. Lifelong learning has been defined as a programme for thinking and activity development. The statistical data on the needs of teacher development and thematic demand and supply in lifelong learning have been analyzed. It has been emphasized that modern trends in the development of lifelong learning for teachers in the EU countries include consolidation and rationalization of organizational structures with the purpose of developing the national systems of postgraduate teacher education based on scientific principles of organization and management theory, as well as orientation towards reaching the balance between the interests of all participants, partners, central authorities of education management, regional and local education authorities, school administration, teachers; stimulating innovative activities of teachers, etc. It has been concluded that taking into account European experience in organizing lifelong learning for teachers will allow Ukraine to enhance professional training of teachers, professionalization in self-education, their reflexive practice of searching for effective ways to integrate the latest technologies into the education process.

Keywords: professional training, teacher, lifelong learning, European educational space.

INTRODUCTION

The development of a single open educational space allows enhancing the scope of the national education system. It must be noted that teachers play a decisive role in education development in the European countries in the early 21st century. It has become one of the priorities in the European educational policy (*Indikatory sostoianiya*, 2017; Tovkanets, 2017; Evropská komise/EACEA/Eurydice, 2015), in which the key position is determined by the need to enhance teacher education, consolidate their further professional development and increase the attractiveness of the teaching profession.

THE AIM OF THE STUDY

The article aims to justify the peculiarities of enhancing professional teacher training under the conditions of lifelong learning in the European countries.



THEORETICAL FRAMEWORK AND RESEARCH METHODS

The need for quality teacher training requires addressing the problem of enhancing professional training and studying foreign experience, in particular in the system of lifelong learning. Problems of lifelong learning for teachers, their advanced and professional training in the international educational space and in Ukraine have been studied by both Ukrainian and foreign scholars (V. Andrushchenko, N. Avshenyuk, N. Bidyuk, L. Darling-Hammond, V. Kremen, N. Nychkalo, O. Ohienko, A. Parabuchev, J. Průcha, T. Sorochan, H. Tovkanets, L. Zormanová et al.

While researching, such methods as analysis, synthesis, comparison and generalization have been used in order to identify the peculiarities of teaching and teacher training in the European countries and to study relevant researches by Ukrainian and foreign scholars and statistical information.

RESULTS

Professional teacher training in the European countries is traditionally based on four- or five-year curricula. The peculiarities of teacher training presuppose high requirements at the admission level, since some European countries use special methods of selecting applicants, such as skills tests, personality tests or motivational interviews (Gehrke, 1988).

However, the beginning of professional teaching is associated with the need to provide teaching support in the form of mentoring, organize programmes for novice teachers, which help to become accustomed to the profession and prevent teaching staff attrition. Based on the data of many international organizations, such countries as Germany, Estonia, Ireland, France, Italy, Cyprus, Luxembourg, Malta, Austria, Portugal, Romania, Slovenia run special programmes aimed at facilitating novice teachers' adaptation to teaching (Evropská komise/EACEA/Eurydice, 2015).

Mentoring is viewed as a common additional form for enhancing initial teacher training. Although not all countries comprehensively and systematically implement mentoring, it is a rather popular practice in Europe. Mentoring is interpreted as a dynamic and interactive process in which one person, who usually holds a higher-level position and has significant professional achievements (a mentor), manages the process of developing a novice (an apprentice), whose effectiveness depends on the ability of both parties to build a constructive dialogue (Alleman, Cochran, Doverspike, & Newman, 1984, p. 330; Gehrke, 1988, p. 191). Mentoring, on the one hand, is aimed at individual development of teachers – training and support of novices during their professional development in the organization and among colleagues; development of their professional identity, transfer of mentors' knowledge and practical experience, career growth, advanced training; theory and practice combined; on the other hand, it is integral development, namely, information exchange, realization of specific plans and goals, development of leadership skills; prevention and elimination of staff turnover; development of corporate culture (a system of values, norms and rules of conduct, which regulate the interaction between individuals in this organization), staff training adapted to real needs of an educational organization, enterprise or institution. Mentoring primarily aims to consolidate knowledge, develop skills and abilities of a novice teacher, support them and promote their self-realization in professional activities (Mentoring Handbook, 2012). L. Darling-Hammond (2010) considers mentoring as a form of professional socialization, within which a more experienced (usually senior) employee performs the role of leader, consultant, teacher and patron of a less experienced employee (p. 18).



The European strategy for enhancing education quality is based on lifelong learning for teachers. The European countries have achieved a unified understanding of lifelong learning significance, the need to design a specific plan of action and defined its key principles (Commission of the European Communities, 2000): new basic knowledge and skills for everyone; greater investment in human resources; innovative teaching and learning methodologies; a new system for monitoring acquired education; mentoring and counselling development; sustainable development of education.

The conducted analysis of scientific literature and documentary sources shows that teacher professional development under the conditions of lifelong learning in the EU countries is an important sociopolitical goal (*Indikatory sostoianiya*, 2017; Commission of the European Communities, 2000; Evropská komise/EACEA/Eurydice). In Europe, lifelong learning sustains professional development of teachers based on the elimination of age, social and organizational limits. Therefore, its goals include improving teachers' professional teaching skills, as well as developing their initiative and critical thinking.

The analysis of teachers' needs in the European countries proves that they primarily possess relevant teaching knowledge and skills. However, teachers need advanced training in those fields, which allow them to be more effective and modern, for example, in the field of information and education technologies. More than 50 % of teachers are willing to further study such areas "Teaching Students with Special Educational Needs", "Applying Information Technologies in Education", "Innovative Technologies in education", etc. (Evropská komise/EACEA/Eurydice, 2015). However, in most EU countries, there is some contradiction between the supply of lifelong learning institutions and the demands for teacher professional development (Figure 1).

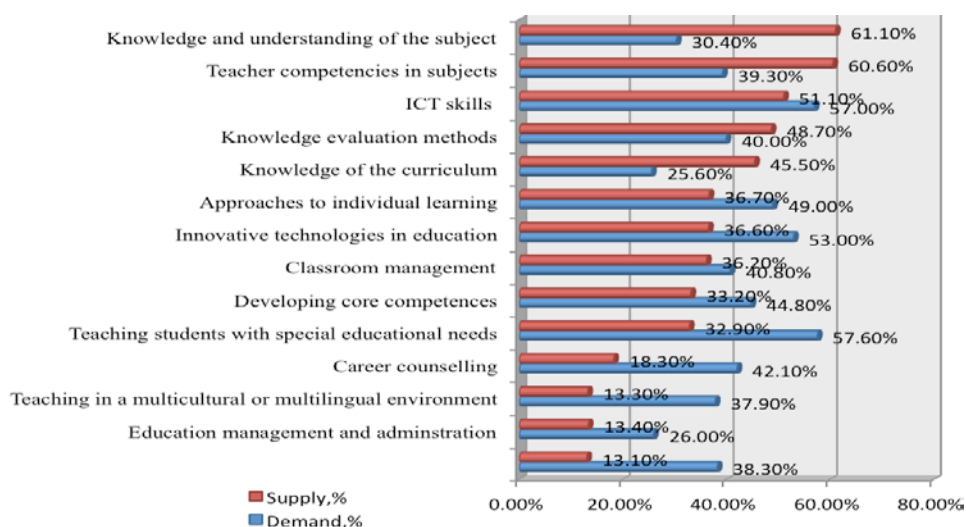


Fig. 1. Supply and demand based on the topics of lifelong learning curricula in the EU countries (Eurydice, 2013)



Thus, 38 % of teachers would like to undergo professional training in such a topic as “Teaching in a Multicultural and Multilingual Environment”, whereas only 13% of courses, trainings, thematic conferences or seminars are devoted to it. Such a contradiction is also observed in “Career Counselling” (42.1 % and 18.3 %), “Teaching Students with Special Educational Needs” (57.6 % and 32.9 %), “Developing Core Competences” (44.8 and 36.6), “Methods for Developing Interdisciplinary Competencies” (38.3 % and 13, 01%), “Education Management and Administration” (26.0 % and 13.4 %), etc. However, those topics, which are not in demand among teachers, are rather promoted. They are the following: “Knowledge and Understanding of the Subject” (30.4 % and 61.1 %), “Knowledge Evaluation Methods” (40.0 % and 48.7 %), “Teacher Competencies in Subjects” (39.3 % and 60.6 %). As evidenced by the Figure 1, supply and demand for “ICT Skills” (57.0 and 51.1 %) coincide (Eurydice, 2013).

The analysis of scientific sources proves the need to improve supply in the field of lifelong learning. Teacher professional development contributes to international mobility. Modern European education policy provides opportunities for studying abroad.

According to some statistics, 27 % of the EU teachers have undergone advanced teacher training abroad: mostly in Scandinavian countries – Iceland (70 %), Norway – 54 %, Finland – 41 %, Sweden – 40 %, Denmark – 38 %, whereas in the Czech Republic – 31 %, Slovakia – 25 %, Poland – 22 %, Portugal – 19 %, Hungary – 16 % (Eurydice, 2013). It must be noted that most respondents are foreign languages and social sciences teachers. Natural sciences teachers are less engaged in such activities.

Lifelong learning should be interpreted as a form of development management. Therefore, it is necessary to implement new approaches to enhancing education quality. The main idea of lifelong learning consists in developing the way of thinking and activities within which the process of developing individuals and production systems can only serve as a partial and fragmentary task. This is a special policy not only in the system of learning, but also in the organization of leisure, social relations and sociocultural systems.

The studies on lifelong learning for teachers prove relevance of this problem and a variety of approaches to its solving in different European countries. Thus, more than 65% of teachers prefer courses and trainings. In addition, it is very common to conduct individual or joint researches – 34,8 %. Conferences and seminars are also in demand among 32.4 % of respondents (see Fig. 2).

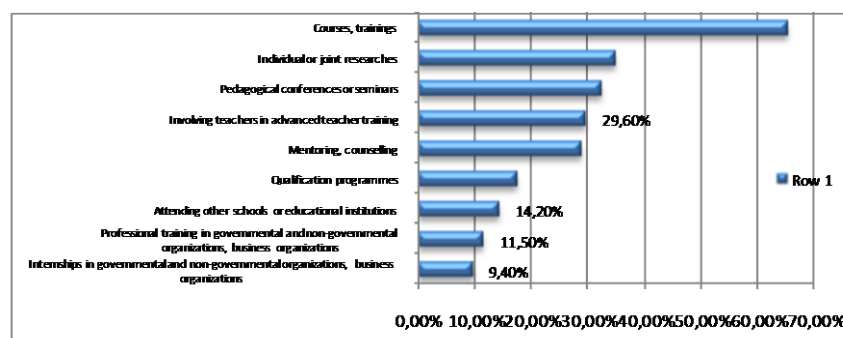


Fig. 2. Forms of lifelong learning organization for teachers in the EU (Evropská komise/EACEA/Eurydice, 2015, p. 69)



Modern trends in development of lifelong learning for teachers in the European countries are consolidation and rationalization of organizational structures with the purpose of developing the national systems of postgraduate teacher education based on scientific principles of organization and management theory, as well as orientation towards reaching the balance between the interests of all participants, partners, central authorities of education management, regional and local education authorities, school administration, teachers; stimulating innovative activities of teachers, etc.

CONCLUSIONS

So, taking into account European experience in organizing lifelong learning for teachers will allow Ukraine to enhance professional teacher training, professionalization in self-study, reflexive practice of searching for effective ways to integrate the latest technologies into the education process.

Perspectives for further studies are seen in comparative analysis of teacher education development in the context of European integration.

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TRENDS IN INCLUSIVE EDUCATION IN THE USA AND CANADA

ABSTRACT

This paper deals with foreign experience of implementing inclusive education for children with special educational needs in the United States and Canada. Legal documents on inclusive education in foreign countries have been analyzed. The most relevant topic of American and Canadian scholars' researches on reforming special education is related to integration, that is gradual transition from exclusion of children with special educational needs to inclusion in comprehensive schools. Based on the analysis of American and Canadian researches on inclusive education it has been concluded that the changes in legislation and education policies of North American countries aim to achieve the highest level of progress in regular education and special education. It has been found that the development of inclusive education in Canada has undergone and is significantly influenced by the American education system. However, unlike the United States, Canada does not have a single legislative act that would standardize the introduction of inclusive education in the country. Each province has autonomous educational documents that specify the requirements for the inclusive education organization. It has been specified that in American schools, effective educational technology in inclusive education is a team approach when effective partner relationships are formed. A key to the successful integration of a child with special educational needs is the development of an individual curriculum. The Canadian education system, having its own national peculiarities that predetermine the differences in the course of education reforms, has always supported the democratic movement for civil rights and anti-discriminatory attitudes in US education. Foreign law and inclusive practice are an important source of ideas about possible ways to solve the problems of implementing inclusive education in Ukraine.

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

INTRODUCTION

Nowadays, one can observe an increasing number of people who refuse to participate in social, political, economic and cultural life of their societies. Such a society is neither efficient nor safe. The first education for all movement originated after the conference on education for all was held in Jomtien, Thailand in 1990. Thus, a number of international and national non-governmental organizations, as well as UNESCO and other United Nation agencies aim to achieve the goal of this movement: to provide all children,



young people and adults with the right to education. An inclusive approach is considered as a search for methods of transforming education systems to meet the needs of a wide range of learners. It chooses to respect and treat others based on the view that everyone enriches the community with their individuality, while a diverse school community is a resource for life and learning. Inclusive education aims to adapt school curriculum and educational environment to the needs of children with special educational needs. The process of defining the most optimal ways and means for implementing inclusive education is based on relevant legal, educational, methodical, psychological and pedagogical provisions, appropriate facilities and qualified human resources.

The Constitution of Ukraine, the Laws of Ukraine “On Education”, “On Child Protection”, the United Nation Convention on the Rights of Persons with Disabilities, the Conception of Inclusive Education Development, the Decree of the Cabinet of Ministers of Ukraine as of August 9, 2017 No 588 “On Amendments to the Procedure for the Organization of Inclusive Education in Comprehensive Schools” protect the rights of children with special educational needs.

One of the key ideological innovations of the new Law of Ukraine “On Education” is inclusive education. In the previous edition of the Law “On Education”, inclusion has not been considered. Individuals with special needs are mentioned only in the context of providing students with special needs with nutrition, or teacher’s loss of working capacity. The law states that each school should be inclusive in its philosophy. This means readiness to accept every child at any time, striving to create the most favourable environment for their potential development.

Inclusive education is based on the idea of an adaptive school that takes into account individual characteristics of each child (S. Alokchina); the strategy for joint learning of all children, which allows equalizing the initial conditions under which each child can obtain education (Yu. Melnyk); the system of educational services offered to students with special educational needs in comprehensive schools (S. Semak), which is based on the principle of ensuring the main right of the child to education and the right to attend nearby comprehensive schools (O. Kryvonosova); the process of learning and learning outcomes of students with special educational needs, who study within regular educational environment by special programmes, creatively adapted methods and teaching methodologies (V. Bondar).

Many researchers believe that inclusive education should not be considered outside the relevant context, and there is no single definition of “inclusive education”. The context in which it is realized is determined by a set of geographical, demographic, cultural and linguistic characteristics and factors of the country concerned.

Therefore, at the present stage of reforming Ukrainian education, the role of theoretical search and researches on foreign experience in organizing and implementing inclusive education for children with special educational needs is of great importance.

THE AIM OF THE STUDY

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

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The origination and development of inclusive education in North American countries have been studied by S. Alokchina, J. Andrews (2000), V. Bondar, E. Danilavichutie, L. Danylenko, A. Gartner (1997), A. Kolupaieva (2009), O. Kryvonosova, D. Lipsky (1997), J. Lupart (2000; 2010), S. Lytovchenko, Yu. Naida,



M. Orlansky, T. Sak (2010), L. Savchuk, N. Sofii, Ye. Synova, O. Taranchenko, C. Webber (2010), S. Wilks, M. Winser, V. Zasenka et al. The problem of training teachers for inclusive education has been explored by O. Akimova, Ya. Baranets, I. Demchenko, O. Demianchuk, V. Hladush, O. Martynchuk, S. Semak, A. Shevtsov, M. Zakharchuk et al.

To achieve the established aim of our research, we have used such methods as theoretical analysis and generalization of foreign scientific sources and systematization of American and Canadian experience in organizing and implementing inclusive education.

RESULTS

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

In most countries, the right to education for people with special educational needs is enshrined in legal acts. This may be a constitutional or general right governed by the country, mandatory or recommendatory provisions of the law. In 1975, the United States passed the Education for All Handicapped Children Act (EAHCA), which ensured equal opportunities to receive "free and quality regular education within a favourable environment". In 1990, the Act was accordingly renamed the Individuals with Disabilities Education Act (IDEA). Its programmes were redesigned to improve the support given to male and female students with different capabilities, particularly in the areas of transferring additional technologies. The Act was applied in all spheres of life, namely, education, employment, medicine, leisure, and only exceptions were private schools and religious organizations.

The Federal Law, adopted in 1990, and the Act on Training of Individuals with Mental Disorders, approved in 1995, have become the legal basis for reforming the system of education for children with special educational needs and organizing inclusive education in mainstream schools. In addition, the fact that there appeared a category of children with learning difficulties has contributed to introducing inclusive education in schools. Thus, these children do not need to attend specialist institutions, and they can overcome their problems among their peers if provided with certain services and all appropriate assistance. The Act permits a variety of conditions for them to be provided, which is consequently implemented in different states of the country. However, some problems always occur when implementing this paragraph of the Act, since providing appropriate services and meeting special educational needs of these children require significant funding, which is difficult to receive in some cases. In fact, the American education has been accompanied by fierce and politicized controversy around concepts such as new education, advanced education, high progress rates, how to choose a good school, as well as the integration of children with special needs in mainstream schools over the last century.

Among the most prestigious special education schools, there is a confrontation between those who seek to preserve the already existing and hard-won modifications in traditional special education programmes and those who seek a full-scale restructuring of regular and special education into a more unified regular education system. Such controversy leads to profound differences, which endangers the very philosophical and pedagogical foundation of special education. In addition, beyond considerable debates on special education and education for gifted children, there appears to be a wider issue of the role of special education in the context of reforming regular education (Lupart, & Webber, 2010).



It must be noted that, despite the principles of decentralization in education policy, each state has special boarding schools, where mostly orphan children with visual disabilities live. They can also attend special classes in nearby mainstream schools, receiving rehabilitation services at a special school. These special boarding schools serve as resource centers, which provide teaching, methodological and rehabilitation services in a particular area.

In American schools, a team approach is an effective educational technology in inclusive education, since effective partner relationships are formed. Successful integration of a child with special educational needs consists in developing an individual curriculum. The individual curriculum is characterized by a well-developed structure of educational goals and objectives that are achieved by applying appropriate adaptations and modifications of the standard curriculum, which enables such a child to be included in the classroom.

The Canadian education system, which has its own national peculiarities predetermining the differences in the course of educational reforms, has always supported the democratic movement for civil rights and anti-discriminatory attitudes in US education. Thus, since the 1980s, the Canadian system of regular education has launched powerful school reforms and school restructuring. It has led to several initiatives, including the initiatives for enhancing school efficiency, improving school environments, peer teaching, as well as increasing teacher professionalism. In addition, the following concepts such as integration, normalization, natural and social justice, inclusion in prevalent attitudes (mainstreaming), the least restrictive environment, the idea of regular education have significantly influenced the process of transforming conceptual views on the system of education for children with special needs in the country. Canadian researchers indicate that the idea of restructuring and merging regular and special education together has marked a gradual but steady trend towards inclusion. Such Canadian educational trends in development of inclusive education for children with special educational needs are somewhat followed by the reforms in the American education system (Malyshevska, 2016).

The Canadian Constitution of 1981 mentions human rights, including those relating to the issue of different capabilities. The Minister of Education and school administration are responsible for including all students in the education process and providing them with special educational programmes and free tuition.

The main education Acts such as “School Law” and “Standards for Special Education” define the basic conditions under which inclusive education of children with special needs should be realized, which is, above all, an individual approach to each child, providing the appropriate support of their education and involving parents as equal participants in the education process. Planning the coordination and outlining the prospects for training students with special educational needs occur while creating an individual curriculum. This normative document contains assessment data; the current level of educational progress; students’ strengths and weaknesses; the procedures for assessing students’ progress; additional services and support, including medical assistance, if necessary; relevant medical information; necessary architectural changes and adaptation to the environment; additional teaching aids and facilities; intermediate planning; a short report at the end of each academic year. Based on the individual curriculum, if necessary, one can modify some educational programmes for students with special needs. These students receive additional support from various specialists, mainly school support services. In addition, students who suffer from psychophysical problems can interact with assistants or teacher assistants (Kolupaieva, 2009).



In 1997, Michael Peterson (PhD, Professor and Coordinator of the Wayne State University, Michigan), together with a small group of colleagues joined their efforts to create an inclusive concept for the school. They identified the “eight principles of approach” to the essence of a new school, now called “integral education”: empowering citizens to participate in a democratic society, creating an inclusive environment, authentic and multilevel learning, building communities, providing support in learning and establishing partnerships with parents and local communities. The researchers have created the Whole Schooling Consortium, which is now an international network and includes teachers, educational institutions, parents, administrators and lecturers (Lorman, Deppeler, & Kharvi, 2010).

It must be noted that Canada’s specialist institutions have not been completely eliminated due to education reforms. This indicates a well-considered policy, which is aimed at overcoming segregation and introducing inclusive education for children with special educational needs. Special education specialists express different views on the conceptual framework for teaching students with special educational needs and the potential for using inclusive education. However, the main concern is the possibility of losing experience and resources of special education that have been accumulated for decades.

The supporters of the Regular Education Initiative state, “too many students are described as having specific developmental disadvantages, in particular it relates to children with learning difficulties; too much time is spent on determining the belonging to a certain category, but too little attention is paid to how to meet educational needs of students; specialized programmes, which involve partial exclusion of students from the normal environment, although their effectiveness should still be documented; fragment learning and teaching; individual classes for students with special needs are morally unjustified” (Audette, & Algozzine, 1992).

In Canada, there are school boards that play an important role in designing and reviewing policies that support better educational practices, including inclusive ones. Provincial governments delegate most of their education management responsibilities to local school boards. These boards are regarded as responsible for school activities. So, school boards are responsible for: setting priorities for the system taking into account the needs of community members, available resources and achievements of educational practices; setting goals within the jurisdiction to ensure educational progress; adopting the annual budget for the school system; creating policies on human resources management, which meet the objectives of the community; communicating with community members and human resources; providing education and enhancing community members’ awareness of education issues; collecting information to make the right decisions; adopting arbitration awards in political disputes (Bleiz, Chornoboi, Kroker, Strat, & Krasiukova-Ennz, 2012).

The concepts of “inclusion”, “inclusive education” acquire different meanings depending on the context influenced by the country’s policy, economic situation, traditions, globalization processes and social conditions under which the education system develops. L. Florian (2014) suggests there are three types of definitions in a global context that have evolved in different parts of the world (the United States, Canada and the United Kingdom) and reflect different ideas of inclusion (pp. 287–288).

Canadian scholars focus on child-centered approach underlying the organization of inclusive education and considering the difference as a resource, not a drawback. This approach leads to defining inclusion as “the possibility of complete significant integration” (Alberta), “the principle and the right to equal access” (British Columbia), “philosophy, vision and belief” (Quebec), “the mode of thought” (Manitoba), “attitude , value systems”



(Nova Scotia), “the unity of ideas and philosophy” (New Brunswick). Inclusive education is viewed as “a way of thinking and action” (Alberta), “the embodiment of opinion” (Nova Scotia). The education system as a system of services is characterized by such verbs as “ensure”, “implement”, but common concepts defining “inclusion” and “inclusive education” prove potential identification of these notions. The research proves L. Florian’s view that inclusive education in Canada is child-centered (Bondar, 2017).

The Index for Inclusion is a tool for monitoring the processes of creating and developing an inclusive educational environment in an educational institution. Analyzing the situation in schools based on these materials one can rapidly outline the guidelines, which will direct the process of promoting its inclusive development. Methodological approaches to implementing the Index for Inclusion are based on the knowledge and experience teachers, children and their families possess with regard to educational environment in their institution and the ways to improve it. This comprehensive document allows determining whether the school is indeed inclusive and how it can minimize the impact of any factors that result in exclusion. The Index for Inclusion materials are used in Canada and the United States, which allow these countries to continuously analyze and improve inclusive practice, culture and policy of schools, enhance educational progress of all students.

It must be noted that the development of inclusive education in Canada has undergone and is significantly influenced by the American education system. However, unlike the United States of America, Canada does not have a single legislative act that would standardize the implementation of inclusive education in the country. Each province has autonomous educational documents that specify the requirements for the inclusive education organization.

CONCLUSIONS

So, theoretical analysis of American and Canadian scientific literature proves that the changes in legislation and education policies of North American countries aim to achieve the highest level of educational progress in regular education and provide children with special educational needs with the opportunity to obtain special education. Indeed, this experience is rather relevant for Ukraine and can serve as a good example when implementing the basic principles of inclusive education stated in the Law of Ukraine “On Education”.

Prospects for further researches include searching for new forms of teacher training in relation to the use of information and communication technologies when organizing distance learning for children with special educational needs, as well as new software for implementing the corrective and developmental component.

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LIFE GOALS OF YOUNG PEOPLE AT RISK OF SOCIAL EXCLUSION IN POLAND

ABSTRACT

Every young person in adolescence is looking for the meaning of life, concentrating their activities around specific goals. Selecting them independently, they are guided by specific values, strive to reach them by orientating themselves to the world in a specific way. An analysis of the ever-changing reality and its interpretation make it easier for them to function in the world and make choices. The decisions they take refer to different areas of life, have different levels of importance, degree of involvement in the action leading to implementation of the intentions. The first part of the article presents selected concepts of purposeful behaviour, depicting human activity in the category of goals set by an individual. These concepts are characterized primarily by individual life goals, their properties and mechanisms governing them. The second part of the article will present results of research on the life goals of pupils of Youth Educational Centres (YEC) in Poland. On the basis of the obtained results it can be noticed that the respondents obtained average results on all the scales – only in the case of the following goals: finances and permanent relationship were the results increased. This shows that it is important for them to start a family and have financial security in the future. Results of the Mann-Whitney U Test indicate that girls significantly higher than boys appreciate in their lives such goals as: permanent relationship, finances and society (statistically significant differences at the level of at least $p < 0.05$). In addition, in the case of the indicated life goal scales, a trend is observed showing that along with the number of resocialization programs in which the respondents participate, the results obtained in the scale of assessing the importance of all life goals increased. It is therefore important to pay more attention to supporting and developing socially accepted life goals of young people at risk of social exclusion as this can significantly increase the effectiveness of rehabilitation interactions.

Keywords: *life goals, adolescence, young people at risk of social exclusion, Youth Educational Centres.*

INTRODUCTION

The problem of shaping life goals and values in the study of young people has been undertaken in two areas: explaining the development of an adult development before adulthood. In the latter area, the shaping of the value system was treated as implementation of one of the developmental tasks as presented by Robert J. Havighurst (Havighurst, 1981) or part of the content aspect of identity, in the Eriksonian tradition (Cieciuch, 2007). Human development takes place through the achievement of developmental tasks and maturation of his personality structures. Cognitive processes expressed through perceptual activity (perception, assessment, attribution and valuation of social events and behaviours)



are extremely important during adaptation of an individual in the social environment. The adaptation process is understood as passive adoption of the required behavioural patterns, as well as the active innovative action of the individual; it is also an effort allowing maintaining a dynamic state of balance of cognitive structures, enabling a young person to develop identity and achieve personality integrity. This gives a chance to maturely take on social roles and participate in social life. Adolescence is a period of identity crisis whose the positive resolution of which determines the achievement of the maturity of personality structures. Research shows that the worldview of young people at this time shows signs of instability and incoherence (Kwiecinski, 1987), which results from the comprehensive process of changes in the level of psychological organization, accompanying the creation of the intellectual representation of the world, combined with its evaluation. It is also connected with making attempts to deliberately build the concept of oneself by rejecting the authorities from earlier stages of development, and making autonomous choices regarding participation in social life. According to Lawrence Kohlberg, this is the time of the postconventional level of moral development, when the valuation of other people's behaviour is based on social approval (mainly peers' attitudes), and moral assessments show autonomic features independent of previous authorities and are characterized by a significant degree of internalization (Kohlberg, 1984). During reconstruction of the mental structure towards a morally and socially mature one, the following is important: increase in the cognitive competence of a young person, experience from interaction with peers, but also – as Goleman emphasizes – emotional relations with the family environment (Goleman, 1997). The intensive growth of cognitive and socio-moral development causes progressive changes in the structure and quality of assessment and valuation of other people as well as social events. Therefore, the process of building the value system is intrapsychic and interpsychic. Adaptation standards that regulate the behaviour of an individual include adaptive behaviours: accommodative behaviours, conditioned by motivation to change and transform the environment (Szafraniec, 1990). Adolescents are characterized by a lack of full social competences, allowing the generalizing application of social rules in different situations. This phenomenon can be analyzed in the light of the hypothesis of insufficient operational competence of R. Bohnsack (Bohnsack, 1973), who, in a limited range of experiences and social skills, sees the reasons for a faulty or incorrect assessment of the interaction partner, similarly to planning activities in the short term and incomplete adoption of roles resulting from imperfect generalization, insufficient generalization and attribution. This may give rise to threats in socio-moral development or encourage interaction with people with similar experiences of social incompetence, which in turn results in the formation of peer groups at risk of risky behaviours or criminalization. Such a state favours the creation of an “existential vacuum” that makes it impossible to give meaning to own life and reduces it to the dimension of quick and easy consumption. This promotes behaviours characterized by egoism, lack of responsibility and impossibility to set life goals properly. Young people may present various forms of risky behaviour and demonstrate passive, defensive attitudes and lack of interest in social reality. As a consequence, it may result in entering into conflict with the law. From this point of view, it is important to undertake research on the processes of shaping life goals of young people and identification of factors directing their moral development and the ability to handle mature evaluation criteria. Getting to know and then stimulating development, socially accepted life goals of YEC pupils can significantly contribute to the effectiveness of their resocialization.



THE AIM OF THE STUDY

The aim of this article is to present results of research on the life goals of young people staying in the Youth Educational Centres of the Mazowieckie Voivodeship.

THEORETICAL FRAMEWORK AND REASERCH METHODS

The concept of purpose can be found in many ideas of motivation and personality, e.g. by Albert Bandura, Martin E. Ford, Gary P. Latham, Edwin A. Locke, Lawrence A. Pervin. The concept of goals as behaviour regulators is an important current in modern psychology; it indicates that having a goal and striving to reach it structures daily activity and gives it meaning. Zbigniew Zaleski (Zaleski, 1991) considers goals as cognitive constructs appearing at the conceptual level, perceived as a future reality and defines them as possible to achieve future states of things to which a man strives when undertaking action. These states are characterized by a certain value, regulatory force and cognitive representation. The term “cognitive” refers to the thought processes and the nature of their effects (perception of objects, comparing and coding an imagined standard in permanent memory). The goal is usually an anticipated, potential state because it refers to the future. It becomes realistic if it is feasible and the individual takes action to achieve it. If the human behaviour changes under the influence of this activity, we deal with the power of regulation, characterizing the behavioural functionality. Thanks to the involvement in action, emotional states arise, the so-called emotional experience indicators.

Jerome Kagan (Kagan, 1972) defines the goal as “a cognitive representation of an event in the future”, as to which the individual has a belief that it serves his well-being, both physical and mental. However, Eric Klinge (Klinger, 1997) believes that a goal is an object or event that motivates the pursuit of activity, and Jari-Erik Nurmi (Nurmi, 1991) sees the goal as an imagined change in the environment of the individual, achievable through action and serving the optimal functioning of man.

The relationship between setting tasks (goals) and human behaviour is explained by the concept of distant tasks by Kazimierz Obuchowski. The researcher defines tasks as formations of the “intentional Self”, i.e. the basic category of human motivation, different from inner drives, which constitute a component of the “subjective Self”, as well as various external pressures (requirements). According to Obuchowski, the central personality function is related to forecasting the states of things and adjusting one’s actions to them (Obuchowski, 1999). In the researcher’s concept, we distinguish two types of motivation, concerning tasks: short-term conditioned by the situation, state of emotions or experience and distant, the source of which is reflection. Distant tasks are the result of human thinking about specific situations, taking into account the goals of the action and a specific concept of its implementation.

According to Dariusz Doliński and Wiesław Łukaszewski, the goal is a task, accompanied by the triggered tendency to achieve it; this is a type of possibility that may or may not be achieved. Assigning the value to the imagined result and intention of action, focused on the result, decide on the transformation of the action into a goal (Łukaszewski, Doliński, 2000). Having a goal and striving to achieve it structures human activity. The theories of goals show man as a self-motivating subject, able to self-regulate his behaviour by constructing significant goals and striving to achieve them through his oriented activity. Goals are also an element supporting the development of personality, if they are in harmony with the system of values and the philosophy of life. They are also an important factor in its meaning (Zaleski, 1991).



All these theories analyze human activity in terms of goals (set and achieved), indicating the universality of human aspirations, reflecting his development. They characterize life goals, their properties and related mechanisms in different phases of life. The term "goal" may be interpreted depending on the adopted theory and its proper terminology; as synonyms, the authors also use other concepts (Zaleski, 1991): aspirations, plans or life orientations.

Albert Bandura (Bandura, 1997), similar to Kurt Levin and Jozef Nuttin (Levin, 1963; Nuttin, 1980), believes that the sources of goals should be sought in the dynamics of learning (through observation or imitation – vicarious learning), based on social models of various forms of behaviour, assessment criteria, as well as ways of valuing and striving. Seeking the relationship between goals and the theory of needs, they believed that the pursuit of achieving goals results from their satisfaction. Rokeach believes that the functioning of a person changes permanently when the preferences within his hierarchy of values evolve. In people with permanent incompatibilities in the existing hierarchy of values (mental disorders, neurosis, personality disorders), consisting in a significant difference in the structure of instrumental values (implemented in reality) and finally declared as principal, changes can occur, for example, under the influence of rehabilitation activities or psychological therapy (Rokeach, & McLellan, 1972). Unification (in accordance with socially accepted values) of the value system is extremely important because this system, being an element of personality, affects the behaviour of the person, his intentions and the formulation of personal goals. Therefore, one of the goals of resocialization is to bring about a mature and stable structure of values.

Characterization of the concept of functional autonomy, and thus defining a man as an independent, autonomous system means:

1. Developing an autonomous motivation, directing own actions to the goal (as the intrinsic motivation for action – intention), characteristic of future orientation.
2. The advantage of one intention over others as a feature of human decisions.
3. Interests and values as a source of motivation.
4. The emergence of motivation that fully integrates with most aspects of personality (Gierowski, 1985).

According to Nuttin, the mechanisms of life goals setting are different from dreams and imaginations. They require taking steps through their implementation, step by step, over a long period, in different circumstances, they can cognitively be included in one aspect and verified from different perspectives, including reachability (reality). Nevertheless, dreams and fantasies are conducive to goals setting, they are a prelude to effective behaviours, acting as a preparatory activity. Everyone has the ability to create standards, ideas regulating his behaviour, and the developed standards become personal goals, the achievement of which is conditioned by the consistent implementation of many stages, called sub-goals or instrumental goals by Nuttin that are determinants of achieving the ultimate goal.

The literature on the subject only partially explains the planning processes of adolescents. The authors (Sikorski, 1999; Mac-Czarnik, 2000) pay attention mainly to the decision making process. In the psychological literature, however, there is no empirical analysis of the process as a whole or research of individual planning components. It is essential that life goals are always set by the objective conditions of the society in which an adolescent lives and his individual predispositions (Sulek, 1989).



Characteristics of the sample group. The study covered 456 people aged 17 to 20 years ($M = 17.3$, $SD = 0.68$) staying in YECs in the Mazowieckie Voivodeship. Pursuant to the act on proceedings in juvenile cases, pupils stay at YECs up to the age of 18, but the study also covers people who have been emancipated 35 people ($n = 35$), staying in protected flats or branches of the centres. In the group of respondents, women accounted for 59.2 %, while men accounted for 40.8 %. At present, there are 5,468 pupils in 37 YECs in Poland: 3,729 boys and 1,733 girls (according to the SIO Education Information System dated 5 April 2016, ore.edu.pl). Such a large number of girls taking part in the study results from the specificity of the centres in the Mazowieckie Voivodeship: 6 centres for girls, 5 co-educational ones, 9 for boys) and from the fact that the study covered those individuals who had volunteered to participate in the research. Therefore, the selection of individuals for the study should be treated as a purposeful choice. At the study stage, a possible representative youth sample was sought. Gender, age and period of stay in the YEC were controlled. Where there were clear disproportions between the tested sample and the youth population from the YEC, analytical weights will be prepared to ensure high reliability and accuracy of the conclusions drawn.

Quantitative research provides information allowing compiling data in a way that allows finding answers to questions that require estimation and construction of probabilistic models. The measurement made using these methods allows obtaining multifactorial statistical characteristics enabling exploration, description and explanation of the problem in parametric-index analysis of data. Therefore, the quantitative survey is an index-important method of gathering information. The study requires a suitably selected research sample that ensures the representativeness and correctness of the conclusions drawn.

The Polish adaptation of the Aspiration Index questionnaire (Kasser, Ryan, 1993), conducted by Ewa Wojtowicz was used to measure life goals. The questionnaire measures how important for the respondent are the individual life goals, which in accordance with the assumptions of the self-determination theory are treated mostly as intrinsic goals (with the exception of financial goals). The questionnaire can be used in both individual diagnosis and research.

The questionnaire consists of 22 items; the task of the respondents is to determine on a 6-point Likert-type scale (1 – I do not care at all, 6 – I really care), how much they want to achieve a given goal. According to the original version, four items were related to *self-acceptance* goals, seven test items characterize interest in activity for the world and society (*community feeling*), the next five items describe the interest of the respondents in material goods and focus on acquiring money (*Financial success*) and seven items measure goals related to the expectation of love and the desire to be surrounded by close people (*Affiliation*).

RESULTS

Results of the factor analysis carried out by Ewa Wojtowicz partially confirmed the factor structure adopted by the Questionnaire Authors. The existence of factors such as self-acceptance, financial success and society was confirmed, while the “affiliation” factor was divided into two independent scales: permanent relationship and friends. In addition, for all factors, with the exception of the “permanent relationship” scale, satisfactory Cronbach’s Alpha Reliability Coefficients were obtained (Wojtowicz, 2009).

Research questions

1. What are the life goals of YEC pupils?



2. Do the goals of YEC pupils differ from the life goals declared by youths in the study by CBOS (Public Opinion Research Centre)?

The most important life goals were starting a family, relationship based on love, having a job, friends and honesty. Money is an important value in life for approx. 21 %; when asked directly about whether money is important, almost 49 % answered yes.

In addition, life goals (values) were compared with results of the research published by CBOS (2016) (Centrum Badań Opinii Społecznej, 2016), which was carried out on a random sample of 82 secondary schools (a total of 1,724 pupils were examined). The results point to ascertain coherence: in both groups, the most cherished values (life goals) are: love, friendship, successful family life and starting work in line with interests (see Fig. 1). It is worth noting, however, that in the group of YEC pupils, a significantly higher percentage indicated life goals such as starting a relationship based on love, having family and friends, which may result from deficits of the YEC pupils in this area and difficult family situation of most of them.

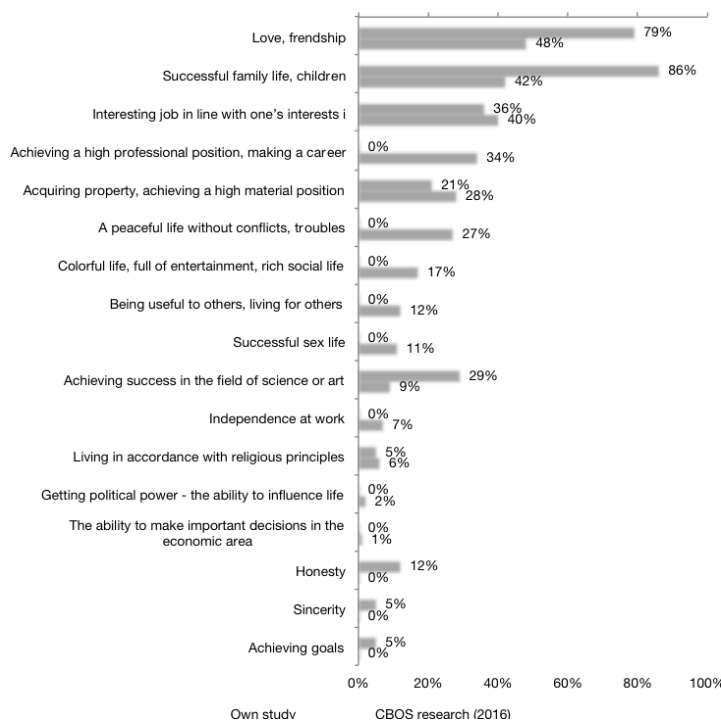


Fig. 1. Values held high in life – comparison of YES pupils with a representative group of young people

Interestingly, YEC pupils did not indicate such values as: achieving a high professional position, a peaceful life without problems, colourful life, rich social life, being useful to others and a successful sex life (these values were indicated by at least 10 % of the nationwide youth sample in the CBOS study). Perhaps they associate a rich social life or sexual activity with life before the stay in the centre and the negative consequences of their



risky behaviour. YEC pupils, unlike young people from the CBOS research, pointed to life goals such as honesty, sincerity and effectiveness in achieving the goal, which may indicate the effectiveness of resocialization and positive moral development of YEC pupils. Another explanation may be higher awareness of the pupils of the importance of these values and the willingness to present themselves in a better light (perhaps it is one of the defence mechanisms in YEC pupils).

Table 2 presents basic descriptive statistics for the analyzed variables characterizing life goals.

Table 2

Life goals – descriptive statistics

Life goals	Min.	Max.	M	SD	Skewness	Kurtosis
goals – society	1.0	6.0	4.62	1.01	-1.13	1.72
goals – finances	1.0	6.0	4.99	1.09	-1.63	2,70
goals – self-acceptance	1.0	6.0	4.67	1.15	-0.84	0.51
goals – friends	1.0	6.0	4.17	1.17	-0.48	0.13
goals – permanent relationship	1.0	6.0	5.23	1.08	-1.98	3.87

CONCLUSIONS

On the basis of the obtained results it can be noticed that the respondents obtained average results on all the scales – only in the case of the following goals: finances and permanent relationship were the results increased. This shows that it is important for them to start a family and have financial security in the future. Results of the Mann-Whitney U Test indicate that girls significantly higher than boys appreciate in their lives such goals as: permanent relationship, finances and society (statistically significant differences at the level of at least $p < 0.05$). In addition, in the case of the indicated life goal scales, a trend is observed showing that along with the number of resocialization programs in which the respondents participate, the results obtained in the scale of assessing the importance of all life goals increased. It is therefore important to pay more attention to supporting and developing socially accepted life goals of young people at risk of social exclusion as this can significantly increase the effectiveness of rehabilitation interactions.

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INDIVIDUAL ASPECTS IN PROFESSIONAL TRAINING OF TOURISM SPECIALISTS IN THE UK

ABSTRACT

The article deals with individual aspects in professional training of tourism specialists in the UK. It has been specified that alongside with the global development of tourism education, the UK revealed the potential of its tourism industry with the introduction of the Development of Tourism Act in 1969. Consequently, the tourism education in the UK has undergone three periods, namely, the establishment of the tourism industry and the comprehension of the need to prepare highly qualified tourism specialists, the development of tourism and hospitality courses, the large-scale foundation of higher education institutions offering tourism and hospitality courses. It has been clarified that the Quality Assurance Agency developed the Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism, which is rather innovative and multidisciplinary, so that programme developers can take into consideration global challenges and needs of the modern labour market to prepare competitive specialists, who can become their own curriculum producers. It has been stated that future tourism specialists in the UK are fully supplied with innovative communication and information technologies and can pay much attention to developing practical skills while undergoing industrial placements, live case-studies, participating in volunteering activities, gain valuable professional experience due to advanced facilities. The following recommendations have been outlined to improve quality of future tourism specialists' professional training in Ukraine: 1) to develop relevant regulatory framework for professional tourism education; 2) to analyze the market of tourism supply and demand in order to define which tourism specialists are most required and, consequently, to expand a spectrum of specializations in professional training of tourism specialists; 3) to improve the state of facilities at higher education institutions offering tourism courses and provide students with the opportunity to gain valuable professional experience in modern technology-enhanced classrooms; 4) to increase the practical component of future tourism specialists' professional training through implementing industrial placements, work-based learning, direct collaborations with practitioners and employers, live case-studies, life performance and events, etc.; 5) to involve students into the design of their own curricula, so that they can feel themselves responsible for their learning outcomes.

Keywords: professional training, tourism specialists, the UK, higher education, tourism education.

INTRODUCTION

The large-scale changes taking place in the 21st century have urged modernization of education and, as a result, professional training of tourism specialists in Ukraine. The



fundamentally new socioeconomic situation has actualized the problem of providing the tourist industry in the country with highly qualified specialists, such as tour organizers and travel agents, managers and financiers, tour guides and guides-interpreter, hospitality specialists, specialists in information and advertising, management and marketing of tourism. At the core of the general programme for further development of tourism and the education system reforms in Ukraine, determination of sociopedagogical conditions for improving professional training of tourism specialists and development of their professional and entrepreneurial qualities are on the agenda.

However, theoretical analysis of theory and practice of professional tourism education in Ukraine has allowed distinguishing a range of *contradictions* between: 1) the growing demand for tourism services and the lack of modern specialists capable of meeting those needs; 2) the mass technologies of tourism services and the individual character of meeting tourism needs, which require to expand a spectrum of specializations in professional training of tourism specialists; 3) the changes in the structure of leisure activities and the underdeveloped system of tourism offers; 4) the striving of the tourism business subjects to introduce innovations into professional activity and the lack of the basic system of professional development and advanced training.

In addition, the rapid pace of the tourism industry development in Ukraine has caused the appearance of an abundance of higher education institutions engaged in professional training of tourism specialists. Still, the level of these specialists' professional training in many respects does not meet the requirements imposed both in the country and abroad.

Therefore, in order to solve the above-mentioned contradictions and increase the level of tourism specialists' professional training, it is imperative to thoroughly study innovative and relevant foreign experience. It must be noted that in the UK specificity in professional training of tourism specialists determines flexible adaptation to the changes in the structure of the education system and social life. Professional training of these specialists is conducted in close cooperation with all sectors of professional education such as universities, institutes and colleges. These trends eventually lead to a relative unification of curricula and programmes at the level of the training content.

THE AIM OF THE STUDY

Thus, the aim of the study is to analyze individual aspects in professional training of tourism specialists in the UK and attempt to provide relevant recommendations to improve quality of future tourism specialists' professional training in Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Tourism education has undergone several periods of development, each facilitating the important principles and foundations of the industry. The development of the education system for professional training of tourism specialists is characterized by certain chronology. Thus, the main historical periods of formation and development of the system of tourism specialists' professional training are the following: *the first period* (the late 17th century – the early 18th century), the tourism industry emerged; *the second period* (the late 18th century – the early 19th century) – active learning in the context of tourism education was promoted due to dissemination and development of an excursion-based approach; the third period (the late 19th century – the early 20th century) – the events and personalities related to tourism and its educational effect were systemically comprehended; *the fourth period* – (the 40–50s of the 20th century – the 70–80s of the 20th century) – the development of the tourism infrastructure became top-priority; the strategy for professional training of tourism specialists was designed; *the fifth period* (the late 20th century) – the modern period



of tourism education development has started, which includes several systems of tourism specialists' professional training, the basic being European and American models (Klym, & Zaiachuk, 2016, p. 101).

In the UK, until the 19th century, tourism started by being an activity undertaken only by the aristocrats. Despite the coming of age of the industry and despite the fact that the country believed in the potential of the tourism industry, it took time to take full responsibility of its tourism industry as it was mainly considered as the duty of the private sector (Thornberry, 2006). The first tourism administration in the UK appeared in 1969 with the Development of Tourism Act. It is aimed at coordinating all the organisations that belong to the tourism sector and providing it with a single voice (Development of Tourism Act, 1969). It must be noted that there are currently no known outstanding changes to the document.

H. Séraphin & Ch. Mansfield (2017) indicate that the development of tourism education in the UK consists of three periods, namely, the first period (1900–1959), the second period (1960–1989) and the third period (since 1990). Thus, the first period implies that the tourism industry in the UK is at its early stage: the first bodies in charge of tourism are established (British Tourist and Holidays (1947); British Travel Holidays Associations (1950)); motorways are being built (British Motorway Building Programme (1958)). So, in 1955 only 1 million tourists visited England (Middleton, 2005). During the second period one can observe a slight augmentation of the number of institutions offering tourism and hospitality courses (with slight decrease between 1970–1979); travelling becomes more popular; household income increases and the country is recovering from the damage caused by the World War II; the Development of Tourism Act (1969) contributes to the foundation of the English Tourist Board, so much so in the late 1960s tourism becomes one of the main source of income in the country (Middleton, 2005). However, V. Middleton (2005) specifies that the Robbins Report (1963) played the most important role in the development of courses in tourism and hospitality, since it provided more students with access to university education. In 1985, the UK reached the top 10 most visited destinations in the world (Middleton, 2005). Eventually, the third period is characterized by the decrease in the opening of higher education institutions offering courses in tourism and hospitality. This can be explained by a “saturation” of the market, but also the competition with private institutions offering similar courses for fewer prices (Chesworth, 2011).

D. Airey (2006b) suggests that tourism education in the UK began in 1972 with the introduction of two postgraduate programmes at the Universities of Strathclyde and Surrey. Tourism-related programmes existed before this date, notable for the hospitality sector where there were already bachelor degrees as well as diploma programmes (Airey, & Tribe, 2000).

P. Petrova (2015) concludes that the development of tourism in higher education in the UK coincided with growth in higher education sector in general and the focus on higher education as an instrument of economic growth, the tourism higher education courses were largely established based on the research interests of tourism academics. Therefore, considerable importance is currently placed by universities and academics on research, as it is seen to secure the legitimacy of courses, universities and indeed individual academics.

It must be noted that the most prominent outcome of tourism education development, in our opinion, is marked with the introduction of the *Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism* (EHLST) in 2000, with its further reconsideration in 2016. The document is multidisciplinary and encompasses a



range of theory and practice from social to physical sciences, and in particular from business and management, which are efficiently intervened into tourism and hospitality programmes.

So, based on generalization and systematization of the above-mentioned data on the history of tourism education in general and in the UK in particular, we have shown the paradigm of tourism education development, specified relevant factors affecting its development and outlined the current state of tourism education in the country. Due to theoretical framework of the research, we will be able to analyze and synthesize individual aspects in professional training of tourism specialists in the UK and consequently generate reasonable recommendations to enhance quality of professional training of these specialists in Ukraine and solve the outlined contradictions in the introduction section.

RESULTS

The United Nations World Tourism Organization (UNWTO) has developed the frameworks of general characteristics and accreditation standards for tourism. Modern studies analyze the possibility of implementing the international tourism workforce qualification test, which should assess future tourism specialists' abilities to conduct professional activity efficiently. This will encourage them to participate in lifelong learning, create the relevant necessary conditions for career growth and provide them with an opportunity to improve professional knowledge and skills. Consequently, international organizations involved in the development of the tourism industry and the enhancement of quality of tourism specialists' professional training have put forward requirements for the tourism industry and tourism education and identified the following specific objectives in professional tourism education: a) creating favorable opportunities for developing and improving the education process and professional training of tourism specialists; b) providing leadership and initiative in tourism education; c) developing the necessary educational strategies in higher education institutions, which offer tourism and hospitality courses in order to achieve quality and efficiency of education; d) creating the tourism product of high quality with modern properties due to using highly competitive strategies; e) developing strategic guidelines for higher education modernization; f) the striving to take professional tourism education to the level of the most prominent achievements in science and technology; g) developing professional tourism and hospitality courses in accordance with the modern needs of the labour market; providing the teaching-based component of tourism and hospitality courses in common languages; h) improving the structure of the multi-level system of professional tourism education; i) designing international standards of tourism education, as well as incorporating new tourism professions, developing efficient textbooks, manuals, recommendations; j) elaborating the regulatory framework for new types of professional institutions of tourism education (Tkach, 2016).

As evidenced by Kings Education (2018), a high quality international education group across the UK, hospitality and tourism courses in higher education institutions in the UK are characterized by many advantages, namely, the language component, the location, top rankings of the universities, a direct link with practice and experience, an extended period of work placement in the industry. Indeed, the UK is rather famous for the top universities in the world. Due to the mixture of skills it requires, hospitality management incorporates the aspects of business management, media and communications, and modern languages and universities in the UK all excel in the study of these subjects. Teaching and learning in the UK are firmly based on case studies and practical knowledge. The sector requires graduates who have solid knowledge of the industry and who can take the right decisions and this is only possible due to direct practical experience. Most importantly,



tourism and hospitality specialists are provided with excellent career opportunities in such areas as tour operation, travel agency management, tourism transportation services, hotel and resort management, restaurant management, contract and event management and catering, cruise ship operations, golf club management, leisure centre management (Kings Education, 2018).

Tourism is typically offered as a discrete subject or linked with leisure studies for the general and vocational qualifications. For the occupational awards, which are primarily competency-based, the awards are linked to a range of specific tourism jobs such as a tour guides, museum officers, publicity assistants, tourist information officers, travel consultants and travel services (Airey, 2006b). However, D. Airey (2006b) indicates “the most important point to emphasize is that the provision is widespread at all levels” (p. 273). M. Stuart (2002) specifies that the role of the individual lecturer and concerns about academic respectability (seen in the continuing tension between an academic and a vocational focus for the subject) are the two influences, which have had the greatest impact on the subject’s development (p. 14).

In the UK, professional courses on tourism and hospitality are mainly offered by business schools or schools of management (University of Birmingham, University of Brighton, University of Buckingham, University of Edinburgh, University of Kent, University of Newcastle, University of Reading, University of Surrey, etc.). Some universities have their own tourism and hospitality departments (Oxford Brooke University, Thames Valley University, Manchester Metropolitan University). It must be noted that there is no consistency in the names of the programmes at the level of higher education. The most popular title (approximately 20 %) is “Tourism Management” followed by “Tourism”, “Leisure and Tourism Management”, “Tourism Studies”, “Tourism and Hospitality Management” etc.

M. Stuart-Hoyle (2003) notes that there is a trend for institutions seeking to differentiate themselves from one another by drawing on lecturer’s distinct research and other interests and experience. She points to these being translated into new special interest optional courses offered as a part of the programme hence allowing the institution to form a distinct identity.

As evidenced by the *Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism* (2016), EHLST subjects are particularly sensitive and responsive to changes in the world environment. This is reflected in the increasing inclusion in degree programmes of opportunities for students to consider the issues of internationalization, environmental sustainability, ethical positioning, social responsibility and social justice, global security and risk, crisis management and other contemporary issues (p. 7).

Since this Subject Benchmark Statement consists of five interrelated areas, each area still encompasses its specific sub-areas. For instance, the curriculum content for the events area may include the events industry, public relations, event policy, event law and licensing, event production, event environment, organisational behaviour, event operations, event design, theming, event marketing, event risk management, venue and facilities management, live events management, mega-events and spectacle, etc. The hospitality area may incorporate such sub-areas as food science and microbiology, food safety, food and beverage production and service, culinary arts, quality assurance, organizational behaviour, consumer behaviour, entrepreneurship, financial management, small business management, leisure management, tourism etc. As for the leisure area, it consists of such sub-areas as leisure philosophy, leisure conceptions, leisure policies, leisure history, leisure sociology, leisure environment, leisure and planning, strategies for leisure, leisure operations, leisure events, leisure resources management, digital leisure, arts and entertainment, rural leisure,



exercise and fitness, health and well-being, recreation etc. The curriculum for tourism involves tourism and globalisation, tourism geography, sustainable tourism, tourism policy, strategic planning in tourism, operation of the tourism industry, tourism economics, entrepreneurship in tourism, tourism marketing, technology in travel and tourism, visitor management, etc.

D. Airey (2006b) states that notwithstanding the attempts of differentiation, in reality the curricula of tourism and hospitality programmes remain remarkably similar across institutions. At the university level the curriculum has tended to broaden outwards for its essentially business-oriented vocational origins (Airey, 2006a). He analyzed those tourism programmes, which are mostly focused on business, management and links with industry. The findings are presented in Table 1.

Table 1

Tourism course – BA (Hons) Tourism

Year 1	Introduction to Tourism; Information; People, World and Tourism; Tourism Economics; Tourism Environments; Law, Accounting and Finance; Residential Field Trip
Year 2	Assessment of Tourism Resources; Administration of Tourism; Law Related to Tourism; Tourism Marketing; Human Resource Management; Economics and Finance of Tourism Operations; Research Methods; Residential Field Trip
Year 3	Industry-based Placements
Year 4	Business and Tourism; Tourists and Destinations; Optional Courses; Dissertation

Source: Airey, D. (2006a)

Thus, one can see the overwhelming importance of training for a career in tourism as well as the significance of business and management skills as a part of programmes. It must be noted that the study modes for EHLST subjects vary: from full-time and part-time, sandwich and distance learning, as well as individual components of technology-based learning. Industrial placements, work-based learning involving a direct collaboration between higher education institutions, practitioners and employers play an important role in professional training of these specialists. In such a way, specialists gain valuable practical experience, develop the knowledge and skills which they will definitely need in professional activity.

The Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism (2016) provides for teaching, learning and assessment to incorporate different theoretical and applied approaches, whereas choosing an approach depends on the learning outcomes expected of students. Most importantly, higher education providers assist their students in designing their own curricula, so that they may be co-producers.

As evidenced by the document, lectures, seminars, workshops, laboratory work, practical classes, individual and group tutorials, real-time practice, case studies, industrial placements, blended learning, technology-based learning, live performance and events, independent work are the most common learning and teaching methods with EHLST curricula.

The learning opportunities for British students who pursue career in EHLST are of great importance. Thus, they include periods of volunteering activities, using specialized items of equipment (training kitchens and restaurants, sports science laboratories, venues and event specific facilities, leisure facilities etc.), engaging in field work in the internal/external environment, live case-studies etc.

Higher education institutions in the UK apply different assessment methodologies to effectively assess future specialists' knowledge and skills acquired through mastering the



programmes. They provide for assessing the results of live practice, the students' ability to combine theoretical and practical experience with the help of problem-based approaches to reveal their understanding of the programme's core.

CONCLUSIONS

So, based on the study conducted, we can conclude that the development of tourism education has started quite recently and have consisted of five periods so far. They have covered the emergence of the tourism industry, the promotion of active learning in the context of tourism education, the comprehension of tourism and its educational effect, the development of the tourism infrastructure, as well as strategies for tourism specialists' professional training, the origination of different models in tourism education (in particular, European and American models). Alongside with the global development of tourism education, the UK revealed the potential of its tourism industry with the introduction of the Development of Tourism Act in 1969. Consequently, the tourism education in the UK has undergone three periods, namely, the establishment of the tourism industry and the comprehension of the need to prepare highly qualified tourism specialists, the development of tourism and hospitality courses, the large-scale foundation of higher education institutions offering tourism and hospitality courses.

Most importantly, the Quality Assurance Agency developed the Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism in 2000, with its further reconsideration in 2016. The document is rather innovative and multidisciplinary, since it encompasses these core subjects such as events, hospitality, leisure, sport and tourism, so that programme developers can take into consideration global challenges and needs of the modern labour market to prepare competitive specialists, who can become their own curriculum producers. Considering the scope of learning, teaching and assessment provided for the Subject Benchmark Statement, we can conclude that future tourism specialists in the UK are fully supplied with innovative communication and information technologies and can pay much attention to developing practical skills while undergoing industrial placements, live case-studies, participating in volunteering activities, gain valuable professional experience due to advanced facilities (training kitchens and restaurants, sports science laboratories, venues and event specific facilities, etc.).

We believe it necessary to outline the following recommendations to improve quality of future tourism specialists' professional training in Ukraine: 1) to develop relevant regulatory framework for professional tourism education; 2) to analyze the market of tourism supply and demand in order to define which tourism specialists are most required and, consequently, to expand a spectrum of specializations in professional training of tourism specialists; 3) to improve the state of facilities at higher education institutions offering tourism courses and provide students with the opportunity to gain valuable professional experience in modern technology-enhanced classrooms; 4) to increase the practical component of future tourism specialists' professional training through implementing industrial placements, work-based learning, direct collaborations with practitioners and employers, live case-studies, life performance and events, etc.; 5) to involve students into the design of their own curricula, so that they can feel themselves responsible for their learning outcomes.

As evidenced by the research, it is still necessary to further study practical experience of British higher education institutions in organizing professional training of future tourism specialists.



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POTENTIAL WITHIN STUDENT SUPPORT FRAMEWORK IN EDUCATIONAL SPACE OF POLISH AND UKRAINIAN HIGHER EDUCATION INSTITUTIONS

ABSTRACT

One of the aspects of the university institutional renewal should be to improve the organization of conditions for the support of the student life opportunities. Determination of the student's needs and expectations in diagnosing his resources, opportunities and environment (university / family / local environment) will facilitate the organization of services for the student. The existing services system is fragmented causing organizational chaos and disorientation of the recipient and does not take into account the individual characteristics of the student. The method of an individual case may be an alternative to operating system in its extended formula. Its conception is divided into two stages: the diagnosis of student's needs and expectations and the individual assistance plan in achieving educational goals through the personal resources development and a more or less inner circle at the university. It has been concluded that organization improvement of the higher education institution activity should take place particularly through creating conditions conducive to the development of student potential. The student (life) opportunities building should take into account the individual needs, expectations and resources of the student as well as the organizational capabilities of the university, the family and the local environment. The responsibility of the existing units of the university is to provide support and assistance to the student although they operate in accordance with their own rules, clearly defined tasks and competencies without creating an entire (holistic) system for supporting the student potential in the age of globalization. The proposed method of organizing the conditions at the university permitting us to identify and develop the student potential to meet their needs in the perspective of multidimensional existence may be an individualized approach to the student.

Keywords: student potential, education, management, higher education, university, individual case method.

INTRODUCTION

Higher education reform (particularly in Poland and Ukraine) creates new challenges whose prospects can be proved only in practice. The situation attracting attention to the possibility of developing a teacher's academic career in the terms of their didactic achievements is an important point in the context of discussion. What is that supposed to mean? The higher education development is mainly determined by scientific development of teachers for example the number of scientific publications in both countries. Currently this index is fixed by the score in Poland: the more scientific publications, the more points and the more financing into the structural unit they operate in. This practice is only beginning to be implemented in Ukraine. Nevertheless it should be



noted that after the institutionalization of this index in Poland the quality of education has been determined by the number of points in the university instead of the quality of scientific researches that has become weird “points disease”.

The academic career development (academic degrees) also depends mainly on scientific development (the more publications the better) among teachers. Universities often forget about the major beneficiary of the educational institution they provide services, about the student in such an atmosphere (of a constant impulse to writing publications). Meanwhile a great attention is paid to a good teacher who must be a scientist in the new legal norms of the so-called “Constitution for Science” (Konstytucja dla nauk, 2018) in Poland and provided the advance to the academic career obtaining the didactic indexes of the university within the educational process expects to have a financial reward. Doublespeak appears in the educational process: the student as its participant (a user, a customer, a quality estimator, etc.) becomes spotted through the subsidies “following them” rather than the most valuable asset of the university. This raises the question of revising the role of all participants in the educational process and attracting attention to the student as a beneficiary of education, in the interests of which all activities of the university should be deployed as a provider of educational services.

Against this background an important issue is also designated to organizational culture of an educational institution (Przyborowska, 2009), determining the character of the customer and the education services user, focusing on the process and results of education for both students and teachers and combination of researching and teaching activities by the last-named one and a place of this process in general functioning of the university. The question now arises in which way the university can respond the inquiries of modern science development in transfer of this knowledge on a one-off basis and support the student life opportunities as the basis for his potential educational achievements. In the age of multicultural education the issue seems urgent combining its two components: the university’s potential and the student’s potential which relations are regulated in the everyday life of the person as well as the institution. Modern challenges raise the question to the effect that a student cannot be perceived in the time of global changes as the one obliged to “wrap their head around” the volume of world knowledge in a certain scientific sphere. It is long since an education does not serve end in itself but rather is aimed at acquiring specific competencies that disclose in the context of university culture and university life taking into account the student ability for own life. The vital and educational potential are two indexes of the student requiring the recognition and balance in the process of acquiring a certain educational level, which should be considered under the conditions of modern universities particularly of Poland and Ukraine.

THE AIM OF THE STUDY

The aim of this article was to determine the directions of maintaining the student potential in their educational self-identification and the role of the university in that process as a higher educational institution. We set following objectives: 1) to outline the field of definition of “potential” and its components in the context of student development and education; 2) to outline the possibilities of a higher education institution to develop and support the student potential in their life self-determination.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Student potential issues are studied primarily in the context of long-term development and resource availability for its provision in the field of applied researches: scholarly works are concerned in the process of student knowledge acquisition and the



application of teaching methods that would actualize the student potential (M. Debych, N. Demianenko, N. Divinska, E. Dmitrieva, Yu. Hushchin, H. Onkovych, R. Novak (2017), B. Voronkova). The issue of maintaining the student life opportunities turns out to be insufficiently revealed in the terms of university study in order to strengthen their ability to acquire knowledge and obtain an appropriate educational level.

The research was carried out by the method of theoretical generalization and analysis of practice in this field.

RESULTS

The concept of potential (from Lat. Potential – power, strength, opportunities) indicates the presence of specific resources that possess the potential state and may occur under certain circumstances as well as conjunction of certain tools that may be brought into action under certain circumstances in the furtherance of this purpose. “Actualization of the potential” is reportedly a transition from a hidden state to a true, real one in the frame of this concept.

The concept of potential is the subject of research in various scientific fields in particular demography (L. Hersh, S. PyrozHKov, E. Vielrose) where studying life opportunities indicates life expectancy of an individual and the impact of various factors on its dynamics appearing one among major demographic indexes (Pidhornyi, & Vitkovska, 2008; *Statystychni metody otsinky*, 2015). The life potential is the basic concept and the general index of potential demography: the average life expectancy of a person points at their life potential (Pidhornyi, & Vitkovska, 2008; *Statystychni metody otsinky*, 2015; Shevchuk, & Shvydka, 2012). The problem of an individual life potential was studied in philosophy in the writings by I. Blauberg, A. Huseynov, E. Husserl, S. Ikonnikov, I. Kon, N. Marinets, N. Motroshylova, F. Nietzsche, A. Schopenhauer, L. Sohan, N. Smyrnov et al. These study relates to the meaning of human life, their background knowledge and “life breakthrough” (Marinets, 2010).

The category of life potential stands to gain personal characteristics in psychology and is studied as a personal potential, which also possesses a proper practical embodiment indicating the need for a person in personal growth (Rogers C.) and the desire to behold the meaning of life (V. Frankl) (Hordieieva, & Efimenko, 2013; Leontiev, 2011; Frankl, 1990). Such scholars as I. Bekh, S. Maksymenko, M. Sliusarevskyi, V. Rybalka, devoted their researches to study it. In general, the concept of life potential is studied from the perspective of three directions such as: medical and biological (A. Dubrovskyi, I. Schmalhausen, F. Selivanov), psychophysiological (P. Anokhin, N. Bernstein, A. Kohan, V. Nebylicyn, P. Simonov, B. Teplov) as well as sociological and socio-pedagogical (B. Ananiev, A. Bodalov, E. Erikson, V. Frankl, E. Fromm, I. Kon, A. Maslow, C. Rogers, B. Zeigarnick) (Prima, 2000). Medical and biological direction points at human health as a basis for the preservation and development of its potential. Regarding education all its technological processes should be focused on preserving the health of a pupil, a student and a teacher. The psychophysiological direction fixes the physical resources of a person, his abilities and capacities for a certain activity. Nevertheless the sociological and socio-pedagogical direction reveals human activity in the system of social influences governing its development. Therefore the learning environment of a student can be precisely represented by this group of factors at the university.

N. Marinets emphasizes two levels in the structure of the person's *life potential*: the *basic* (physical, mental and social health of a person) and *activity* one reflecting at different



levels of the human livelihood as physical, psychological, intellectual, social and cultural (Prima, 2000). However, the researchers do not have a common view on the structure of the individual life potential although its composition preferably consists of three components overall correlated with such concepts as “body-mind-soul” but may include others such as ethical, professional qualifying, psycho-social one, etc. (Marinets, 2010). Researchers explaining the life potential of the individual emphasize on its features as autonomy, inner freedom, vitality, conscious life, readiness for internal change, the ability to perceive new information, readiness for an active position and ability to plan activities (Marinets, 2010). The interdependence and complementarity of these characteristics will ensure the success of the individual in the life. Culture, education and self-education are admitted major factor in shaping the life potential of the individual in the scientific literature.

Individual potential is considered as the main one driving force of a public progress. An individual who has not formed (or lost) their own life potential becomes a passive product of circumstances “floating downstream”. At the same time, an individual of high life potential is the active subject of history, own life, creativity and freedom. Therefore the life potential is a source of creativity and freedom. It is a way of self-programming and realizing own life by a personality and it functions at the stage mature personality. Such personality is characterized by a high level of self-awareness and culture, enlightenment, reasonableness. A person “trusts in own mind” and uses it in any situation. Mind efficiency directly and clearly depends on its tight interaction with feelings and will considering as components of the individual life potential. Self-realization of the life potential identifies the destiny of an individual. And if their destiny is realized the life of the last-named becomes art, beauty, kindness, pleasure.

The individual life potential is formed on the basis of severe effect and interaction of both internal and external factors such as the way of life and culture, family and production, social relations, education, education, etc. A special place among these factors is emphasized for the state with its inherent wide possibilities and levers of influence on a person. This institute assumes the responsibility for creating and maintaining a favorable social climate that is to say responsibility for favorable living conditions of an individual. Totalitarian countries as a rule destroy the individual life potential and democratic countries develop it (Marinets, 2010).

Hence we can say that the student life potential should be based on the basic level of his health support (mental, physical and social) during his studies at the university and the socio-pedagogical influences of the educational conditions should serve as opportunities for self-realization of a young person, its activity in the implementation of the ideas and thoughts learned in the process of education, serve the achievement of successful situations and a perspective vision of their own career growth. According to N. Marinets (2010), education as a specially organized process of mastering the general and professional social experience as well as the formation of individual experience on problem solving of pupils and students on this basis, enrichment of individual experience and the disclosure of their creative possibilities is a complex external factor of the individual life potential development. Education reform requires a re-examination of the student role at the university in preserving and developing their life potential as the grounds of education and self-development. So far the institutional renewal (particularly in school) is traced to three aspects (Błaszczuk, 2009):

1) individual development of teachers – personal development based on the need for continuing improvement of subject knowledge and didactic skills;



2) methodological competences through the development and diversity of learning forms as well as the exposing of content beyond the defined program and new places of acquiring knowledge and skills;

3) organizational development – creating conditions for the potential development of students, teachers, administrative staff and consequently the entire organization.

The third dimension precisely indicates the improvement of the educational institution as a factor establishing the conditions for student potential development. The student potential is understood to mean all the vital resources of the physical, biological, social, mental and spiritual type the student possesses which could be used (or not used) by them in the life. Examples of resources are health, intelligence, talents (ex.gr. artistic, linguistic), perseverance, honesty, kindness, religiosity, stress tolerance, family relationships, acquaintances, roles, social positions. Whether it will be applied and to which extent depends on the activity of the person and the stimulation of the environment (external conditions).

A holistic approach to a person requires us to consider a student at the university as an integrated, multidimensional educational facility. The university studying should become “investment good” not just a “consumer good” (Potulicka, 2012). Only then will we realize the mission of the university which is to support the development of a person for their self-development and improve the quality of the university culture.

Systematic approach to learning provides a multidimensional student training for life in modern society and therefore it develops not merely academic but also other skills (training skills, responsible for their own learning, the ability to assess themselves and their progress, the ability to think critically, collaborate with others, entrepreneurship and skills to use advanced technologies, etc.). Taking into account the university task of improving the organization of an educational institution by creating conditions for the development of student potential, the question arises how to organize it?

Ability to support the student life potential identifying and developing the resources containing therein may be a method of an individual approach to a student (Mirowska, 2017). Reference to method of individual cases seems appropriate theoretical and practical foundations of which were introduced Mary Richmond. Based on Polish social pedagogy the method of conducting the case was propagated and applied by Helena Radlinska. She took the work with the case to mean awakening, activating and directing the person to the system of auxiliary measures.

The influence of this method on the organization of an educational institution is possible through diagnosing the needs and resources (material, intellectual, social, emotional, spiritual and others) of the student and the facilities of environment (university/outside environment). In order the needs to be met and resources transform into life potential appropriate situations such as educational, social and cultural conditions should appear which will allow to release and strengthen it.

To achieve the diagnosis purpose we distinguish the conditions as the field of services provided to students by the university as well as the volume of their expectations and needs:

1) the sphere of services provided to students (educational, auxiliary, socio-cultural, etc.) within the legal framework (external and internal acts);

2) volume of student expectations and needs:

– in the educational field (educational services – educational programs/training for a profession (practice, internship, additional courses, consultations, participation in conferences, etc.);



- in terms of assistance and support offered by the university (assistance – financial accommodations (scholarships, grants, discounts, subsidies, etc.); non-financial: career guidance, psychological support, support for people with reduced capabilities, legal advice, etc.);
- in terms of participation in the social and cultural life of the university/and the further surrounding community (scientific circles, development of interests, participation and organization of cultural/sporting events at the university and beyond it, volunteering, etc.);
- in the field of student operating at the university (rights, responsibilities, availability of services, information about it, accessibility and training in higher educational institutions, self-government, meaning of influence and efficiency (introduction of democracy);
- expectations of students in the field of service management at the university (student affairs management using an individual approach).

Cognitive diagnosis as shown in the above-mentioned student needs and expectations ranges should focus on many aspects of student life using their resources and the system of delivery services not just educational which function in the university space. It is interesting to show not only the official (institutional) places of student support but also to systematic organization of these places in the university space depending on the student expectations, the organizational capacity of the university and the independent functioning of the student in society and in the labor market.

CONCLUSIONS

Organization improvement of the higher education institution activity should take place particularly through creating conditions conducive to the development of student potential. The student (life) opportunities building should take into account the individual needs, expectations and resources of the student as well as the organizational capabilities of the university, the family and the local environment.

Introduction of the student to labor market is the main function the higher educational institutions focus on which means fragmentation of education. Currently the provision of services at the university mainly aimed at providing knowledge, getting abilities is secondary and the last one is the competence of the student. Conditions to be created for the development of student potential are often neglected or organized not properly in the university space.

The responsibility of the existing units of the university is to provide support and assistance to the student although they operate in accordance with their own rules, clearly defined tasks and competencies without creating an entire (holistic) system for supporting the student potential in the age of globalization. The proposed method of organizing the conditions at the university permitting us to identify and develop the student potential to meet their needs in the perspective of multidimensional existence may be an individualized approach to the student.

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DEVELOPING PROFESSIONAL IDENTITY OF ECONOMICS STUDENTS THROUGH FOREIGN LANGUAGE LEARNING IN UKRAINE AND ABROAD

ABSTRACT

The article tackles the issue of students' professional identity in relation with their motivation towards learning foreign languages (with the focus on English). Modern European education is based on the principle of integrity of the interests of all stakeholders, and future specialists must be ready to meet the challenges of the growing global market. Yet only a small number of Ukrainian school graduates and students of economic universities can communicate fluently in foreign social and communicative spheres. An attempt to find out what hinders the process of foreign language acquisition at non-linguistic universities and what really influences their motivation has been made. The research shows that an important factor in students' motivation towards learning foreign languages is their professional self-identity, which is developed during university study and is in its turn determined by the contents, the form of professional education and the goals set. The analysis of the pedagogical literature has enabled us to formulate the definition of the "professional identity of economics students" content. Thus, it denotes person's professional competencies that help him/her understand his/her role and place in the professional domain, at the job market and in the society on the whole, and also implies motivation, confidence and responsibility as well as readiness to work effectively. Once the student has identified his/her future professional roles, challenges, options and responsibilities he/she is motivated to develop the skills necessary to perform their professional duties and succeed in the career. Economic university training with the global context in mind is a motivating factor of improving foreign language competency of students and a definite factor of economic education prestige.

Keywords: *economic education, foreign language learning, global context, content and language integrated learning, professional identity, motivating factor.*

INTRODUCTION

With the development of globalization in all spheres of the society, it is becoming inevitable for a country or a person to stay away from this wraparound process. Therefore, it is of utmost importance for Ukraine to create such conditions that its citizens could master foreign languages in the most effective way. Many steps have been made in this direction, especially in secondary education. The authors of school textbooks are constantly improving the content of the texts and various learning activities in order to make them more attractive and informative, thus enhancing pupils' motivation to learning. Foreign languages have been part of the primary school curriculum for over 10 years, the progress and final control over pupils' achievements in FLL (foreign language learning) has been introduced. The span of time pupils are exposed to foreign languages has grown, yet only a small number of school graduates can communicate fluently in a foreign social and



communicative spheres (Redko, 2005). As a result, when entering a university, the majority of students of non-linguistic faculties do not have well developed language skills to be taught by means of a FL (foreign language). Despite this, a school graduate must reach the level of foreign language competency which is high enough to improve it during the life. This also concerns foreign language competency in a professional specific sphere. Needless to say, foreign language learning is a time consuming process which requires a lot of patience, incorporates various learning methods and forms. Therefore, students' motivation in this respect plays a crucial role.

THE AIM OF THE STUDY

The purpose of the article is to analyze the concept of professional identity of economics students with relation to their motivation to FLL in Ukraine and in Europe.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The issue of student's personal development and self-identity was studied by T. Blease, who showed the role of the teacher in students' identity in the learning process; P. Ackerman, who compared students' personality types and learning modes; P. L. Carell and N. J. Anderson, who proved the correlation between students' personality types and their attitude to FLL. Z. Dornei (2003) showed students' attitudes and motivations in language learning. T. Chamorro-Premuzic and A. Furnham (2005) studied the relation of intelligence and language learning capacity.

Let us consider the concept of student's professional identity. In psychology, a personality is identified as the organized pattern of behaviors and attitudes that makes a human being distinctive. B. Casa and S. Creary (2016) study the construction of professional identity and consider it as an important cognitive mechanism that influences workers' attitudes and behavior in work settings and beyond. They mean that through the construction of a professional identity, individuals are able to claim purpose and meaning for themselves, and explicate how they contribute to society.

M. Larson (1977) is regarded to be among the first to have tackled the issue of professional identity. He suggests that a professional identity must be based on shared expertise incorporating the infrastructure thanks to which practitioners communicate and share ideas, gain experience and knowledge. He also adds that a professional must have advanced training and possess knowledge and skills to perform certain service for the society (Larson, 1977). This opinion is also shared by H. Ibarra, who suggests that a personal identity is developed while socializing with colleagues and observing their work (Ibarra, 1999). G. Imsen (2006) refers motivation to the mixture of feelings, thoughts and reasons which intensifies and ignites our actions (Imsen, 2006). According to recent research (Nearby, 2014), professional identity is defined as the concept which describes how we perceive ourselves within our occupational context and how we communicate this to others (Nearby, 2014).

Thus, we can say that professional identity refers to person's professional competencies, values, motives, confidence and responsibilities that help him/her understand and perform his/her role in the professional domain and in the society on the whole. This notion, in our opinion, also implies readiness to work effectively in order to succeed in a career.

In regard to globalization of economy, a high level of foreign language communicative competency is one of the constituents of the professional portfolio of an economist and this aspect should be a core of economic education.



RESULTS

In this research we will try to show how students' professional identity can motivate them to meaningful foreign language learning. In relation to this goal, we have conducted an empirical research into students' motivation to FLL on the basis of questionnaires and final oral communication. We were interested both in lingual methodological and social factors. The research involved 80 students (4 groups) of specialties: "Audit and taxation", "Economics", "Finance and crediting" and "Entrepreneurship and brokerage". The empirical study involved students of the 1st and the 2nd years of study. We also conducted additional monitoring of 3rd-year students' foreign language oral performance just to compare their further development.

The questionnaires were worked out on the basis of theoretical analysis of research on this issue. On the basis of these questionnaires we distinguished the crucial motivating factors and compared them to those of foreign students. Students were asked the following questions:

- 1) What are the main difficulties in language acquisition?
a) grammar, b) words, c) pronunciation, d) listening.
- 2) What are the main fears of language use?
a) grammar, b) words, c) phrasal verbs and idioms, d) oral communication.
- 3) Which spheres do students feel more confident?
a) reading, b) listening, c) writing.
- 4) What is the most attractive about language learning?
a) interesting texts, b) communicative interaction, c) grammar exercises, d) lexical exercises.
- 5) What positively influences students' performance in foreign language learning?
a) interesting texts, b) communicative interaction, c) teacher's qualities, d) language environment.
- 6) What demotivates students in FLL?

Students' responses showed that while learning a FL they face such difficulties as grammar – 44 %, memorizing new words and learning their use – 11 %, pronunciation (relating English) – 14 %, listening – 41 % (Fig. 1). English grammar has always been considered difficult to learn because of absence of some tense forms in the Ukrainian language, and some seemingly odd language use. Some students find it very difficult to understand oral speech in TV reports, dialogues of native speakers, songs. This can be however rectified by the knowledge of grammar and words. Our study shows that students, who knew grammar and words better, performed better in listening comprehension.

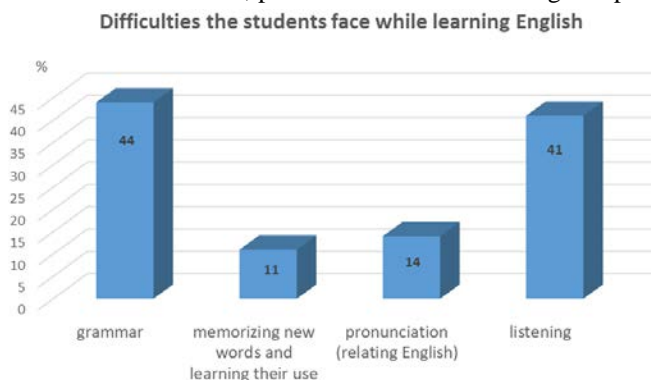


Fig. 1



These findings also mirror the second question: What are the main fears of language use:

a) grammar, b) words, c) phrasal verbs and idioms, d) oral communication?

Students' answers showed that students feel uncertain about finding the right word – 32 % and 18 % – about grammar. They tend to believe that words are more important than grammar. However, students' attitude towards knowing phrasal verbs and idioms seemed to be unclear, regarding them as unnecessary. 35 % of students have fear for using phrasal verbs being uncertain about the use of common words and grammar. 25 % of students are unwilling to participate in oral communication for the fear of making mistakes. But our observations at the lessons showed that this figure was slightly exaggerated, about 18 % of students with a low level of foreign language competency refrained from producing oral messages. And 44 % of students are uncertain about comprehending oral messages correctly for the insufficient knowledge of grammar and words (Fig. 2).

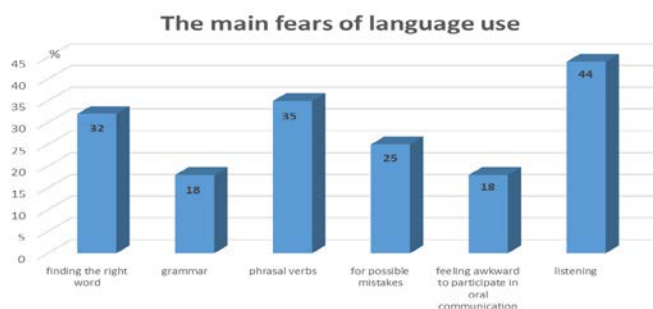


Fig. 2

All mentioned above testifies to the students' uncertainty about their language competency and progress in the language. They find it difficult to identify themselves in the language study process.

In this respect, we can refer to G. Sultana (2009) who views competency as a set of theoretical knowledge and practical skills. Skills can be developed in the process of meaningful repetitive actions, which, judging from the current curriculum for economic universities, is hardly possible for the shortage of academic time allotted for the study of foreign language for specific purposes.

When asked: "Which sphere do you feel more confident in?":

a) reading, b) listening, c) writing, d) speaking, students answered that they felt more confident in reading (100 %), fewer students (60 %) felt confident in speaking, 56 % – in listening and only 18 % admitted to being able to produce written speech (Fig. 3). These figures show that students feel more confident in passive activities such as reading and listening and less certain about their abilities to communicate ideas either orally or in writing.

This all testifies to the insufficient students' exposure to the foreign language. Little time is spent in a FL class (we have mentioned the deficiency of academic time for FLL in the curriculum of higher educational establishments) and students misunderstand the role of independent study at home. For instance, it comprises almost half of the academic time allotted in the curriculum (109 hours out of 240), yet this time is mostly wasted. The academic load for learning FL at Ukrainian high school makes up about 240-270 hours per 2 years which is 2 hours or one lesson a week. As compared with the



bachelor program of economics at the Stockholm School of Economics, foreign languages do not stand separately in the curriculum and international or global context of future employment is underpinned in most special courses such as “Shaping markets for growth”, “Acting in an uncertain world”, “Entrepreneurship in Developing Countries”, “International Financial Management”, “Advanced Analysis of China’s Political Economy”, “Economic & Political Analysis of Emerging Markets”, “Japan in the Global Economy: Advanced Analyses” (Stockholm School of Economics, 2017).

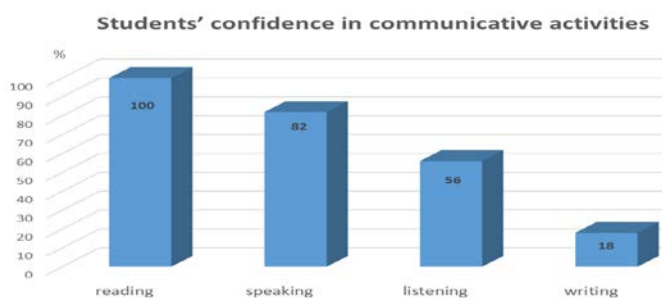


Fig. 3

This tendency is also traced at the Economic University of Vienna that offers such courses as “International Economy of Enterprise”, “Global Marketing”. Moreover, the program “Business and Economics” is taught in English and is aimed at giving students the understanding of economy in the global context, how to deal with contemporary economic challenges, develop important interdisciplinary skills and abilities as well as to help students’ pursue their personal interests (Wirtschaftsuniversität Wien, 2017). It means that students identify themselves as participants of the global economic processes, which motivates them to develop their communicative competency in a FL. These courses give them awareness of the international context of the economy and their role in its development, for they already know how to apply their knowledge, skills and abilities. This fact is extremely important for the students’ professional identity, which is a motivating factor for improving their FL communicative skills and their personal and professional development on the whole.

Courses offered in English also create the artificial language environment which also aids in students’ professional self-identity.

As we know, motivation is determined by internal and external factors. Students’ professional identity is an internal factor of motivation to FLL, as they take responsibility for their performance. Professional self-identity embraces students’ understanding of their future professional responsibilities and needs, job requirements and challenges they will be able to cope with due to the command of a FL. In a broader meaning, professional self-identity as a motivating factor to FLL may include willingness to perform better than others and be more successful, the need to extend professional knowledge, be mobile at the global labour market, desire to travel around the world and to learn foreign life style. To the external factors of students’ motivation to FLL we may refer:

- learners’ linguistic self-confidence;
- interesting language classes;
- students’ autonomy;
- personalization of the learning process;



- increase the learners' goal-orientation (Zoltan, & Csizer, 1998);
- increase of students' exposure to FL due to creation of the artificial FL environment due to content and language integrated learning at the university;
- tutor-guided FL classes at universities.

In this respect we may admit that few Ukrainian universities practice tutor-guided lessons, at which each student's development in a FL is well observed, controlled and directed. The lack of language environment adds to the problem being very important for FL acquisition.

R. Ellis (1994) also distinguishes social factors that influence both students' performance and motivation towards FLL: age, gender, social class and ethnic identity (Ellis, 1994). We tried to ask some students of all groups under survey about their social background (professions or occupations of their parents), since they were of the same age and ethnicity. We did not notice any significant difference in student's motivation towards language learning, however their performance differed. Students from rural areas who for some reasons had not obtained good FL competency at school, lost interest in the language because of its complexity, did not perform well in comparison with those who had a possibility to complementary study. Thus, social circumstances and environment play a vital motivating role and influence students' language acquisition.

Besides, all surveyed students admitted to the role of a FL teacher in their interest in the language. They also admitted to perceiving information and performing better when guided by a teacher who has personal qualities of a leader, facilitator and coordinator (78 %). Only 57 % of students admitted that interesting texts can motivate them to study a FL, while interaction in class seems more engaging (83 %). All the students admitted to the language environment as a crucial factor in language learning, while it promotes memorizing new words and word combinations, development of communicative skills and overall provides a better language exposure.

Furthermore, when preparing each lesson a teacher must consider the fact that students find communicative interaction more attractive (92 %) in FLL than grammar or lexical exercises (4 %), however interesting informative texts are useful when understandable (95 %).

What concerns demotivating factors of FLL, 76 % of students admitted to being uncertain about the use of a FL in their future career. This fact holds true when the situation at the job market is far from optimistic. First of all, a university diploma in Ukraine does not guarantee employment according to the qualification or appropriate payment. It doesn't guarantee employment abroad which implies the necessity in mastering a FL, either.

Another demotivating factor that we found out while surveying the students' opinions, was the lack of language environment, no need to use the language in everyday or professional life. Despite the fact that Ukrainian universities holding students' scientific conferences recommend writing theses in three or even more languages, this practice for non-linguistic students is occasional.

Let us consider the situation in the EU countries. For instance, Scandinavian countries prioritize the knowledge of English for a successful career, education and tourism. In Sweden English has been the first foreign language at schools since 1960. Likewise, it is the only language that is mandatory throughout compulsory school and, as one of the core subjects along with Swedish and Mathematics, a pass grade is required to proceed to the upper secondary level (Sundqvist, & Sylven, 2014). Moreover, its



importance in all social domains is underlined in every possible way. English as a language and as a means for cultural expression can be found all over Swedish society and in several areas English is the commercial language. Hence, to remain independent in an interdependent world, understanding and using English is essential (Skolverket, 2011). School must ensure that pupils are motivated to learn English as well as other FLs throughout their lives. Furthermore, English exam at the level B2 (according to CEFR) is obligatory for the enrollment to the university in Sweden. In this way, we trace the remarkable integrity of the secondary and higher education. Having developed effective communicative skills in English at school, upon enrollment, students can do well in vocationally oriented English or even be taught by its means, for the practice of content and language integrated learning is very common both at secondary and higher education.

Another factor for professional identity is a sociocultural aspect of FLL. It must be realized in the content of the textbooks, audiovisual materials, handouts etc. Therefore, students of Stockholm School of Economics while studying economies of developed and developing countries learn their social and cultural traditions. This awareness brings them closer to the social life of people of these countries and gives them understanding of existing problems and needs as well as reasons of their economic success.

Another example is the University of Applied Sciences, FH, Upper Austria, where within the frames of the Bachelor's program for "Controlling-rechnungswesen-und-finanzmanagement" (Controlling, accounting and financial management) some social and cultural aspects of foreign countries are embedded into the syllabi of the subjects: "Internationale Rechnungslegung" (International Accounting), Sozialkompetenz (Social Competency), Sozialkompetenz Vertiefung (Advanced Social Competency), Englisch Vertiefung (Advanced English) (University of Applied Sciences, 2017). Students also take practice at enterprises, analyzing their accounting documentation and upon the completion of the practice they write project papers in English, followed by presentations and discussions in groups of teachers, students and chief executives of the enterprises (University of Applied Sciences, 2016).

Needless to say, while writing the project paper on accounting students learn how to use specific terms in English, they learn academic writing and oral speaking. These activities are very important for students' professional self-identity, as making reports and substantiating one's own opinions by means of English give them awareness of many industrial processes and accounting procedures, thus increasing their confidence in their own skills and abilities, motivation to language use and improvement of FL communicative competence.

Another motivating factor of FLL and professional self-identity is the possibility to study abroad. For instance, the bachelor and master programs of economic specialties of the University of Oslo (Norway), the University of Applied Sciences, FH (Austria), The Stockholm School of Economics recommend that students go on exchange to foreign countries and take courses that can be approved as optional or mandatory. Suffice it to mention, that the University of Oslo offers 800 courses taught in English both for Norwegian and foreign students (University of Oslo, 2017).

In our opinion, Ukrainian students lack such experience, which is necessary for their professional self-identity and motivation to learn FL. So what should be done to improve the situation? In our opinion, it could be very positive to create the proper basis and start introducing content and language integrated learning that will help create artificial language environment. Students should be stimulated to develop academic writing skills in



English or other FL through involvement in a project or thesis writing, participating at conferences. Such activities will increase students' exposure to the FL and give them more awareness of their involvement.

Secondly, students must be aware that they belong to the global processes and will be able to enter a global labour market. Thus, the level of their professional competency must correspond to that of foreign students. It means that they should be able to operate by means of English or other FL, communicate ideas, participate in production meetings, make telephone or video calls. Therefore, socio-cultural aspect of language learning must be in focus of attention during FL classes, for the students should be familiarized with new sociocultural settings and know what for and how they will apply their FL skills.

CONCLUSIONS

Professional self-identity of economics students underpins the whole system of higher economic education and influences its success, for it creates the basis for students' professional image, their vision of professional activities and future career on the whole. In conditions of the global market economic students should be trained for the global business, dealing with surging and stagnating economies, converging economic interests. A good command of English and other foreign languages has become an inseparable part of the professional image of a modern economist in the world and should be attributed to Ukrainian students of economics. This requirement can be fulfilled through students' understanding the purpose and role of economic education and envisaging their own role in the global economic and social processes. It causes the convergence of the content and form of economic education that would help students identify themselves as specialists for the global economy and increase students' motivation to learning foreign languages for the creation of a successful professional profile. In our opinion, modern economic education should be based on the consideration of these two important directions that determine professional self-identity of students and influence the quality of education, the level of their professionalism and success in career.

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PROFESSIONAL DEVELOPMENT OF TEACHERS UNDER THE CONDITIONS LIFELONG LEARNING: FOREIGN EXPERIENCE

ABSTRACT

The article analyzes foreign experience in continuing professional development of teachers. It has been found that the system of continuing professional development of teachers in foreign countries has its own conceptual peculiarities determined by relevant contextual factors. It has been specified that all systems are characterized by personality-oriented approach to professional development of teachers, available organizational and pedagogical conditions for development, flexibility, diversity of forms and training content. Such an approach can enhance professionalism of teachers, their ability to provide students with high-quality and effective teaching in accordance with the needs of a market economy. It has been outlined that professional development of teachers is the most effective at the level of an educational institution in the course of daily teaching activities, provided the forms of this process organization are diverse. The key factor, which influences effectiveness of continuing professional development is the teacher's ability to reflect, motivation, responsibility and academic mobility within professional development. It has been clarified that a number of countries apply national mechanisms for recognizing the results of teachers' professional development, their certification. We believe it necessary to creatively use foreign innovative experience to enhance continuing professional development of teachers in Ukraine, namely, to create a multi-level system of continuing professional development of vocational education teachers and introduce motivational mechanisms for stimulating their professional growth.

Keywords: *continuing professional development, advanced training, teacher, competency, educational institution, foreign experience, concepts, systems.*

INTRODUCTION

The present stage of human development is characterized by dynamic globalization processes, development of digital technologies and scientific production, which, in turn, determine changes in education systems that must be prepared to respond to the challenges timely and qualitatively and educate qualified specialists, who are competitive in the modern labour market.

The advanced paradigm of education development in Ukraine highlights the need to develop modern vocational education, which should provide high-quality training of specialists in accordance with innovative development of production and economy, ensure personalized realization of specialists' professional potential for life, taking into account their capabilities, needs, motivation, opportunities and experience. In order to realize the outlined objectives, it is necessary to solve the main task, namely, to create conditions for



continuing professional development of vocational education teachers, who are able to prepare modern competitive specialists.

The search for probable solutions to the problem of continuing professional development of vocational education teachers in the education system of Ukraine objectively determines relevance of this problem within global educational space.

THE AIM OF THE STUDY

The article aims to analyze positive experience in organizing continuing professional development of teachers in foreign countries, to define the conceptual principles and conditions of its practical introduction into the system of continuing professional development of professional (vocational) education teachers in Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The development of lifelong learning for teachers has been paid much attention in researches by Ukrainian scholars (S. Honcharenko, V. Kremen, L. Lukianova, N. Nychalo, I. Ziaziun). The importance of studying foreign experience in education development has been highlighted by N. Abashkina, N. Avshenyuk, N. Bidyuk, L. Diachenko, O. Lokshyna, O. Ohienko, L. Puhovska et al. Comparative pedagogical researches on continuing professional development of teachers in the most developed countries have been conducted by O. Borodiienko, N. Kliasen, V. Kovalchuk, N. Kotelnikova, N. Mukan, N. Paziura, O. Shatska, S. Synenko, A. Turchyn et al. The problems of teachers' advanced training and professional growth have been investigated by such foreign scholars as G. Bereday, S. Day, A. Glatthorn, A. Hargreaves, E. Villegas-Reimers et al.

To achieve the aim of the research, foreign and Ukrainian scholars' works have been theoretically generalized.

RESULTS

On September 1, 2017, the Association Agreement between Ukraine and the European Union entered into force. In Chapter 23, "Education, training, and youth", this document proclaims the implementation of measures aimed at intensifying the exchange of information, practice and experience for closer cooperation in the field of vocational education and training with the aim of developing vocational education and training, advanced training during professional activity, which should correspond to the realities in the context of changes in the labour market; creating the national mechanisms in order to improve transparency and recognition of qualifications and competencies, using, where possible, EU experience (Article 432), exploring the possibilities for developing cooperation, in particular in the field of distance learning and lifelong learning (Article 433).

New conceptual principles of reforming vocational education in Ukraine, taking into account European experience and solving a number of tasks for its systematic modernization, require innovative educators, whose professional development is a continuing, dynamic and multilevel process. In particular, L. Lukianova (2015) indicates that "the constant acquisition of knowledge, methodologies and technologies is an absolute factor in supporting the appropriate qualification of specialists, which justifies the guiding principle of modern education – its continuity, which determines the strategic reference point for social progress".

L. Puhovska (2011) notes that "for Ukrainian comparativists, the problem of teacher professional development is rather new. It has been briefly considered in the context of teachers' advanced training. Under the conditions of Ukraine's integrating into European and global scientific spaces, it is necessary that comparative pedagogy as a scientific branch occupy the proper place among human sciences, and comparative studies



on the problem of professional development become top-priority and be offered targeted support” (p. 105).

The overview of foreign researches shows that professional development of teachers is interpreted by scholars in different contexts.

A. Glatthorn (1995) conceptually considers this phenomenon as an increase in the teacher’s professional achievements due to accumulation of practical experience and systematic analysis of their teaching. According to the author’s conception, teacher professional development is considered as a broader concept than merely career development or staff development, since career development involves only “undergoing career stages”, and staff development is conducted through “providing teachers with organized programmes for advanced training” (Glatthorn, 1995, p. 41). In addition, the scholar notes that professional development consists of both formal experience (professional development, mentoring, attending professional seminars, workshops, etc.) and informal experience (independent study of pedagogical editions, professional literature, video production) (Glatthorn, 1995, p. 41).

A. Hargreaves (1995) clarifies the concept of teacher professional development, emphasizing such its components as “moral goals of teaching, political awareness, acuteness and experience of teachers, devotion and responsibility for their work” (p. 126).

The English scholar S. Day (1999) indicates that professional development of teachers benefits not only the teacher themselves, but their colleagues, educational institution in general and quality of learning in particular (p. 4).

E. Villegas-Reimers (2002), investigating a wide range of researches on professional development in the global context, outlined the promising characteristics of this phenomenon, identified by the well-known scholars: teachers are the subjects of active learning based on constructivism (L. Darling-Hammond, A. Lieberman); they are reflexive practitioners, acquire new competencies during pedagogical activity and require assistance in creating new pedagogical theories and practices (M. Cochran-Smith, S. Lytle); their professional development occurs during cooperation and interaction with other teachers, administration, parents, community (L. Darling-Hammond, M. Clement); the most effective form of teacher professional development is in-service training involving various forms of daily teaching activities (L. Darling-Hammond, M. King, F. Newman); professional development of teachers is inextricably linked with education reforms, development of a new pedagogical culture and social expectations of positive results from teaching activities (S. Loucks-Horsley); teacher professional development occurs during choosing optimally and combining different forms, methods, technologies of learning, which facilitate models of professional development, which are the most appropriate for a particular educational institution or situation (J. Scribner); professional development is a long-term process of teachers’ lifelong learning (D. Cohen, T. Ganser) (pp. 13–15). It must be noted that the generalizations outlined in this research are still relevant and cause a great interest of the researchers who investigate this problem, transform its conclusions into new researches on teacher professional development, generating new paradigms and practices.

The substantive provisions for continuing professional development of teachers are outlined in “The International Handbook on the Continuing Professional Development of Teachers” by Ch. Day & J. Sachs (2005), which has become authoritative in global scientific and pedagogical community. It describes several areas for advanced researches on continuing professional development of teachers. In particular, this relates to determining the influence of teachers’ development on the learning process and learning outcomes.



In order to evaluate effectiveness of any methodology in the context of continuing professional development of teachers, it is rather essential to address such issues as assessment of teachers' educational achievements, the very process of assessment, assessment economy, methods and needs in assessing teachers' educational achievements.

The next relevant aspect of the research is determined by the need to clarify significance and influence of both theory and practice on the results of continuing professional development of teachers, their correspondence.

The Bruges Communiqué (2010) invites EU Member States to invest in flexible systems of teacher training, as well as their professional development, which will enable them to master new professional and pedagogical competencies, apply new methods and tools in teaching, pedagogical and industrial technologies (The European Commission, 2010).

Comparing different countries' experience in their approaches to continuing professional development of teachers allows discovering patterns and principles of professional development of professional (vocational) education teachers in Ukraine taking into account the contextual factors of the country.

The analysis of researches on the study of the system of teacher training in the United States shows that the education policy in the country is aimed at adjusting pedagogical mastery of teachers to modern educational needs based on the continuity of teachers' general and professional development. In this regard, the country has continued to seek effective forms and methods of advanced training for teachers. In addition, various training programmes are regularly developed at the federal and regional levels (Shevchuk, 2001).

Taking into account the urgent need to bring professionalism of teachers to a qualitatively new level, the US Congress approved the national programme of teacher centers in 1975. It ensured allocating funds for their establishment in states and individual districts. Teacher centers were expected to provide teachers with educational services, so that they might independently choose programmes for advanced training based on their individual needs (Shevchuk, 2001).

In order to enhance teachers' motivation towards professional development, the National Commission on Excellence in Education in the Nation at Risk Report (1983) recommended developing so-called "career steps" that would identify the difference between novice teachers, experienced teachers and master teachers. In 1986, the so-called Holmes Group, which was organized to promote teacher education reforms, proposed to create a hierarchy of teachers' positions, taking into account the level of their professional activities. In 1987, the United States established the National Board for Professional Teaching Standards and specified the procedures for monitoring knowledge of teachers through examinations and tests, and monitoring pedagogical and technological skills and abilities based on teaching activities recorded. New approaches to assessing teachers were introduced in a number of states with a view to a more thorough, objective assessment of teaching activities quality. In the Carnegie Commission's report titled "A Nation Prepared: Teachers for the 21st Century", it is stated that teachers' salaries will depend on teaching quality, since it is rather crucial to the status of this profession (Shevchuk, 2001).

To achieve the highest pedagogical level, there are 8 positions: one must obtain a bachelor's degree, a master's degree, and then undergo another 6 stages in the process of continuing professional development, gradually obtaining 30 credits from the knowledge that is relevant to the teacher. In some cases, teacher training becomes mandatory, if there is an urgent need. Tuition fees are paid by teachers or sponsors themselves. However,



teachers are motivated towards professional growth, as the results of teacher certification significantly increases their salaries (Shevchuk, 2001).

In the system of postgraduate education, continuing professional development of teachers is conducted through various forms, namely, short-term (of a week's or month's duration) courses at universities, colleges, scientific centers; additional training at higher education institutions in order to improve methodological mastery or fulfill the requirements related to career growth; seminars, conferences, pedagogical fairs, Saturday and Sunday seminars, presentations of the best practices; the system of individual and group grants for creative teachers; self-study activities; academic paid leave after 7 and 14 years of working; internships, including abroad (Shevchuk, 2001).

In the United States, the following forms of professional development and advanced training for teachers are the most common: working with coaches and mentors; participating in summer training camps, as well as conferences and seminars in educational and other institutions; creating working groups for solving important pedagogical issues.

So, the conceptual system of continuing professional development of teachers in the USA is aimed at promoting teachers' professional growth based on the principle of diversifying various institutions, forms and content of training in accordance with individual educational needs of teachers, as well as programmes for school development.

In China, methodological basis for continuing professional development of teachers consists in the interaction between course-based advanced training along with methodological events held in educational institutions and self-study activities of teachers (Kotelnikova, 2012).

Studying the system of postgraduate teacher education in China, N. Kotelnikova (2011) identifies the main ways of its development at the present stage, namely, ordering and structuring postgraduate teacher education; providing it with the necessary legal framework; supporting the concept of lifelong learning, continuity of initial and postgraduate teacher education; enhancing knowledge and skills of teachers during in-service training; applying modern information technologies.

It has been found that advanced training for teachers in China is conducted at higher education institutions of certain type, taking into account teacher qualifications, as well as in regional centers and institutes. The most common features of advanced training for teachers are diversification and flexibility of curricula (short-term programmes, leisure programmes, part-time courses, individual lessons), taking into account specificity of certain regions in order to meet the needs of the labour market (Paziura, 2008).

At the present stage of postgraduate teacher education development in China, interactive and distance learning is widely used. The National Plan for Creating the National Internet Alliance of Teacher Education, approved by the Ministry of Education of the People's Republic of China in 2003, significantly contributed to its dissemination. Based on the most efficient educational resources, the introduced system provides teachers with the opportunity to be trained through different forms of learning, namely, distance learning, full-time learning, self-study activities. In this case, the credit transfer and accumulation system is used to take into account teachers' educational achievements during advanced training, as well as other forms of learning (Shatska, 2012).

Using the Internet Alliance contributes to implementing a large-scale, cost-effective project of effective postgraduate education for teachers based on modern technologies and various training programmes (Borevskaia, 2003).

In Great Britain, continuing professional development of teachers is aimed at developing individual strategies and styles of teaching. It can be of two types, namely,



advanced training based on higher education institutions and school-based in-service training. The training content is aimed at mastering new aspects in theory and practice of pedagogical activity, acquiring self-study skills. Short-term narrowly specialized courses are widely common. More than 60 % of study time is allocated for practical classes in various forms. Advanced training for teachers is free of charge and should be included into an employment contract. In the country, there are special boards, which assess professionalism of teachers (Kovalchuk, 2015).

In Germany, the system of continuing professional development of teachers is characterized by management decentralization, vertical administrative and organizational differentiation at the level of each of the 16 lands. Vocational education teachers can also engage in continuing development, which is realized at five levels, namely, national, land, regional, school and individual (Turchyn, 2011). In federal lands, they implement different strategies for developing professionalism of teachers, in particular, in terms of training duration, requirements for training content, the main forms of learning. Flexible, mobile and dynamic forms of training, as well as practical training through mentoring, namely, “training with the master”, ensure professional development of vocational education teachers and increase their professional and pedagogical competency in accordance with their individual needs.

The main features of postgraduate teacher education in France include applying personality-oriented approach to organizing professional development of teachers, enhancing their motivation towards professional growth, teaching through research, introducing innovations into the education process, fulfilling real needs of school and society, establishing new and prominent educational research institutes (Synenko, 2002).

The content of advanced training courses involves a large number of practical exercises: micro-teaching, project presentations, simulation exercises, role-playing games, using video films, telecommunication and information technologies during the education process, as well as a wide range of courses on pedagogy and psychology (Lashchykhina, 2009).

In France, they have introduced a standardized duration of all periods of professional development from the beginning of active professional life to retirement, which is paid from the budget funds or the enterprise’s funds. It should amount to a total of one year, or 1200 hours, if advanced training takes place in the workplace (Andritsou, 2005). Continuing professional development of teachers in France is provided by postgraduate education institutions, universities and regional education centers (Kovalchuk, 2015).

In Canada, professional development of teachers is regulated at the state level and is provided by universities, education departments that manage development of the national education policy, regional education centers, school boards, volunteer teacher associations, teachers’ unions, private providers of professional development services, whose activities are aimed at organizing advanced training within schools (Mukan, 2007).

According to Canadian legislation, each school develops an annual plan for professional development of teachers that takes into account the strategy of the educational institution in accordance with the national and regional education development policy. Based on the developed plan and the teaching quality standard in Canada, each teacher develops a plan for individual professional development (Council of Ministers of Education, Canada, & Canadian Commission for UNESCO, 2001). It must be noted that professional development of teachers is funded by education authorities in Canadian provinces. School boards are responsible for expedient use of funds, in particular in order to diversify teacher training (Council of Ministers of Education Canada, 2012).



The Canadian teachers' associations explore the problems of teacher professional development, develop and promote advanced training programmes, provide teachers with access to them. Each association has a committee for teacher professional development. In this country, methods and mechanisms for monitoring and assessing the results of teachers' continuing professional development have been introduced (Council of Ministers of Education, Canada, & Canadian Commission for UNESCO, 2001).

In Finland, a multilevel system for continuing professional development of teachers has been introduced. It combines such components as the Advisory Board for Professional Development of Education Personnel, the Finnish National Board of Education, teacher education departments, higher education institutions and schools. Advanced training is characterized by various forms of interaction based on the credit transfer and accumulation system, in particular, learner-centered, many-stage, cooperative learning, as well as practical learning (OECD, 2011).

In this country, they organize two/three-day advanced training for teachers every month. It is an obligatory part of teachers' pedagogical activity, with pay. It must be noted that such a training is practice-oriented and includes visits to other educational institutions with the aim of familiarizing with the most efficient pedagogical experience, so that they may implement its positive aspects into their own pedagogical activity (OECD, 2011).

Specificity in ensuring continuing professional development of teachers in Finland consists in close cooperation between schools and higher education institutions in order to enrich pedagogical activity with theory and practice (Asunta, 2006).

O. Borodienko (2017), studying the system of vocational education and training in Israel, notes that the development of human capital is part of the strategy for the country's socioeconomic development (Israel 2020: Strategic Vision for Economic Development). This position is considered to be primary in the country. The strategy for education development is aimed at achieving this goal. The education system should ensure high quality of the education process, students' educational progress and complement the requirements of the labour market in relation to knowledge, skills, competencies, qualifications.

The national plan for education development provides for enhancing professionalism of teachers, as well as the prestige of the teaching profession. Among the peculiarities of the system of vocational education and training in this country, the scholar identifies independent centers for assessing education quality, teaching quality and the level of teachers' qualifications. Continuing professional development of teachers is provided by the network of advanced training (PISGA) (Borodienko, 2017).

CONCLUSIONS

So, it can be concluded that every country has its own system of continuing professional development of teachers. These systems differ in conceptual features, which are determined by specific contextual factors.

The common feature of all systems is personality-oriented approach to organizing professional development of teachers and, consequently, creating relevant organizational and pedagogical conditions for it; providing flexibility, diversity of forms and content of training in order to bring the level of teachers' professionalism to the ability to ensure quality and effectiveness of student learning in accordance with the needs of a market economy.

Professional development of teachers is considered to be the most effective provided that this process is organized in various forms at the level of an educational institution in the course of daily teaching. Thus, the key factor, which influences



effectiveness of continuing professional development, is the teacher's ability to reflect, motivation, responsibility and academic mobility within professional development.

In addition, a number of countries (the USA, Great Britain, Germany, Finland) have created national mechanisms for recognizing the results of teachers' professional development, their certification. Therefore, we believe it necessary to creatively use foreign innovative experience to enhance continuing professional development of teachers in Ukraine, namely, to create a multi-level system of continuing professional development of vocational education teachers and introduce motivational mechanisms for stimulating their professional growth.

Prospects for further researches are seen in studying the mechanisms of motivating teachers towards continuing professional development in foreign countries.

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PROFESSIONAL TRAINING OF FOREIGN LANGUAGE TEACHERS IN THE USA: BASED ON THE EXPERIENCE OF LEWIS UNIVERSITY

ABSTRACT

The paper deals with professional training of future foreign language teachers in the USA based on the experience of Lewis University. As evidenced by research findings, the scope of foreign language education in the USA is rather broad, since they attempt to promote both traditional and critical languages in the context of developing translanguing and transcultural competences. Based on the example of Lewis University, we have characterized professional training of future foreign language teachers, who major in the Spanish language. The obtained results prove that the programme content is extremely practice-oriented and designed to fulfill personal needs of every student; the programme curriculum is not overwhelmed with theoretical paradigms and foreign language students can participate in different activities and fully comprehend the realities of schools and the education process. It has been found that while mastering the programme, they are able to acquire the professional knowledge, skills and abilities they will definitely need in practice. The positive aspects of Lewis University's foreign language education programme have been determined. They are the following: practice-oriented approach to professional training of future foreign language teachers; an optimal selection of professional education courses and electives, as well as effective clinical practice; the assessment and evaluation of foreign language students' results during and after undergoing clinical practice from different perspectives, namely, organization, content, specifics; the implementation of the inclusive education component into the content of the programme curriculum; the fulfillment of different personal, learning and occupational needs of future foreign language students. It has been concluded that the outlined positive aspects of American experience in providing professional training of future foreign language teachers based on the experience of Lewis University can be implemented into the system of foreign language education in Ukraine in order to enhance quality and efficiency of these specialists' training at Ukrainian higher education institutions.

Keywords: *foreign language education, foreign language teacher, Bachelor of Arts, programme, Lewis University, the USA, Ukraine.*

INTRODUCTION

The expansion of Ukraine's international relations and its integration into the global community have rather popularized foreign languages in the country. The government and citizens require foreign language specialists, who have profound professional and interdisciplinary knowledge, comprehend the changes occurring in science, technologies and are knowledgeable about philosophical, psychological, pedagogical and methodological aspects of foreign languages teaching and learning, namely, highly-



qualified specialists, who are competitive in the modern labour market locally and internationally. Nowadays, foreign languages fully realize their functions as a means of communication, mutual understanding, influence and interaction among individuals, a mechanism for familiarizing with other cultures and developing individuals' intellectual abilities, their critical, logical and analytical thinking through analysis, synthesis, conclusions, comparisons, generalizations, various types of memory (operational, semantic, involuntary, voluntary) in order to develop foreign language competence.

The integration of Ukraine into the global educational space calls for a thorough study and analysis of foreign experience in organizing the education system, including higher education. One of the topical trends in studying foreign experience is professional training of modern foreign language teachers at universities of the United States of America. N. Bidyuk (2013) indicates that in the analyzed context the achievements of the USA in the organization of the education system are of great scientific interest, since the country is the centre of global linguistics and has gained international recognition for high efficiency of language specialists' professional training. Therefore, the multiaspect and objective study of the most prominent pedagogical achievements of American education will contribute to widening scientific views of Ukrainian scholars with new ideas in order to justify conceptual principles, to transform the curriculum content, to improve forms, methods and technologies in professional training of language specialists (Bidyuk, 2013, p. 106).

In addition, research relevance is reinforced by the fact that American and Ukrainian foreign language education shares a common goal, namely, to prepare a highly educated foreign language teacher, who is professionally mobile and ready for continuing development of professional and personal qualities.

So, the significance of the problem under study is determined by potential opportunities for using positive experience of the American education system, characterized by flexibility, variability, the ability to quickly adapt to the changing needs of modern postindustrial, information communities.

THE AIM OF THE STUDY

The paper aims to characterize professional training of future foreign language teachers in the USA based on the experience of Lewis University and to outline positive aspects of this experience so that they may be effectively implemented into the system of foreign language education in Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Ukrainian and foreign scholars have been actively conducting researches on professional training of foreign language teachers. Of scientific and practical value are the researches by N. Bidyuk, L. Bazyl, V. Korniienko, O. Martyniuk, L. Matsko, N. Mukan, N. Paziura, O. Semenog, T. Symonenko, I. Sokolova, O. Zinovatna et al. In the context of studying the US experience, researches by such American scholars as K. Bauer, J. Bennett, D. Brakke, R. Brecht, A. Brew, B. Clark, M. Crowe, R. Erickson, E. Jewell, C. Kardash, J. Kinkead et al. should be taken into account. Researchers indicate the growing interest in foreign languages of the US government and the public, as well as the increased attention to mastering this subject in both secondary and higher education institutions. The current growth in quality of foreign languages teaching in the United States is largely facilitated by optimal using modern forms, methods and means of instruction in the system of foreign language teachers' professional training.

It must be noted that in the process of its development, foreign language education in the United States has already solved many of the problems modern Ukrainian education



is currently facing, namely, differentiation and individualization of higher education, the use of modern innovative teaching and learning technologies, the introduction of alternative programmes for professional training in foreign languages into the practice of higher education institutions. The latter have accumulated a rich historical experience in applying humanistic approach to professional training of future foreign language teachers. The search for ways to enhance quality of such specialists' professional training under the conditions of higher education institutions has become nationwide and is actively supported by the US government.

However, there are still some challenges the American society is facing nowadays in the context of foreign languages demand and supply. Based on the data presented in the Report of the Modern Language Association (MLA) Ad Hoc Committee on Foreign Languages (2007), one could observe rather a dynamic, rapidly changing American environment marked by a sense of crisis around what came to be called the nation's language deficit. In addition, initiatives in critical languages began multiplying in educational institutions all over the United States. Government language schools scrambled to redefine priorities and mount new programs. MLA data show that college and university enrollments in foreign languages increased. As a result, shortages of qualified, trained teachers of foreign languages became more acute than ever before. Legislative proposals to address the deficit in language and international expertise began appearing in Congress (Modern Language Association, 2007).

R. Brecht (2015) proves that there are clear and encouraging signs indicating growing support for language and language education in the US, namely, an emerging and articulated rationale for languages at the societal and individual level; popular attitudinal changes and a decade of innovative investments; revolutionary advances in scientific research and information and communication technologies (ICTs) as applied to language learning and use; clear public promotion of language by organizations, businesses and academies; proven supply from programs across the academic, government, industry, heritage and Overseas/NGO sectors; and, rising demand in all 5 sectors and across society for language skills.

The aspects mentioned above have influenced our choice of the topic for the research, since American higher education institutions are the very centers of personal development enhancement and strive to adapt to all challenges global and American community are facing presently. Indeed, Lewis University applies unique approaches to preparing future foreign language teachers to live in today's and tomorrow's globalized world and function effectively as global citizens, since foreign language study is inseparable from high-quality liberal education and assist foreign language students in eliminating narrow ethnocentrism, which may occur due to monolingual education (Lewis University, 2018a).

To achieve the aim of the research and outline positive aspects of Lewis University's experience in organizing professional training of future foreign language teachers, we have applied such scientific methods as theoretical analysis, generalization, individualization and systematization.

RESULTS

To begin with, theoretical analysis of relevant scientific and methodological sources has shown that the main requirements for future foreign language teachers in the USA are the following: the ability to transform the acquired knowledge into specific suggestions, to reveal creativity and flexibility while applying innovative knowledge,



experience and teaching and learning methods; to implement methodology of scientific researches and demonstrate methodological culture; to generate and optimize new ideas and efficient solutions; to conduct analytical studies, to identify patterns and relationships between modern processes of linguistics development; to use fundamental and applied aspects of scientific theory; to work independently with scientific, educational, methodological and reference literature; to work effectively with innovative electronic resources and teaching and learning technologies to solve applied linguistic tasks; to summarize the findings of researches; to gain relevant professional experience through independent acquisition of professional knowledge and skills during internship and placements; to interact with other specialists in interdisciplinary teams; to optimally use experience of intercultural interaction, etc. (Bauer, & Bennett, 2013).

Therefore, the MLA suggests that the language major should be structured to produce a specific outcome: educated speakers who have deep translingual and transcultural competence. Advanced language training often seeks to replicate the competence of an educated native speaker, a goal that postadolescent learners rarely reach. The idea of translingual and transcultural competence, in contrast, places value on the ability to operate between languages. Students are educated to function as informed and capable interlocutors with educated native speakers in the target language. They are also trained to reflect on the world and themselves through the lens of another language and culture. They learn to comprehend speakers of the target language as members of foreign societies and to grasp themselves as Americans – that is, as members of a society that is foreign to others. They also learn to relate to fellow members of their own society who speak languages other than English (Modern Language Association, 2007).

Lewis University has implemented the principles of the Lasallian education philosophy to make foreign language study available and efficient for every student. It must be mentioned that in the context of Lasallian education philosophy, teaching practice should focus on student learning, effective communication, respect, knowledge of the subject and sound teaching and learning theory, holding high expectations of their students, giving praise more readily than correction, holding the individual student in high regard and acting as a role model for the students (St. Joseph's Institution, 2018). The University aims to provide their students with quality instruction leading to immediate practical outcomes. Consequently, all instructors of the University's Foreign Language Department apply innovative approaches to teaching and learning foreign languages, which are facilitated by the most effective approaches to second language acquisition. The University's foreign language programmes focus on oral communication and do not overwhelm their students with an abundance of theoretical material, grammar rules, exercises and long vocabulary lists.

Developed in 2004, the University's foreign language programme is based on a wide variety of different world languages, both traditional or commonly taught languages (Spanish, French, German, Italian), as well as critical and less-commonly taught languages (Arabic, Chinese, Japanese, Polish, and Russian). Moreover, most of the Department's faculty members are native speakers of the languages they teach and are able to provide their students with cultural insights.

In order to characterize professional training of future foreign language teachers in the USA, we will characterize the Foreign Language Education, B.A. (A K-12 Licensure), offered by Lewis University. It must be noted that this programme is designed for the candidates who intend to teach foreign language in public and private sector schools, in



particular Spanish. Thus, the main features of the programme are 1) innovations that cover the material for earning a bachelor's degree with a major in Spanish, as well as preparation for licensure to teach Spanish at the K-12 setting, 2) teaching practices by learning instructional techniques and their application by observing K-12 classrooms and interacting with students, 3) the benefit of Lewis University's interaction with regional school districts for future employment, 4) a welcoming community filled with people dedicated to helping one's academic and educational growth, 5) the use of the most advanced teaching and learning technologies (Blackboard, iPads, Smartboards, etc. In addition, all University's programmes are approved by the Illinois State Board of Education and are fully accredited by the National Council for Accreditation of Teacher Education (NCATE), the premier accrediting agency for colleges of education.

Thus, the degree requirements cover professional education courses for foreign language licensure, professional educator license, recommended electives, advanced writing requirement (total credit hours – 128, major credit hours – 38) (Lewis University, 2018b).

The courses onprofessional education for foreign language licensure include Field Experience 1, 2: Secondary, Special Methods for Teaching Foreign Language to Elementary Grades, Adolescents, Methods for Teaching Reading in the Content Areas to Adolescents, Integrating Educational and Assistive Technology in the Classroom, Characteristics and Development of the Adolescent Learner, Instructional Strategies and Learning Communities for Adolescents, Pedagogy and Assessment for Effective Instruction, Clinical Practice and Seminar: Foreign Language, Foundations of Teaching Bilingual and English Language Learners, Exceptional Learners in Inclusive Communities. Professional educator license implies registering for six hours of Special Methods Instruction. The recommended electives consist of Curriculum and Instruction in the Middle School, Communication for Teachers. The advanced writing requirement is fulfilled by successful completion of Clinical Practice and Seminar: Foreign Language (Lewis University, 2018c).

Within this research, we would like to describe in detail certain courses mentioned above. First of all, Field Experience 1 implies completing a minimum of 50 hours in a public or private school where students can participate in the development and delivery of lessons plans. Also they are encouraged to explore theories of classroom management, to analyze classroom scenarios and formulate a plan that supports a positive learning community. Importantly, they should reflect on their educational experiences, field experience observations and current research in education during reflective practice (Lewis University, 2018d). At the same time, Field Experience 2 motivates students to analyze effective teaching practices, examine assessment data, work with families, etc. (Lewis University, 2018e).

Given the rapid promotion of inclusive education in Ukraine, it is imperative to describe the course on Exceptional Learners in Inclusive Communities. Thus, it aims to provide future foreign language teachers with knowledge, skills and the main principles required to identify and instruct exceptional learners in inclusive classroom settings. The course content and assessment focus on the characteristics of exceptional learners, the processes of identifying them for appropriate services, collaboration with parents and professional colleagues and research-based approaches for designing inclusive classroom settings and instructional/behavioural/assessment strategies and support for exceptional learners. This course also includes a five-hour field experience (Lewis University, 2018g).

Special attention should be paid to clinical practice. In particular, it lasts for 15-16 weeks, during which students can engage in teaching in two settings, namely, the K-8 level



and high school level. Future foreign language teachers should be fully responsible for their duties as classroom teachers. Thus, they should be able to develop, deliver, assess instruction; grade and evaluate students; manage their classroom; communicate and interact with families, school personnel; interpret the data related to student learning. It must be noted that during the practice students are assisted by mentor teachers, University supervisors and content area specialists through observation and feedback (Lewis University, 2018f).

CONCLUSIONS

So, as we can see from research findings, the scope of foreign language education in the USA is rather broad, since they attempt to promote both traditional and critical languages in the context of developing translangual and transcultural competences. Based on the example of Lewis University, we have characterized professional training of future foreign language teachers, who major in the Spanish language. The obtained results prove that the programme content is extremely practice-oriented and designed to fulfill personal needs of every student, since the programme curriculum is not overwhelmed with theoretical paradigms and foreign language students can participate in different activities and fully comprehend the realities of schools and the education process. Thus, the professional education courses for foreign language licensure include only those topics, which future language teachers are truly interested in, namely, development and delivery of lessons, assessment and evaluation, reflection. While mastering these courses, they are able to acquire those professional knowledge, skills and abilities they will definitely need in practice. Special attention should be also paid to mastering the aspects of inclusive education. Considering the global trends in promoting the rights of learners with special educational needs, future foreign language students must be aware of the methods and techniques required to identify and instruct exceptional learners. Another important aspect in Lewis University's experience is providing future foreign languages teachers with the opportunity to undergo clinical practice and apply the acquired knowledge and skills in real educational settings. In our opinion, the fact that three different specialists assess and evaluate foreign language students' results indicates promoting sustainable development of future teachers' professional training, since these specialists are able to focus on different aspects of students' activities simultaneously, express different views from different angles and assist students in understanding the essence of effective teaching.

Therefore, the positive aspects of Lewis University's foreign language education programme are the following:

- 1) practice-oriented approach to professional training of future foreign language teachers;
- 2) an optimal selection of professional education courses and electives, as well as effective clinical practice;
- 3) the assessment and evaluation of foreign language students' results during and after undergoing clinical practice from different perspectives, namely, organization, content, specifics;
- 4) the implementation of the inclusive education component into the content of the programme curriculum;
- 5) the fulfillment of different personal, learning and occupational needs of future foreign language students.

The outlined positive aspects of American experience in organizing professional training of future foreign language teachers based on the experience of Lewis University



can be implemented into the system of foreign language education in Ukraine in order to enhance quality and efficiency of these specialists' professional training at Ukrainian higher education institutions.

Therefore, the prospects for further studies include studying European innovative experience in enhancing quality of foreign language education.

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MODERNIZATION OF PROFESSIONAL TRAINING OF FUTURE BORDER GUARD OFFICERS IN UKRAINE ON THE BASIS OF EXPERIENCE OF INDIAN BORDER AGENCIES

ABSTRACT

The article is devoted to the analysis of modernization of professional training of future border guards considering the experience of border agencies of the Republic of India. The possibilities of its creative implementation at the educational establishments of the State Border Guard Service of Ukraine have been estimated. The topicality of the comparative analysis of professional training of border guards in Ukraine and the Republic of India has been explained with the fact that these states belong to the group of developing countries and face similar border security threats. It has been proved that it is necessary to compare the systems of professional training of border guards in both countries and to analyse the modernization characteristics implemented in the Republic of India. While researching, a wide range of various scientific methods – archival research, content analysis, generalization of scientific material, deductive method of analysis and non-participant observation method – has been used. It has been found out that modernization of professional training of future border guard officers concerns the changes of professional training oriented towards its adaptation to up-to-date dynamic professional and educational environment. Having analyzed the experience of Indian agency-specific educational establishments, we have come to the conclusion that the following characteristics can be implemented in the process of professional training of border guard officers in Ukraine: implementation of foreign progressive ideas, spread of universal philosophical concepts, hybrid variant of professional training, life-long training, academic autonomy and academic mobility, standardization of instructors' training, person-oriented approach, wider usage of information and communications technologies, improvement of infrastructure of educational establishments, extension of practical lessons and internship, effective usage of extra-curriculum work, blended courses, and psychological relaxation techniques.

Keywords: globalization, modernization, principles, characteristics, border guard officers, agency-specific establishment, innovative technologies, professional training.

INTRODUCTION

Currently, there is an absolute necessity to improve professional training of future experts, including border guard officers, regarding up-to-date threats, conditions of socio-political development, globalization processes and their response, especially in developing countries. We have focused on the comparative analysis of professional training of experts of border agencies in Ukraine and the Republic of India as they belong to the group of developing countries, face similar border security threats (border conflicts, armed clashes, frequent attempts of smuggling, drug trafficking, etc.). Similarly, Ukrainian and Indian



border guards accomplish their service duties in various landscapes that can cause the decrease of performance efficiency. Taking into consideration that Ukrainian and Indian border agencies have similar task profile, it is important to study experience of Indian agency-specific educational establishments. We suppose that modernization tendencies oriented towards changing will result in improvement of professional training of future border guard officers, adapt them to new conditions of dynamic professional environment, prevent negative interior and exterior factors.

THE AIM OF THE STUDY

The aim of the article is to explain the peculiarities of modernizing the process of professional training of future border guard officers in Ukraine taking into consideration the experience of border agencies in the Republic of India in order to implement them creatively in the process of training the personnel of the State Border Guard Service of Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The modernization of professional training is a topic of many researches. A. Jha and V. Maheshwari described the concept of modernization and impact of modernization on education; S. Chandra, M. Lall, F. Rivzi, S. Sharma analyzed the change of principles of Indian higher education under impact of modernization; B. Pama and K. Saini emphasized the role of modernization for the development of military education in India; P. Agarwal, P. Altbach, S. Rajput, D. Rakshit, A. Sengupta, P. Sharma, R. Sharma, S. Sharma, P. Tamboli, E. G. Tuteja, and others studied the peculiarities of methodological and organizational changes of professional training under modernization. However, we have to admit the lack of attention to the topic from the side of Ukrainian pedagogues that must be tackled. During our research, we used a wide range of scientific methods: archival research, content analysis, generalization of scientific material, deductive method of analysis and non-participant observation method while living in the Republic of India.

RESULTS

On the basis of the analysis of various sources (Chandra et al. (2004), Saini (2008), Sengupta et al. (2015), Tamboli et al. (2013), Tuteja (2015), Vara Prasad (2016)) we can derive a unified definition of modernization which means the process of changing towards improvement as well as an objective characteristic of modern education, a complicated procedure including qualitative and quantitative changes, acceptance of modern tools for realization of professional training in consideration of technological and scientific advances and a system of up-to-date values. Modernization takes place due to changes in technologies and social profile of community; it is intellectual, psychological, social and technological phenomenon and we can assert that modern conditions of social development (rapid change of threats, dynamic technological advances, etc.) require modernization of professional training of future experts, namely border guards.

According to V. Maheshwari (2016), modernization of education is realized in four dimensions: psychological, normative, structural, and technological. Psychological dimension means that new educational tendencies, usage of innovative approaches and teaching methods, technical aids influence attitudes of future experts can affect their motivation to professional activities. Normative dimension stands for adaptation of universal norms and values reflected in the process of professional training. Structural dimension implies the impact upon structural components on the whole and educational establishments in particular. Technological dimension of modernization stipulates for the spread of new scientific advances causing the change of methods, performance speed and results of



professional training. As modernization is closely connected with changes, V. Maheshwari suggests the following classification of modernization changes. The first type is destruction, and it causes the elimination of some cultural values, models of behavior, tradition. The examples of such changes can be caste system elimination in India and decommunization in Ukraine. The second type refers to addition and means that the emergence of new elements in the process of professional training (e. g. students' self-governance, their participation in official meetings) causes. We consider support to be the third type of changes and they relate to the creation of new conditions or improvement of existing ones (e.g. technical aids, IT, new subjects, etc.). The fourth type deals with synthetic changes and means the creation of new elements on the basis of existing ones (Maheshwari, 2016).

The role of modernization of professional training is stipulated for recent social tendencies which are common for Ukraine and the Republic of India. They are the following: spread of globalization and integration as well as urbanization, democratization, multiculturalism, universal ethics, international cooperation in the sphere of education; formation of national identity and description of national prospects; extension and differentiation of threats; industrialization, development of information technologies, increasing role of intellectual and creative work, extension of cognitive map of future experts, orientation towards active and proactive activities; attention to individual professional formation, personal motivation, need for self-actualization (Rivzi, 2012); emergence of innovative characters of expert: flexibility, empathy, adequate self-estimation, need for life-long education, responsibility, etc.

Also, it is necessary to mention social tendencies which are typical for the Republic of India and which have a significant influence upon modernization of professional training of future experts. S. Chandra et al. (2004), A. Jha (2016), M. Lall (2005), F. Rivzi (2012), A. Sengupta et al. (2015), and S. Sharma et al. (2015) claim that they are the following: secularization and westernization of educational process; rejection of traditional caste system and emergence of new social classes in accordance with educational level; changes of participants' roles within the educational environment; social differentiation and mobility; decrease of routinization; development of creativity and critical thinking; higher requirements to future experts; increase of interpersonal communication and leadership role; need for state and agency support; mature age of majority of students studying at the agency-specific educational establishments (Pama, 2008); knowledge of English and access to huge amount of information sources and exchange programs.

The tendencies mentioned above require dynamic changes in the process of professional training of future experts of border agencies. Taking this into account, we are to analyze the principles of modernization of professional training of border guard officers in the Republic of India in order to implement them in Ukraine. First of all, it is necessary to mention reformation of the process of professional training of future border guard officers orienting towards the progressive world advances that have become possible due to globalization and integration. Today the Republic of India has preserved the principles laid by the British during the British Raj and is implementing proper elements of professional training used in the EU, USA, China, South Korea and Hong Kong (Pama, 2008) that helps to universalize education and increase the efficiency approximating national standards to international ones.

Modernization of professional training of future experts in the Republic of India makes for objective extension of philosophical concepts (materialism, rationalism,



secularism, humanism, positivism and optimism, patriotism and morality) that inculcates values and ethical behavior in students and contributes to the development of general and professional culture, respect to other representatives of society, teaches to honour religious and cultural traditions as well as historical customs of military community. Then special attention is drawn towards hybrid variant of education that means mixture of organizational forms, organizational and pedagogical technologies, and teaching techniques, blending of courses and topics, and revision of training programs together with representatives of border agencies and leading experts in specific spheres. The next principle touches upon the concept of life-long training because of shortage of period for usage of technologies, application of innovative equipment in the sphere of border security and implementation of new types of professional activities. To solve this problem a wide range of distant learning courses, capsule courses and cascade training programs as well as retraining and professional development courses are implemented.

We agree with the opinion of P. Tamboli et al. (2013) concerning the change of methodological principles in the process of professional training of future experts, the gradual change of teaching forms and techniques, implementation of innovative approaches, including student-oriented approach. Also, it is necessary to mention academic autonomy and partial academic independence from the border agency administration in the sphere of planning and realizing educational process (e.g. rapid changes of schedule, planning of internship, free choice of teaching methods, independent planning of participation in various scientific events, etc.). The special attention is paid towards transborder educational initiatives which are very important in the process of professional training of future border guard officers.

M. Lall (2005) and A. Jha (2016) emphasize an in-depth study of the usage of information and communications technologies, LED-displays, "smart class", e-books, massive open online courses, electronic registers, etc. and their further implementation. They obviously enhance the efficiency of professional training of border guards. This fact requires the possession of digital skills by both instructors and students. In addition to innovative technologies, infrastructure of military educational establishments is being improved in accordance with current trends. We think that this principle deals with educational visits to border detachments, demonstration and practical lessons with experienced instructors. Also, we agree that students of master programs have to participate in mutual projects with representatives of border agencies. Also, modernization of professional training of future border guard officers deals with effective implementation of self-preparation work as it makes for increase the volumes of learning materials, information revision and formation of interpersonal skills, leadership qualities, instructor's competency. And considering the dynamics of social changes and tense conditions of service, future personnel are taught to use techniques of psychological relaxation: yoga, active sports games, dance movement method, and anger release exercises. These techniques are implemented as psychological and pedagogical innovations in the process of training of future border guards during the lessons of physical training, morning or evening exercises, extra-curriculum and independent work.

On the basis of the description of characteristics peculiar to modernization of professional training of border guards at Indian agency-specific agencies, we are to analyze the possibilities of their creative implementation in the process of training of future border guard officers at Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine. The table shows the findings of the analysis.



Table 1

Creative implementation of modernization in the process of training future border guard officers in Ukraine

Modernization characteristic applied in India	Possibility of implementation of modernization characteristic in Ukraine
Consideration of international experience	Ukraine is oriented towards gaining experience of EU or NATO members in the process of modernization of professional training of servicemen, but there is a necessity to study and creatively implement the experience of countries facing similar threats. Besides, it is important to study the practices of developing countries in the sphere of affiliation of educational establishments and their accreditation in accordance with international standards
Spread of universal philosophical concepts	Orientation towards Indian philosophical concepts may create a successful system of professional training of future experts of border agencies. Humanism, morality, patriotism are widely applied in the process of training of future border guard officers in Ukraine but some elements of Indian philosophical concepts can be creatively used while training personnel of the State Border Guard Service of Ukraine, namely positivism, optimism, aestheticism, cosmopolitanism. Implementation of these ideas can be rather effective for education of future border guards, inculcation of universal social values, formation of general and professional culture, cross-cultural competence, orientation towards positive results of professional and private life, respect to national and foreign traditions, and others
Hybrid variant of professional training	Creative usage of combined elements of forms for organization of professional training, teaching methods, blended approach to lesson design, cross learning and feedback between instructors, students and experts of active-duty border agencies have a wide range of advantages and enhance the efficiency of professional training significantly.
Life-long professional training	Design of open online courses, implementation of pre-employment, retraining and professional development courses, development of e-books and usage of social media tools provide effective life-long professional training which is getting more important regarding dynamic changes of technological advances and border security models
Academic autonomy and academic mobility	Higher military educational establishments in Ukraine have a sufficient level of academic autonomy in the sphere of educational activities planning, choice of subjects and topics for scientific research, usage of teaching aids and methods. But it is important to reconsider the category of academic mobility that can extend teaching personnel experience and improve the interior characteristics of courses they lecture considerably
Standardization of instructors' training	In order to improve the process of professional training of border guards, it is required to pay attention towards the methodical training of teaching staff and officers-instructors working at the training centers with junior enlisted and reconsider the possibility to involve the positions of teacher's assistants and scientific advisors
Person-oriented approach	Interactive technologies are widely used in Ukrainian educational establishments but concerning the efficiency of person-oriented approach we suppose to develop methodological techniques to apply interactive technologies not only during practical lessons but during lectures and independent preparation hours assigning special tasks designed for group work without involvement of a teacher
Information and communications technologies	Extension of a range of information and communications technologies being used is required for enhancement of efficiency of professional training and optimization of instructors' functions
Improvement of infrastructure of educational establishments	Renewal or construction of new buildings, classrooms, special labs, libraries, hostels, hotels for visiting staff, assembly halls, cafes, rest places is an important factor for inner motivation of students and instructors as well. Moreover, new designs of buildings provide possibilities to implement innovative technologies and technical aids



Continued

Modernization characteristic applied in India	Possibility of implementation of modernization characteristic in Ukraine
Assigning more hours to practical lessons and internship	Training of junior leaders and bachelors is considered to be practical training and assigning more hours to practical and demonstration lessons, internship, night trainings, camps, etc. is an integral part of professional training of future border guard officers. Also, we suggest that it is important to consider the experience of Indian agency-specific educational establishments which can be applied during educational visits and complex war games, including participation of active-duty personnel.
Effective usage of extra-curriculum and independent work	Hours of extra-curriculum and independent work are recommended for extra tasks concerning usage of special equipment, writing scientific projects, conducting horizontal lessons and cross-learning programs. The role of the teacher is excluded, and any student can facilitate extra-curriculum events.
Blended courses	Blended courses and blended lessons provide formation of professional skills, integrated system of beliefs about future professional activities, make for deepening and extension of professional knowledge, range of its application in the process of accomplishment service duties.
Implementation of psychological relaxation techniques	Considering the fact that professional activity of border guards is tense, intensive and dangerous, some psychological relaxation techniques must be implemented. Special attention is paid to further independent usage of psychological relaxation techniques by the personnel of border agency.

CONCLUSIONS

Thus, modernization of professional training of future border guard officers concerns the changes of professional training oriented towards its adaptation to up-to-date dynamic professional and educational environment. Having analyzed the experience of Indian agency-specific educational establishments, we have come to the conclusions that the following characteristics can be implemented in the process of professional training of border guard officers in Ukraine: consideration of international experience and implementation of foreign progressive ideas, spread of universal philosophical concepts (humanism, optimism, morality, positivism, etc.), application of hybrid variant of professional training, adoption of life-long professional training, reconsidering academic autonomy and academic mobility of teaching staff, standardization of instructors' training, implementation of person-oriented approach while teaching future border guard officers, wider usage of information and communications technologies, improvement of infrastructure of educational establishments, assigning of more hours for practical lessons and internship, effective usage of extra-curriculum and independent work, development of blended courses, and implementation of psychological relaxation techniques.

Further, we are planning to outline detailed scientific and methodical recommendations to modernize the process of professional training of future border guards at Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine.

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PROFESSIONAL EDUCATION MANAGEMENT: COMPARATIVE ANALYSIS OF UKRAINE AND EUROPEAN COUNTRIES' EXPERIENCE

ABSTRACT

The comparative analysis of modern foreign concepts and systems of professional training of specialists in Western European countries has been carried out. Leading ideas, principles and regularities of the development of continuous professional education have been revealed. It has been stated that most developed European countries gradually reduce vocational education. At the same time, vocational and technical profiles of upper secondary education, which exist almost everywhere, with the exception of Great Britain, are actively developing. The consequence of these changes is the disappearance of many training profiles. Everywhere there is a tendency to prepare workers of advanced specialties. Today, European countries are working to solve the problem of "reducing training profiles to the minimum number". At the same time profiling of high school is carried out. Different approaches to reforming the system of vocational education management in the countries of the world have been highlighted. Particular attention has been paid to the main areas of modernization of vocational education as a component of continuing education, the management of this process at the state, regional and local levels. Comparative analysis of materials in these areas has been carried out, the results of which suggest that the modernization of vocational education management in foreign countries is carried out using the principle of decentralization on the basis of the developed and adopted at the state level regulatory and legal basis. All countries have a clear division of powers at all levels of government (state, regional, local).

Keywords: vocational education, modernization of vocational education, vocational and technical educational institution, decentralization of management, taxometrics system, professional education management, educational systems.

INTRODUCTION

A dynamic knowledge society needs an active development of lifelong learning. Its organization must be flexible, responsive to changes in the environment, including changing labor market requirements. In light of these requirements and trends, the management system of domestic vocational education and training needs modernization. The search for new managerial decisions to create an effective infrastructure for lifelong learning is an urgent task for developing educational systems of all countries in response to the challenges of globalization.



THE AIM OF THE STUDY

The main purpose of this scientific paper is to compare different approaches to the modernization of vocational education system in different countries under the conditions of globalization.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Domestic scientists carried out a comparative analysis of modern foreign concepts and systems of professional training of specialists in Western European countries, revealed the leading ideas, principles and regularities of the development of continuous professional education in the world pedagogical space (S. Batushev, V. Kremen, N. Nychkalo, O. Scrub, I. Zyazyun). The problem of different approaches to the development and implementation of educational and professional programs and state standards is revealed in the works of I. Kozlovskaya, V. Lozovetskaya, V. Orlova, V. Radkevich, P. Sikorsky, L. Sukhentseva. The regularities of the development of social and pedagogical systems, which include vocational and technical educational institutions, are considered in the works of I. Andreev, S. Arkhangelskii, L. Danilenko, Y. Konarzhevsky, F. Koroleva, V. Maslova, V. Oliynyk, V. Pikelnoy, V. Vasiliev, G. Yelnikova. The problem of managing vocational schools in market conditions was studied by L. Mahdyuk, G. Rusanov, L. Sergeyev, S. Shmelev et al.

To solve the problems set in the research, the analysis of scientific literature was used to study the problems of professional training of specialists in vocational education, as well as synthesis and generalization with the help of which the obtained theoretical information on the management of vocational education was compared.

RESULTS

On the basis of the generalization of the research results, researchers from Ukraine, Russia and Poland have identified the peculiarities of reforming vocational education in these countries. They are caused by new socio-economic needs of the market economy, rapid information and technological development, the emergence of new industries in industry, agriculture and services. Vocational education in these countries is considered an important component of the education system. This is conditioned by the need to find new ways to ensure continuity in the system of “vocational lyceum – vocational school – higher vocational school – higher educational institution of the fourth and fifth accreditation levels” (Nychkalo, 2011).

The problem of vocational education development in the globalizing environment is considered by the director of the Kyiv Institute of Educational Policy K. Korsak. He believes that “the success of educational reforms, modernizations and any innovations has little to do with the amount of money invested into them”. The scientist came to this conclusion, having studied educational systems in the United States, France, the Soviet Union and other countries. He says that to invest money into the existing system of education without essential changes and strategic reorientation is an unselfish thing (Korsak, 2004).

Studying the experience of foreign countries, K. Korsak draws attention to the fact that in Europe vocational training has been transferred to institutions of higher education. In practice, this resulted in the emergence of a large number of polytechnic and other professional institutes, which became the basis of higher professional education (Kapranova, 2004). They operate in conjunction with a “network of university-level institutions” that issue, for the most part, “academic” diplomas of type “A”. Higher professional institutions usually come from those who have completed secondary vocational education. Programs of training in them are designed for 3–4 years. After graduation a type “B” diploma is issued.



In Europe, it is hoped that this will provide an opportunity to reach higher education by all 100 % of youth aged 18–23. Therefore, in these countries over the past twenty years, the system of higher education is replenished by these type of professional institutions, not by the universities (Korsak, 2004).

Taking into account the fact that in Ukraine there is a large number of universities of various forms of ownership, in which mostly humanitarian specialists (lawyers, economists, psychologists, social educators, managers, etc.) are trained, such a gradation of domestic higher educational establishments would also be appropriate. After all, the need for engineering specialties in different directions became tangible and the demand for higher education in society is growing. Then the continuity in obtaining a profession would be logical: a profile class of a secondary school – a vocational school (skilled worker) – a college (junior specialist – specialist with the basic, professional and personal competencies – manager of the lower level of management at work) – the highest professional institution (bachelor – specialist, with developed key, professional, social, personal competencies, adapted to the modern labor market, able to study throughout life – manager in the workplace) (Novikov, Popkov, & Tkachenko, 2008).

In order to increase the efficiency and productivity of the adult education system, with the financial support of the Canadian International Development Agency since 2006, the project “Decentralized management of vocational training in Ukraine” has been implemented. The main task of the project was to “improve management and opportunities for vocational training, retraining and professional development, as well as establishing mutually beneficial links between interested circles within communities and vocational and technical educational institutions” (Danylenko, & Serheyeva, 2007; Kanadska sistema profesynoyi osvity: zvyazok z potrebamy suspilstva, 2006).

The project examined the experience of the Canadian system of vocational education, which, unlike the Ukrainian one, is decentralized. In Canada, each province has its own vocational training system. However, there are quite a lot of similarities between them. Thus, the management of vocational schools (hereafter – VET) is carried out with the help of community groups. Each of these institution has a board of directors (representatives of a territorial community), which carries out strategic management. The competence of the Board of Directors is the appointment and dismissal of the leadership of the vocational education institution. Vocational educational institutions play a leading role in training skilled staff for local and regional labor markets (Edwards, & Usher, 2000). In Canada, the share of graduates in higher education is small – only about 15 % of the workforce, the rest have vocational education. This approach to training, emphasized by Grant McTavish of the Saskatchewan Institute for Applied Science and Technology, provides the demand for graduates of vocational education and training institutions and puts them in greater responsibility for the quality and effectiveness of education. Despite the fact that Canadian VET funding is financed from the provincial budget, the heads of educational institutions have the right to independently solve a number of issues, namely, to identify and implement curricula in accordance with the domestic needs of local employers. That is, the whole system of vocational education in Canada is aimed at ensuring the needs of employers in skilled labor and, accordingly, allows their graduates to be competitive and successful in the labor market. In addition, Canadian Higher Education Institutions actively collaborate with employers and the public in studying the needs of local and regional labor markets and in improving the material and technical basis of training. It should be noted that the updating of the material and technical base of educational institutions is carried out



in two ways: equipment for educational needs is transmitted in the form of charitable contributions, or the production base of enterprises is used for the practice (Novikov, Popkov, & Tkachenko, 2008).

In the Canadian experience of managing vocational schools, another important difference concerns the choice of teaching staff, which is carried out according to certain criteria. Teachers of vocational education and training should have an appropriate qualification level (determined by a branch professional association), considerable practical experience in the specialty they teach, pedagogical training and pedagogical experience. Academic degrees and pedagogical education are only secondary criteria, although teachers who have practical experience but do not have pedagogical experience undergo appropriate training courses at the workplace (Andryushchenko, Zyazyun, & Kremen, 2003).

We have carried out a comparative analysis of the submitted materials in the indicated directions, the results of which allow to state that the modernization of management of vocational education in foreign countries is carried out on the principle of decentralization and regulatory framework legally developed and adopted at the state level. All countries have a clear division of powers at all levels of government (state, regional, local). Legislative reforms in vocational training in Denmark are aimed at introducing a number of new management tools that include: framework legislation; the principle of decentralization; market mechanisms and competition between the vocational schools; transfer of authority to individual colleges; free choice of study in a coherent, open education system (Marginson, 2008).

Recent changes to legislation in the field of continuing education were adopted by the Danish Parliament in 2003. Major innovations include the possibility of training suspension for the purpose of appropriate work with the subsequent resumption of attending the program for continuing education; obtaining qualification at other levels of education, determined in advance; more flexible and simple vocational training, built on an individual approach; the reduced number of introductory directions (from 83 to 7); financing on the principle of "tax meter" (teaching expenses, general expenses, construction costs); free entry and insignificant tuition fees (Danylenko, Serheyeva, 2007).

The legislative framework of France has its own distinctive features. Thus, the Constitution of this country does not recognize the right to vocational education, however, the legal framework regulating vocational training is very well developed. The duty of the state is to ensure the continuous vocational and technical education of the population. The duty of employers is to ensure the conditions for workers to adapt to their positions, the ability to occupy their positions, in particular, when changing work, technologies and structures. Under the law, workers can be offered training at the expense of the employer within the framework of the training plan at the enterprise. The right to individual training is also defined. The education system in France is characterized by high centralization (Valimaa, 2004). The organization and functioning of continuous vocational training of young people aged 16 to 25 years, the coordination and organization of practical training programs are in line with regional administrative bodies. It should be noted that in this country most of the funding for long-term vocational education is provided by the state and companies. Currently, the regions are the third largest source of funding for vocational education and training in France.

CONCLUSIONS

The reform of vocational education in the countries of the world is due to globalization processes and is carried out in accordance with plans developed and adopted



at the state level. Modernization always begins with the adoption of a new legislative framework, which tends to change at least once every two years, or even annually. All innovations are experimentally tested.

The financial policy for training qualified personnel is flexible and multi-source: financing of vocational colleges and training centers of the labor market is based on a taximetrics system (fixed costs, calculated on the basis of the number of enrolled students). Funds may be provided in the form of a grant; colleges have a high degree of autonomy regarding cost categorization; the Ministry of Education sets rates based on changes in society.

The prospects for further research on the management of vocational education in Ukraine and European countries are: study of its formation and development, analysis of conceptual and organizational and legal principles, peculiarities of functioning, normative and legal support, management of structural and content components, procedural component of this process etc.

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SPECIFICS OF FUTURE BORDER PROTECTION SPECIALISTS' TRAINING IN THE USA AND UKRAINE: COMPARATIVE ANALYSIS

ABSTRACT

Nowadays the issue of border protection is vitally important for national security of every country to guarantee protection of citizens. In this regard, it is important to study positive experience of world practices in this field. The current article deals with the comparative analysis of the system of border protection specialists' training in the United States and Ukraine. The article focuses on specifying learning methods, forms of border protection specialists' training. Moreover, the issue of border protection specialists' training within the framework of pedagogical theory and practice has been presented; main stages of development of the USA and Ukrainian border protection training system have been processed and presented; professional requirements of American and Ukrainian border protection specialists have been described and compared. Additionally, curriculum standards of physical, firearm, law, operational and communicative aspects of professional training in the field of border protection in the USA and Ukraine have been mentioned. Furthermore, the research investigates principles and specifics of future border protection specialist' professional training with detailed description of the educational process in the USA and Ukraine. Great attention has also been paid to the specific forms, methods and strategies of professional border protection training. The comparative analysis of American and Ukrainian professional training system in the field of border protection has been conducted. Basing on criteria of different training aspects, the conducted analysis enables to state new possibilities of progressive American ideas in the field of border protection issues to be implemented into the practice of Ukrainian future border protection specialists' training.

Keywords: *border protection, professional training, future border protection specialists, comparative analysis, training center, learning methods, the USA Border Patrol, the State Border Guard Service of Ukraine.*

INTRODUCTION

At present moment national protection plays a very important role not only in a political, but also in a social and cultural life of every country in the world. To guarantee border protection means to guarantee safety and security. High security level demands high-quality border protection specialists' training. It has been determined that nowadays owing to the fact, that the border protection guarantees the protection of social-political life of any state, the issues of professional training of border specialists in the countries of the Euro-Atlantic area are solved on the governmental level and needs new ideas for modern solutions.

Being a country with a long, successful law-enforcement reorganization experience and future Border patrol specialists' training in particular, the USA can have elements of positive ideas for Ukrainian future border patrol specialists' training.



THE AIM OF THE STUDY

The aim of our research is to process the system, forms, easy and methods of future border protection specialist' training; to highlight the specifics of professional training in contrasted countries; to present the results of the comparative analysis of the USA and Ukrainian future border protection specialists' training; to state out elements of positive USA experience in the field of border protection.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The issue of foreign border protection in the system of law-enforcement bodies and future border protection specialists' training as its main aspects has drawn attention by a great number of Ukrainian scholars. Theoretical and methodological concepts of our research are based on scientific works by such scholars as: A. Balendr (2016) (Hungary); O. Kireiev (2011), N. Ryndenko (2014), (Polish experience); I. Bloschynskyi (2015) (the USA experience); V. Prymak (2013) (the EU countries), O. Danylenko (2015) (the NATO countries). The problem risen in our research has also been investigated by a great number of American and European scholars: K. Hernandez (2010) (the US Border Patrol historical facts); R. Chilcoat (1999) (military education); J. Glennon (2010) (law enforcement bodies research); K. Larson (2016) (national protection).

To reach the aim of the current article the following methods have been used: theoretical analysis, synthesis, systematization, generalization and the method of comparative analysis.

RESULTS

The results of the analysis of scientific literature and sources have shown that American law-enforcement system has its own unique structure and organization (Carter, 1999). Some elements of the U.S. law-enforcement bodies are included into the system of the Homeland Security, which consist of a great variety of services, agencies and departments. The U.S. Customs and Border Protection is one of those agencies. In its turn, it includes the U.S. Border Patrol Agency. Training of future specialists in this field includes the following stages: basic Border Patrol Academy training, post-academy training, field operations training, advanced training (The USA Customs and Border Protection, 2017). As the conducted research shows, the choice of forms and methods of the U.S. Border Patrol specialists' professional training is based on the ideas of practical implementation of acquired skills and abilities. Thus, it was stated that the personal oriented approach dominated in the practice of the U.S. Border Patrol specialists' professional training. The practical classes are called "imitating classes" as they imitate real life situations on the border. Thus, future specialists "work out" possible true to life situations that they can face on duty. Special actors, imitating the illegal migrants, smugglers are often invited to take part in a role-play classes. However, the future border protection specialists have a limited theoretical course on the law disciplines in the form of short lectures.

The research proves that different aspects of the U.S. border protection specialists have different methods and forms of its implementation. Thus, the most efficient form of law aspect of professional training course is the combination of theoretical (for learning of theoretical issues) and practical (role-plays) classes; physical training presupposes having a great amount of practical physical exercises and workouts (hand-to-hand fighting, physical activity and agility classes); communicative training (the Spanish language) deals with the task-based learning, role-plays, immersion courses; firearms training includes short lectures (narration), explanation, exposing, individual work and practice with the instructor; driving training contains the elements of a lecture (for theoretical explanation) and practical lessons



with the instructor, and then individual driving. Among the specifics of the American Border Patrol specialists professional training the following can be noted: each candidate has to undergo the preliminary physical training course; the training process for all law-enforcement bodies is conducted in federal training center; a great attention is paid to the Spanish language learning for its practical usage on the ports of entry; the mentor system for future Border Patrol specialists is on a high level. It means that every entry level specialist has a mentor, who helps them in the process of practical work. The mentor programme is a federally subsidized one, thus the mentors are financially motivated. Moreover, a future Border Patrol specialist has favorable study conditions: different special equipment, simulating machines, specially equipped shooting galleries.

At the same time may some researchers investigate Ukrainian future border protection specialists' training (Halimov, 2003; Didenko, 2009; Ishchenko & Filipov, 2002). As the research shows the Ukrainian system of future border protection specialists' undergoes the requirements of Ministry of Education and Science of Ukraine and has nation curriculum standards. As a matter of fact various aspects of professional training in this field have different methods and forms of its implementation. One of the efficient methods of Ukrainian professional training system in the field of border protection is combination of practical and theoretical parts.

To conduct the comparative analysis of specifics of future border protection specialists' professional training in the USA and Ukraine we took the system of basic training in both countries. Basic training of border protection specialists in the USA is provided in the Academy of Border Patrol within the general of the Federal Law-Enforcement Training Center activity (further The USA training center). In Ukraine the basic training of younger personnel is provided in the Main Training Center of personnel training of the State Border Guard Service of Ukraine after Major General Ihor Momot (further Ukraining training center). While conducting the analysis the following criteria were taken into account: objective, law, diagnostic, technological and content.

So, in accordance with the objective criterion of the comparative analysis, it was stated out that that activity of the Ukrainian training center deals with complete professional training of younger personnel for the State Border Guard Service of Ukraine. In this regard, the aim of this professional training is to provide an educational degree certified by the Ministry of Education and Science of Ukraine. By this it is meant, that the system of professional training of future border protection specialists undergo the state educational standards. Controversially, the USA training center is aimed at basic training of future border patrol specialists in the system of all law-enforcement bodies' professional training that does not undergo national educational standards. Hence, the system of professional training of specialists in the field of the border protection in the USA undergoes federal bodies' standards and does not deal with educational establishments.

The law criterion of the comparative analysis shows that the two countries implement different systems of legal documents to provide the activity of their training centers in the field of border protection. Hence, the USA training center undergoes legal matters of the field acts and laws (Federal Law Enforcement Training Centers Strategic Plan, 2016). Meanwhile, the Ukrainian training center activity undergoes the legal issues and acts of national educational law papers (Pro profesiino-tekhnichnu osvitu, 1998).

The diagnostic criterion of the analysis was used in order to identify the system of final assessment in the contrasted countries. Thus, in the USA training center the final



assessment of future border patrol specialists' finishes with a complex of final computer-based testing only (using of IT technologies prevents from human factor risk in the process of assessment). During final assessment various imitators and simulators are used. In contrast, the Ukrainian training center finishes the training with classical written and oral testing.

The technological criterion of the comparative analysis deals with contrasting of forms and methods of professional training. Thus, it was found out that main forms of the USA training center are as follows: lecture (interactive, lecture-visualization, binary lecture); practical classes and workshops; role plays classes; seminars (instructions); trainings. As the research proves, role play method is one of the most efficient ones. In its turn, it can be explained by the fact that when future border protection specialists undergo the practical training in the form of role-play, they acquire necessary skills requires for a productive and successful work of a border protection specialist. Speaking about the methods, the following must be admitted: lecture, instruction, practical classes, demonstration and Task-based learning (for the Spanish language). Both forms and methods of the USA system of future border protection specialists presuppose interchange with theoretical and practical background. Thus, they combine all necessary aspects of successful training.

At the same time, the Ukrainian system of future border protection specialists' presupposes including such forms as: tactical, battle drills exercises, practical classes, and tactical trainings with weapons, operations. Within the methods of training the following must be mentioned: explanations, instruction, lecture, individual work, demonstration, practical tasks. In the system of Ukrainian professional training in the field of border protection much attention is paid to theoretical background.

Finally, the content criterion of the comparative analysis deals with disciplines, duration of professional training and basic requirements for applicants. Thus, the curriculum of the USA training center is focused on the range of professional subjects learning (Personal Security, Law, Firearm, Driving, Disaster medicine, Fitness training, Operations, the Spanish language). The term of basic professional training is 55 days. Basic requirements for applicants are as follows: full medical examination, citizenship of the US, the age before 40, the Polygraph test, the CBP entrance exam passing, physical fitness testing, federal criminal background check.

At the same time, in Ukraine the duration of basic training is 4,5 months. The curriculum is concentrated on the range of professional subjects (Tactics of the Border Service, Border Control, Administrative Management, Personal Security, Business Communication basics, Foreign Language, Ecological Security, Psychological Management etc.); the range of military subjects (the Ukrainian Armed Forces regulations, Line Training, General Tactics, Topography, Tactical Medicine); the range of comprehensive subject (Law, Economics, Physical Education, General Traffic rules). Main requirements for applicants are as follows: the citizenship of Ukraine, age before 37, and the range of entrance exams (English, physical fitness test), full medical examination.

All in all, the comparative analysis being conducted, the following recommendations can be put into Ukrainian practice of future border protection specialists' training: to unify the standards of firearm, physical, tactical, communicative standards of professional training for all Ukrainian law-enforcement bodies, to the create united Training Center with equal standards of professional training, to introduce tough system of entrance requirements, to implement the usage of various technologies into the integrated system of professional training, to implement role-play trainings into the system of professional training, to



introduce the progressive ideas of the USA experience in communicative training of future border protection specialists.

CONCLUSIONS

So, the comparative analysis of specifics of the U.S. Border Patrol specialists' and the State Border Guard Service specialists' professional training proved that both systems have their own similarities and differences at the same time. The subject of the comparative analysis was the range of following components: organization, standards and structure of professional training of Border Guard establishments, main issues of training curriculum; forms and methods of general training and its individual components. The analysis proved that the US Border Protection system is characterized by its integrity and meets the standards of all law-enforcement bodies' professional training, having equal standards and principles. As a result of conducted analysis, the following criteria were taken into account: objective criterion, law criterion, diagnostic criterion, technological and content criteria. As the research showed, the balanced combination of national traditions in the field of future border protection specialists' training with some ideas of positive US Border Patrol experience in the field will be beneficial for the State Border Guard Service of Ukraine.

Further research should present other aspects of training in the field. Other directions of training investigation, such as: advanced training specifics of law-enforcement bodies are recommended for further investigation within the framework of a complex US law-enforcement specialists' training system.

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PHYSICAL EDUCATION IN EU SCHOOLS AND TURKEY: A COMPARATIVE STUDY

ABSTRACT

The foundations of modern physical education in Turkey have been defined using arrangements of European countries. In general, it has been determined that European standards are taken into account as criteria when physical education is generally assessed. The evaluation of this development should also be made with scientific studies. It cannot be said that the researches carried out by the comparative research method are not sufficient; besides, many studies are carried out in different fields of physical education in Turkey. In this research the current status of physical education has been analyzed through comparative research methodology. Core aims of the study include assessing the value of PE to learners and the community; finding out and comparing teaching modules and approaches; comparing material environment around teaching PE; defining the modern trends in physical education development. Data have been collected by means of document analysis. Curriculum reform carried out in 2013 in Turkey was accepted as the start for the conducting of the document analysis. As a result, it must be accepted that Europe is an established physical education course culture. Turkey has been carrying out the reforms in recent years to create this culture. Europe has a strong heritage in terms of physical education while Turkey has increased its efforts in recent years to build this heritage. It has been revealed that the new physical education course content has been used in Turkey since 2004. Physical education and sports programs are designed on two basic areas of learning and development: mobility competence and active and healthy living. The basic structure of the physical education lesson teaching plan is based on the principles of physical, mental, individual, emotional and social skills, taking into account the environmental conditions and prevalence of providing physical activity and participation of students in sports.

Keywords: comparative study, physical education, curriculum, sports, teacher education, Turkey, European countries.

INTRODUCTION

National and international organizations as well as non-governmental organizations have been carrying out many researches in recent years, emphasizing the importance of comparative cross-sectional research on education (European Commission, 2014; Langford et al., 2015; UNESCO, 2014). In recent years, with the increasing number of social and health problems caused by sedentary life, comparative studies are also increasing in the field of physical education (Biernat, & Piątkowska, 2013). Physical exercise as instituted in the physical education syllabus is not only a key factor in pupils and students' physical fitness and good health, but also fundamental in enabling them perform



better in curricular activities (European Commission, 2013; Alemdağ & Alemdağ, 2015). Lately, there has been a growing concern regarding the quality of Physical Education standards in EU countries. The observation has consequently triggered a series of in-depth research studies to query the state of affair, and find meaningful deduction (Langøien et al., 2017). At the same time, concern about the curriculum of physical education in Turkey is increasing. To find solutions to these criticisms, Turkey has undergone substantial changes in the physical education curriculum by the Ministry of National Education in 2013 (Turkish Ministry of National Education, 2017). Regardless of the fact that PE in Europe is not standardized across all the nations, a keen look across the region reveals predictable patterns featuring different levels of infrastructure endowment, human resource deployment and policy design (Krüger, & Hofmann, 2015). Also researches on the structure of the Turkish physical education course and the reforms carried out are not found at sufficient level.

THE AIM OF THE STUDY

This paper, therefore seeks to understand the nature and evolution of PE in European countries and Turkey, with the perspective of inferring notable conclusions that could be of value to stakeholders and researchers in the field.

Having a huge focus on both the qualitative and quantitative value of the subject, the study centers around exploring the traditional and evolutionary perspectives in the administration of PE in European and Turkish schools. Core aims of the study include, but not limited to: 1) evaluating the value of PE to learners and the community; 2) finding out and comparing teaching modules and approaches; 3) comparing material environment around teaching PE; 4) lastly, the study seeks to understand the distribution of the trends.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Document analysis and document review were used as methods of data collection for this study within the context of descriptive approach. In this study, the discipline of physical education in Turkey and European countries was compared by using the preferred document analysis method in comparative studies (Rebryna, 2014). Data was obtained from journal articles and whitepapers accesses from reputable websites and research repositories. The online resources reflect information collected over the past 8 years, some with earlier references. Multiple data collecting techniques were employed in these and scholarly articles.

Physical education is a mandatory subject in almost all EU countries and plays an important role in fostering learner's social, physical and personal development. With most pupils and students learning PE ranging mostly in teenage, the subject follows a pragmatic and learner-centered approach. The paper acknowledges that the EU lacks explicit and solid regulations or a centralized governing council for educational matters, meaning that the article pursues the subject of PE through individual countries' framework (European Commission, 2013). But it can be said that European countries have a stable structure in applying educational policies. It is somewhat debatable to talk about this stable structure for Turkey. Physical education has a central structure and everyone is offered equal opportunity to learn in Turkey. Physical education activities in European countries are also supported outside the school (OECD, 2015). Participation in non-school courses and sports organizations is regularly supported. Participation in non-school sports activities has not a long history in Turkey. The developments in this field have been supported for the last 10 years and the infrastructure for participating in sports activities outside of school is starting to be established.



RESULTS

Qualification of PE teachers. In most EU countries, primary schools' PE tutors must have a threshold bachelor's degree while their secondary school counterparts have master's degree in education and sports related program (Vlcek, 2009). Master's degree is not required to become a physical education teacher for all school levels in Turkey. In general, both in Europe and Turkey classroom teachers are engaged in physical education classes. However, in countries such as Germany, France and Ireland, a classroom teacher can be assisted by a sports coach or a counselor employed at school, or a specialist teacher like in Slovenia. Contrary to Europe, physical education classes in public schools can be processed only with classroom teachers in Turkey. In general, the entire middle and high school physical education classes in most European countries and Turkey are conducted by qualified physical education teachers. In schools in Denmark, Iceland and Norway, it can be seen that classroom teachers conduct physical education classes. Graduates of the coaching education and sports management program can also be physical education teachers in Turkey. After graduation, candidates who have received training for two semesters can use the title of physical education teacher. All throughout EU, documents that the tutors take up quality assessment tests periodically to be aligned to the dynamics of the field are required (UNESCO, 2014). From this point of view, it can be said that teachers in Europe have a plan in terms of corresponding to and improving the standards. In Turkey this process is not quite the same as in Europe. Institutions such as teacher academies have started to work on the development and supervision of the development (Jones, & Green, 2017; Kiekens et al., 2016).

Teachers' salaries are undoubtedly important for quality education. In Belgium, Austria, France, Spain, Portugal and UK, specialist teachers are given higher priority and salary in employment to teach PE. As a result, the level of education is comparatively different, with countries like Ireland and Finland recording better PE standards. The direct link between teacher qualification and remuneration leads us to the issue of salaries, which are anyway directly proportional. Switzerland pays the most, with the highest being \$68,000 annually, followed by Netherlands, Germany and Belgium. The UK is a mild payer, rounding up to \$44,000 annually (European Commission on Education, 2013). In fact, teachers' salaries should be assessed on a gross national income basis, rather than numerically. If to take into consideration the perspective in primary and secondary schools in 21 OECD countries, Turkey takes the 23rd place. Turkey at all three levels is below the OECD average. The highest salaries are Luxembourg, Switzerland and Germany; the lowest are in Latvia (UNESCO, 2014). But it can be said that the salaries have increased gradually since the beginning of 2000 for Turkey. Many PE teachers earn additional income from teaching or performing other work in their spare time. The state supports teachers in this regard (Turkish Ministry of National Education, 2017; Turkish Public Health Authority, 2014).

Weekly course hours. According to the American National Academy of Science, a quality physical education program must consist of at least 225 minutes per week, 45 minutes per course, in the context of a licensed physical education teacher. In Ireland, PE classes have a designated 1.33 hours per week, which includes gymnastics, swimming, indoor events and class time. The rate compares inferiorly with Portugal where PE is exclusively allocated over two hours per week, the same is about the UK (European Commission, 2013). One reason of the fact that countries allocate less time to PE is that they state that parents



should take up the task by engaging their children in physical exercise at home. Ordinarily, 70 hours per year is the standard annual time for PE as required by the 2009 Lisbon Treaty and it makes the value system in European sport education. However, some countries, like Latvia and Cyprus, do have a flexible time schedule for PE, with the school head and management able to slightly adjust between 45 to 60 minutes per week (European Commission, 2013). In Turkey, the time allocated to physical education classes in schools in 2013 was determined as 80 minutes. However, after 2013, an education reform including physical education and sports curriculum has been put into effect. Thus, in elementary and secondary schools the physical education course hours totaled to 160 minutes, adding 2 hours of elective courses in addition to the standard course of 2 hours per week. When it is thought that the average physical education lesson hours is 105 minutes in European countries, there seems to be an important educational reform carried out in Turkey for PE course hours (Turkish Public Health Authority, 2014).

Curriculum content. One can observe that throughout Europe the curriculum for PE has been gradually evolving along factors such as physical and cultural environment. For instance, in Croatia PE lessons began with short course, then morphed into gymnastics before the mandatory and formally structured primary and high school modules were introduced. This illustrates the versatile and accommodative nature of PE, as UNESCO (2014) suggests that more than half of the 27 European countries, covered by the study, make occasional adjustments to the curriculum to make it more relevant. In Turkey physical education course content was designed to serve military purposes in the early republican period, because the number of modern physical education course specialists in that period was limited. In European physical education physiology, anatomy, psychology and biology was considered appropriately. This opinion began to settle with the republican period in Turkey.

In Europe, the content of physical education classes in recent years has included topics such as healthy life and obesity prevention and treatment. By default, physical education is meant to not only to promote physical health but also bolster talent among the youngsters. Similarly, this factor exhibits a varying degree of blend between the PE curriculum and sporting opportunities that help learners actualize their sporting talents. For this reason, schools have a coherent commitment to sports clubs. For example, in the UK, as Bailey reports, physical education provides linkage to professional sports as early as to 10 year olds. This implies that sporting institutions take care of curricular development and practice. However, the contrary is with most European states, with countries like Greece, Hungary and Sweden reportedly running a PE curriculum which is not in tandem with sporting institutions, according to a 2012 study. Turkey is in need of development cooperation between schools and sports clubs, because students have to make a choice between schools and sports if this cooperation is inadequate.

Considering the pragmatic nature of PE, slight changes in culture and socioeconomic have necessitated a revision of the PE syllabus in over 15 European countries including Czech, Hungary and Finland, according to the PREVOP project report. Report on the School-Based Intervention to promote physical activity of children aged 11-13 in the UK reveals that inclusion of PE for the disabled is one of the most notable reforms that European nations are embracing. Curriculum development efforts, at least in theory, are taken very seriously in Turkey. But it is important to remember that the curriculum is valid only within the school boundaries. There is a need for time to incorporate the difference in understanding acquired from the curriculum development.



Since 2014, a new physical education course content is used in Turkey. Physical education and sports programs are designed on two basic areas of learning and development: mobility competence and active and healthy living. The basic structure of the physical education lesson teaching plan is based on the principles of physical, mental, individual, emotional and social skills, taking into account the environmental conditions and prevalence of providing physical activity and participation of students in sports.

Challenges. A number of common stressors consistently undermine the practice of PE in European schools. Teachers need to be aware of their being valuable. Similar is the case in Turkey. Regardless of the individual problems faced by each country, the material and cultural environment is the major frustration. In addition, a growing body of information closely relates to social factors (mainly emotion and personality) affecting adolescents to the reception of PE by learners. Turkey as well as other European countries feels concern that there is a tendency removing students from physical education activities. It is observed that other lessons were performed during physical education class hours, especially with the pressure of the families and school administrations. Authorities are trying to avoid this situation. As a precautionary measure, different assessment tools were put into operation by removing the central exams that students had to enter. It is aimed at students being more active in physical education classes without being directed to other courses.

In the past years, there were considerable obstacles to physical education lessons with problems such as lack of equipment, nutrition and poverty. Lack of essential equipment severely cripples physical education practice. Malnutrition is a bold threat, since it makes children not strong enough, or uninterested in taking PE classes. It also promotes uneven achievement of PE goals. Transportation and nutrition assistance to students in order to avoid this situation in Turkey is made by Ministry of Education. In Bulgaria, the national policy on education still undervalues PE, which results in understaffing and less funding on PE facilities. In UK, PE is regressively less physical, which poses threat to its role in schools. Turkey and European countries have some common challenges. Considering Turkey's geographical location and population, it is quite clear that it has to overcome peculiar problems. Turkey has the largest refugee population in modern Europe. This requires taking into account the issue of adaptation in the planning of physical education courses.

CONCLUSIONS

The core aim of this paper is to illustrate the state of Physical Education in Europe and Turkey in both material and structural viewpoint with intent of establishing its current status quo. Evidently, physical education as a curricular subject, fits different but not much divergent statuses in European schools. The study concludes that in some European countries (the UK, Denmark and Finland), physical education is valued more than in others (European Commission, 2014). Turkey has laid the foundations of modern physical education inspired by Europe. But it is debatable whether physical education and sports environment with European standards have been reached in the process up till now. It is difficult to clarify this situation. For this to happen, the consequences of the reforms made in recent years should be anticipated and reforms must be carried out steadily. There is no sufficient number of comparative studies in physical education in Turkey. From this perspective physical education lessons were considered as a whole in this research. Having highlighted the fundamental ideas defining the subject across the continent and Turkey, the paper ascertains the acute need for harmonizing conditions.



Prospects of further research in this area include elaborating basis necessary for these harmonizing conditions implementation in Turkish schools and providing environment encouraging physical education development.

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LATINO UNDERGRADUATE PERSPECTIVES ON TRADITIONAL AND COLLABORATIVE CULMINATING PRESENTATIONS

ABSTRACT

The importance of the research related to the existence of collaborative learning in higher education for Latinos, specifically pre-service teachers, has been substantiated. It has been defined that while teacher retention rates for Latinos are lower than for whites, using teamwork in the classroom might make Latinos teaching more rewarding. Most participants in the present study preferred collaborative learning as teachers. Using cognitive- and social-constructivist frameworks, the authors provide trends expressed by 371 undergraduate pre-service teachers about traditional tests and cooperative culminating experiences. Since archival data from regular collaborative pedagogies over a 10-year period have been used, the authors did not include identifying information. However, about 96 % of undergraduates are first-generation Latino/college students. Students' responses to end-of-course surveys have been analyzed. The two major qualitative themes emerging from grounded theory analysis were social interaction and the cognitive domain. Quantitatively, most preferred group presentations over traditional exams. Statistically significant correlations between Variables 1 (perceived retention of material) and 2 (preferred culminating experience as future teachers), Variables 1 (perceived retention of material) and 3 (culminating experience for an easy A), and Variables 2 (preferred culminating experience as future teachers) and 3 (culminating experience for an easy A) have been found. Implications relate to designing more collaborative activities for non-dominant college students. As the result of the conducted research it has been determined that collaborative learning needs to be well planned, students need to be prepared to work in groups, and teachers' expectations need to be stated explicitly if the benefits attributed to collaborative learning are to be realized.

Keywords: *Latino higher education, testing and assessment, cooperative and collaborative learning, undergraduates.*



INTRODUCTION

Collaborative learning relates to the cooperative learning model, is theory-based, much researched, and operationalized into clear procedures. Regarding theory, collaborative learning's roots emanate from theories of social interdependence and cognitive development, which align to cognitive and social constructivism (Sawyer, & Obeid, 2017). Social interdependence theory views collaboration as resulting from positive links between individuals to accomplish a common goal. The Gestalt psychologist Kafka proposed in the early 1900's that interdependence creates groups that are dynamic wholes (Lewin, 1948). Over 900 studies validate the effectiveness of cooperative learning over competitive and individualistic efforts (Johnson, & Johnson, 2002). For example, this approach relates to increased students' achievement and knowledge retention (Johnson & Johnson, 2009). Johnson and Johnson's cooperative learning model focuses on five elements: positive interdependence, face-to-face interaction, individual accountability, social integration, and group processing (Sharan, 2015). In this pedagogical strategy, small, heterogeneous groups of students work together for a given period to accomplish shared learning goals, fulfilled if all group members commit to their assignments (Johnson, Johnson, & Smith, 2014).

Scholars often discuss cooperative and collaborative learning terms interchangeably throughout the literature and have included other terms, e.g., team-based learning (Saldivar, 2015). For example, M. Andreu-Andrés (2016) studied cooperative learning activities and beliefs of 150 engineering education students in Spain; in her study, one group of students participated in a collaborative experience, while the others participated in a cooperative experience with different processes. Although some scholars state that collaborative and cooperative learning processes are dissimilar, the university students in Andreu-Andrés' study had almost identical perceptions of the process. Andreu-Andrés stated active group engagement in authentic tasks should be the focus. Other models of inquiry-based learning, such as problem-based learning, share the basic educational premises of cooperative learning (Conde, Hernández-García, García-Peñalvo, Fidalgo-Blanco, & Sein- Echaluze, 2016; Hmelo-Silver, Duncan, & Clark, 2007; Sharan, Sharan, & Tan, 2013).

THE AIM OF THE STUDY

The purpose of the study is to summarize, analyze, and synthesize 10 years of data collected from 371 undergraduate Latino pre-service teachers. These students participated in different education and/or reading courses, but with the same professor. Our research questions were: 1. Which assessment format (traditional final exams or cooperative culminating presentations) do students feel helps them retain concepts better? (Variable 1) 2. Which assessment format (traditional final exams or cooperative culminating presentations) do students like better? (Variable 2) 3. Which assessment format (traditional final exams or cooperative culminating presentations) do students feel will yield them a higher grade? (Variable 3) 4. Which type of exam (traditional final exams or cooperative culminating presentations) would students use as a future teacher? 5. What are the relationships between the above variables? 6. What are qualitative differences between undergraduate perceptions regarding traditional final exams and cooperative culminating presentations?

THEORETICAL FRAMEWORK AND RESEARCH METHODS

This study's overarching conceptual frameworks are cognitive and social constructionism. Cognitive constructionism focuses on learners' roles in knowledge construction and their learning processes (Piaget, 2001). L. Vygotsky believed people can learn with much scaffolding from others. He created the Zone of Proximal Development (ZPD). While



cognitive constructivism relates mostly to an individual's cognitive development, social constructivism centers on how we learn with and through others (Kozulin, 1986; Vygotsky, 1978). Piaget and Vygotsky perceived interactions with more-able peers and instructors as a result of cognitive development; both perceived learners to be agents in their learning (Sawyer, & Obeid, 2017).

Students completed hard copies of post-group feedback forms after they gave group presentations; these surveys related to the current research questions. These forms included these questions, which did not vary for each semester that data was gathered: Question 1: Which exam format helps you to retain more long term information? Question 2: Which exam format do you like better as a teacher? Question 3: How many students in total were in the group? Rate yourself and partner(s) on a scale from one to ten. Also, add comments. Question 4: For which format is it easier to receive a test grade of an A?

Other questions on the survey, which we did not use for this research focused on the students describing what they did to prepare for the group presentations, how they interacted with peers, and how many hours they spent collaborating with peers outside of class. Other sources consist of the course syllabi, instructions for the group presentations, written instructor feedback for each group presentation, and handouts the college students designed and distributed to their peers during their presentations, e.g., BINGO, Jeopardy, and other games, role-plays, PowerPoints, and other types of presentations.

This non-experimental study used archival data at a designated Hispanic Serving Institution (HSI) from 2003 to 2013 in a city with 170,000 residents. During data gathering, approximately 14,000 students attended the university per year; over 96 % were Latinos and over 87 % were first-generation college students. This Texas public university, offering bachelor's, master's, and doctoral degrees, situates itself along the U.S./Mexico border. According to the U.S. Census Bureau (2010), about 33% of residents in this city lived in poverty, with a per capita income of \$14,000; approximately 87 % are Spanish-speaking and 93 % are Latino/a.

Data were collected from literacy and curriculum methods courses, meeting face-to-face for three contact hours per week. The courses were split about evenly for elementary and secondary pre-service teachers. There were 371 completed forms for analysis; the students completed and submitted at the end of the semester, immediately after their group presentations. The group presentations were ways peers could synthesize and teach information the instructor had taught during a semester.

No IRB approval was needed for this study because all documents were archival. Activities and assessments the instructor conducted were a normal part of instruction. Researchers removed all identifying information before data analysis began. Because all information was removed, we cannot supply specific gender or ethnicity numbers.

Following Johnson's and Johnson's model (Sharan, 2015), the instructor placed students in groups to create diversity and to develop students' academic and social skills. As part of the positive interdependence aspect of this model, each group member was to contribute to the success of the group. Thus, the instructor gave one grade to each group, but based decisions on each group member's evidence of work done. The goal was to create a community of learners and to have students synthesize, evaluate, and apply course concepts, as per Bloom's taxonomy (Anderson, & Krathwohl, 2001).

For quantitative analysis, the researchers checked and rechecked the responses and data to ensure the data was clean. Researchers used Microsoft Word and Excel, analyzed close-ended responses using descriptive and inferential statistics utilizing the SPSS 24 Program.



Researchers used SPSS to run descriptive statistics (Table 1). We used correlational research methods by measuring two variables and assessing the relationship between variables without manipulating an independent variable. The archival data approach to correlational research uses Pearson's r (University of Minnesota Libraries Publishing, 2016). The responses to the question on the surveys were coded as '1' for a Cooperative work response, '2' for an Objective exam response, '3' for both cooperative and objective exam responses. The coded data was then run through SPSS in a Pearson's r correlation.

For qualitative analysis, we analyzed students' comments based on the open-ended questions to which they replied in the survey. Researchers looked for patterns and trends vis-à-vis the research questions and theoretical frameworks. Authors used the grounded theory method of data analysis (Corbin, & Strauss, 2008). We collapsed themes when they related to larger themes. Next, we met to discuss our individually created themes and to establish inter-rater reliability. Remarkably, we agreed on all but two sub-themes, with an inter-rater reliability of 88%. We noticed for the 88% of the themes we agreed upon, we used synonyms, e.g., social interaction versus social integration, which possibly relates to our different fields. We worked individually to reanalyze the two dissimilar themes. Authors came to consensus.

RESULTS

Quantitatively, most participants preferred group presentations over traditional exams. We found statistically significant correlations between Variables 1 ("perceived retention of material") and 2 ("preferred culminating experience as future teachers"), Variables 1 ("perceived retention of material") and 3 ("culminating experience for an easy A"), and Variables 2 ("preferred culminating experience as future teachers") and 3 ("culminating experience for an easy A"). The two major qualitative themes, which are presented after the quantitative results, were social interaction and cognition. Please see the tables after references for quantitative and qualitative findings.

Quantitative Results. Based upon our analyses using SPSS, students perceived collaborative work helped them retain the most information (88.4 %, Table 1). Students preferred, as future teachers, to use the collaborative work format (76.8 %, Table 1). Students also thought it was easiest to get an "A" on collaborative work (66.7 %, Table 1). Overall, from all three questions analyzed, students preferred collaborative work. Because some participants did not answer every question, the total number is different for each survey question in Table 1.

Table 1

Descriptives					
Question	Variable	# in Group	Freq.	%	Total
Q1: Which exam format helps you to retain more long term information?	Collaborative (coded as 1)		328	88.4	
	Objective exam (coded as 2)		37	10.0	
	Both (coded as 3)		6	1.6	
					371
Q2: Which exam format do you like better as a teacher?	Collaborative (coded as 1)		282	76.8	



Continued

Question	Variable	# in Group	Freq.	%	Total
	Objective exam (coded as 2)		47	12.8	
	Both (coded as 3)		38	10.4	
					367
Q3: How many students in total were in the group? Rate yourself and partner(s) on a scale from one to ten. Also, add comments.		1	23	5.85	
		2	158	40.0	
		3	190	48.35	
		4	22	5.6	
					393
Q4: For which format is it easier to receive a test grade of an A?	Collaborative (coded as 1)		238	66.70	
	Objective exam (coded as 2)		109	30.50	
	Both (coded as 3)		10	2.80	
					357

For our first correlational analysis, we compared Question 1 (which exam format helped them to retain the most information) with Question 4 (which type of exam they would use as a future teacher). Because some participants did not answer every question, the total number is different in the three correlation analyses, shown in Table 2. This table presents the statistical results relevant to this analysis. There was a positive correlation between the two variables, $r = .23$, $p = .000$. Thus, a positive relationship exists between survey Questions 1 and 4. Students' preference for collaborative activities for long-term retention was significantly correlated with their desire to use collaborative activities when they became educators with their own classrooms.

The second analysis sought to determine the relationship of student preference for the exam type that would help them retain the most information (Question 1) and which type of exam students felt was easier to receive a test grade of an A (Question 3). Table 2 presents the statistics relevant to this analysis. There was a positive correlation between the two variables, $r = .12$, $p = .028$. Thus, a positive relationship exists between survey Questions 1 and 3. Students felt that collaborative presentations enabled them to retain the most information and that it was easier to earn an "A". A statistically significant correlation existed between these two questions, also.

The third analysis sought to determine the relationship of student preference regarding which type of exam they would use as a future teacher (Question 4) and which exam they felt was easier to receive a test grade of an A (Question 3). Table 2 presents the statistics relevant to this analysis. We found a positive correlation between the two variables, $r = .21$, $p = .000$. Thus, a positive relationship exists between survey Questions 3



and 4. Results indicate that students felt it was easier to earn an “A” and use the collaborative presentation in their own classrooms in the future. Again, a statistically significant correlation exists between these questions.

Table 2

SPSS Correlations

		Retain	AsTeacher	EasyA
Retain	Pearson Correlation	1	.227**	.116*
	Sig. (2-tailed)		.000	.028
	N	371	366	356
AsTeacher	Pearson Correlation	.227**	1	.211**
	Sig. (2-tailed)	.000		.000
	N	366	367	353
EasyA	Pearson Correlation	.116*	.211**	1
	Sig. (2-tailed)	.028	.000	
	N	356	353	357

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Qualitative Results. We present qualitative results of all research questions. The student quotes (found in tables 3 through 18) highlight key sub-themes for each question. Our sub-themes represent our thorough analysis for student responses to each question. We noticed a pattern that emerged across several questions. For instance, the most salient sub-themes that emerged throughout the questions were cognitive and affective domains. The next common sub-themes were multimodalities and social interaction/learned from peer/peers’ help. Based on these results, it appeared that participants found the cognitive (the head), affective (the heart), social (working with others), and multimodalities (connected to the psychomotor domain) to be important aspects of collaborative learning. P. Dettmer (2006) discussed that these four domains: cognitive, affective, social, and psychomotor, are all important aspects of learning.

Next, although the overwhelming majority expressed support of collaborative learning in their written responses, some felt that it would be easier, once they became teachers, to grade objective exams consisting of multiple choice and true-false questions. Also, some students said they preferred multiple choice tests for their own classroom teaching because these objective exams took less time to prepare. As college students, some liked objective tests because they could analyze each question before selecting a response.

Table 3

Question 1 (retain), Subtheme 1: Cognitive Domain

Participant	Quote
48	“Group presentations tend to be engraved and instilled in your memory easier. I am a visual learner and it helps to see these formats acted out.”
329	“I think that I spent more time reviewing notes and other sources to make sure I had everything O.K. so it sunk in my brain. If it would have been multiple choice, I would have forgotten it the next day”
305	“Because of the extensive preparation I feel more information has been converted to long-term memory”



Tables 3–5 provide student responses to survey Question 1: “Which [format] helps you to retain information longer?” Sub-themes that emerged were cognitive domain, multimodalities, and affective domain.

Table 4

Question 1 (retain), Subtheme 2: Multimodalities

Participant	Quote
351	“As we have learned in this and other education classes “doing” has better results than merely being a passive learner”
319	“The ‘Quiz Show’ will help us retain the information better because it will help visual and auditory learners. The questions were read aloud and I also think it is a fun way to study and review for the final”
352	“Role play is the best way to absorb information, you remember better through experience”

Table 5

Question 1 (retain), Subtheme 3: Affective Domain

Participant	Quote
355	“[Presentations] are more interactive and “fun”. The games make it interesting. I think I remember the concepts better when we relate them to something familiar, like a game”
69	“Group presentation because you are able to see how the students comprehend the information instead of becoming nervous on a multiple choice test..”
362	“I am immediately intrigued when an assignment calls for my creativity and allows for freedom of expression. Being able to take what you have learned and present in your own style gives the students a sense of pride on two different levels. First being able to show off how well they have grasped the concepts and secondly, how they have taken that information and changed it into something of their own. Paper tests offer nothing in self-gratification, and only call on a student’s ability to memorize instead of applying the knowledge”

Tables 6, 7, 8, and 9 provide student responses to survey Question 2: “Which exam format do you like better as a teacher?” Emerging sub-themes were cognitive domain, affective domain, social interaction, and multimodalities.

Table 6

Question 2 (like as teacher), Subtheme 1: Cognitive Domain

Participant	Quote
363	“Group presentation. I want to know what they know other than memorized”
202	“I like this type of exam [group]. It give flexibility [sic] for students to show there [sic] strengths. The students will also have to know the information to explane [sic] it to others”
181	“Group exams help students get a better knowledge of the material instead of just memorizing it”
194	“Multiple choice. I like multiple choice because it helps me to analyze the choices given in order to choose the correct answer”



Table 7

Question 2 (like as teacher), Subtheme 2: Affective Domain

Participant	Quote
225	"I will definitely use this method to keep my student's attention and to make it a fun activity for all of them while they learn and enjoy a group game"
239	"Group exam. Interactive way for children to play along and not feel left out"
254	"This type of [presentation]. Working in groups and with hands-on activities helps keep the interest of the students and learn by doing and having fun"
284	"Group exam. Because we associate exam with stress. In this format exam=fun"

Table 8

Question 2 (like as teacher), Subtheme 3: Social Interaction

Participant	Quote
208	"Group exam. Because it will help their social skills and will help them verbalize the concept and points"
136	"Cooperative learning because you learn to work with other people."
130	"Group exam. I want my students to retain information and learn social skills that they will need in the "real world"
251	"This type of group work. I think that the students enjoy group work/activities better and it's a great way to get them interested in topics/subjects they may not enjoy. It also exposes them to different strategies and they are learning how to work cooperatively. It enhances their thinking and social skills and they are learning so much in the process!"

Table 9

Question 2 (like as teacher), Subtheme 4: Multimodalities

Participant	Quote
235	"This type of [presentation]. I believe it is easier to assess students this way because everyone has his own learning style"
216	"This type of [presentation]. It is fun and interactive and hits all three learning styles: auditory, kinesthetic, and visual"
221	"This type (group) mainly because it brings in a little excitement to the class. It allows the students to look, read, listen to others and maintain all information"

Tables 10–13 provide student responses to survey Question 3: "How many students total were in the group? Rate yourself and partner(s) on a scale of one to ten. Also, add comments." Sub-themes identified under this question include: self-reflective, learned from process or peer, division of tasks, and non-traditional student difficulties. For the latter, some students mentioned not having a car or a device (e.g., a laptop), which made it difficult to meet and to work effectively with peers in the face-to-face class. Inadequate resources may relate to the contexts of first-generation college students in a low-income city (U.S. Census Bureau, 2010). Indeed, these contexts relate to collaborative learning in which peers are expected to meet outside of class time to prepare course materials.



Table 10

Question 3 (rate yourself and peers), Subtheme 1: Self-reflective

Participant	Quote
5	"I spent a great number of hours reading, researching and not to mention stressing out. I above all feel I learned on a personal level, and to me that is an achievement. I gave myself a 10"
340	"Yourself: 8. I feel that as the organizer, i did a good job of making sure that everyone was on the same page and in contact with each other Even though formatting the information took a lot of time and energy, I still feel that I should have somehow helped out with coming up with the questions and answers as well. This is the only thing I feel bad about"
344	"Yourself: 9. I should have given it to them earlier, but I had an emergency and I couldn't"
189	Yourself: 8. "I have worked with my partner in almost all of our classes and we have done presentations together before. What I like about working with her is that sometimes I get so frustrated that I can't see another perspective of the problem and she always clarifies it for me"

Table 11

Question 3 (rate yourself and peers), Subtheme 3: Learning from Process/Peers

Participant	Quote
80	Partner 1: 10. "Because, she contributed with the project and helped me when I had a question"
120	Partner 1: 10. "She helped me in understanding." Yourself: 10. "I help my group get a better understanding of certain strategies, and shared some of my own ideas from real life experience"
132	Partner 1: 10. "My partner was very co-operative and had ideas of her own that helped me"
41	Partner 1: 10. "She communicated well and helped me whenever I got stuck"

Table 12

Question 3 (rate yourself and peers), Subtheme 4: Divided Tasks

Participant	Quote
320	Yourself: 10. "I made sure that when we were working together, we stayed on task every time we met." Partner 1: 10. "She helped a lot with her ideas. We worked-together very well." Partner 2: 10. "He typed everything for us and helped w/ his ideas"
333	Yourself: 9 "We got together 2 times but the Thursday I was out, I was not in communication with anyone."Partner 1: 10. "She was great. She did the signs that we needed and contributed with questions". Partner 2: 10. "She brought props and made the handouts she did an excellent job"
339	Yourself: 10. "I believe I contributed my 1/3 of the effort toward our project's completion, and I emailed my portion to both group members in a timely fashion." Partner 1: 10. "Did her part and also helped manage the loose ends to finalize our presentation- (the last 10 % of any project is challenging!) she helped us to stay focused with helpful notes in our emails." Partner 2: 10. "Worked hard to complete the other half of the questions and answers. I believe her questions are creative and will help our peers to learn these concepts"



Continued

Participant	Quote
53	<p>Yourself: 10. "I believe that I have earned full credit because we divided the work evenly and we each contributed our full share. I feel that I completed my portion of the project thoroughly and also helped my group members in theirs."</p> <p>Partner 1: 10. "Deserves this rate because she helped us brain storm ideas. She helped divide the workload and helped with organization."</p> <p>Partner 2: 10. "Deserves this rate because she worked hard on her portion of the project. She was willing to help at any moment and added numerous ideas to the project"</p>

Table 13

Question 3 (rate yourself and peers), Subtheme 5: Nontraditional Student Difficulties

Participant	Quote
191	<p>Yourself: 9. "I didn't have resources and didn't have multiple dictionaries."</p> <p>Partner 1: 10. "He made PowerPoint presentation and traveled from La Feria to meet in Brownsville for preparation"</p>
1	<p>Yourself: [self-rating missing]"[I] Could have dedicated more time for it but family circumstances did not allow it"</p>
129	<p>Yourself: 9. "I give myself a nine because I know I did my part and I've tried to explain the best that I could for my partners to have the work done in a certain way, but [peer name] is taking care of the copies and stuff. I appreciate that because I am not in a very stable financial situation at the moment and every cent counts either for the best or for the worse in my case"</p>
266	<p>Partner 2: 10. "I will give her a 10, because she made an effort to show up even though she had a difficult time getting a ride. She still attended the hour appointments. In the end, still managed to come through. She was able to do her part"</p>
329	<p>Partner 1: 9. "Even though she works, she always found the time to meet and discuss the project. She called in sick to work on Monday so that we could prepare."</p> <p>Partner 2: 9. "Even though she also works, she was able to meet with the group to prepare the presentation"</p>

Tables 14–18 provide student responses to survey Question 4: "For which format is it easier to receive a test grade of an A?" Sub-themes were collaborative learning is not high-stakes (a make or break grade), cognitive domain, effort, peers' help, and fairness.

Table 14

Question 4 (grade of an A), Subtheme 1: Not High Stakes

Participant	Quotes
7	<p>"Group format. It is not a one-shot deal. You get a few days to prepare and effort makes a big difference, partners help"</p>
370	<p>"Group presentation. The reason is because it's less stressful, I believe that since we are used to multiple choice tests we get kind of tense"</p>
315	<p>"Group exam. Once again, with multiple choice you only pick an answer. If it is the wrong choice then you receive no credit. In a group exam, you may have the chance to explain your logic and receive partial credit"</p>
12	<p>"In the role play strategy kids do not have to read out questions and answer them. Not all individuals are good testers. Giving students informal tests help them show that they have mastered the material"</p>
325	<p>"Group exams, if everyone does their part, then the grade should be an "A". In a multiple-choice exam there is a lot of stress in memorizing all the concepts"</p>



Table 15

Question 4 (grade of an A), Subtheme 2: Cognitive Domain

Participant	Quote
363	"Multiple choice. Memorization, memorization! It's easier to memorize than to apply understanding"
362	"Multiple choice. Obviously, the open and done format of paper tests would be best way to go if you are looking for an easy grade. After several hours of repeating the same words over and over again in your head, any student would be able to recall the most complicated of concepts"
361	"Multiple choice. It is very easy to memorize phrases and answer as opposed to group work and presentations that require a lot more work and comprehension of the material"
339	"Multiple choice. I use rote memorization for most multiple-choice exams. The problem is that the concepts tend not to reach my long-term memory"
315	"Group exam. Once again, with multiple-choice you only pick an answer. If it is the wrong choice then you receive no credit. In a [presentation], you may have the chance to explain your logic and receive partial credit"

Table 16

Question 4 (grade of an A), Subtheme 3: Effort

Participant	Quote
340	"Multiple choice. The answers are right there! Also, you don't have to study as much for this type of an exam"
335	"Multiple choice, because in a multiple choice test you have choice and if you know the concept of some of the answers you can start deleting the wrong answers"
322	"That's a tough one, I guess this type [presentation]. It depends on what subject or topic you have. With a concept of some of the answers you can start deleting. Do this type of exam. Sometimes multiple-choice exams are easier because the answer is given to the student, the student does not have to research it. I guess it depends on the student's learning style"
311	"Multiple choice. Because children study faster and shorter and with multiple-choice they are given choices to select the correct answer"

Table 17

Question 4 (grade of an A), Subtheme 4: Peers Help

Participant	Quote
372	"Group presentation. The teacher can see what you do know VS. what you don't. Students learn from each other and retain what they learn"
247	"This type of group. Because as a group we have the advantages of helping each other, in cooperative learning"
369	"Group presentation. Two heads are better than one"
349	"Group exam because you work together as a group, so it's easier to get help from others when you don't understand something. Also, it is more meaningful so it will probably be easier to remember"



Table 18

Question 4 (grade of an A), Subtheme 5: Fairness

Participant	Quotes
81	"I would have to say it depends, both. In multiple choice and in a group, if everyone works hard, whether it be together or individually, there is a better chance for success. In group, if one slacks off, but the other part [sic] in all the effort he could, then changes are not so good and not fair
318	"Multiple choice, because in a [presentation] if one person doesn't do good, the whole group is penalized, but in a multiple-choice exam if the student really studied they, can get the "A" without having to worry about anyone else"
316	"Multiple-choice. I'm in control of my grade. Definite answers instead of answers left 'to chance' during a presentation"

CONCLUSIONS

This study presents the perceptions of 372 undergraduate students' input on assessment formats in College of Education classes over a 10-year period. Quantitatively, we found statistically significant correlations between Variables 1 ("perceived retention of material") and 2 ("preferred culminating experience as future teachers"), Variables 1 ("perceived retention of material") and 3 ("culminating experience for an easy A"), and Variables 2 ("preferred culminating experience as future teachers") and 3 ("culminating experience for an easy A"). The two major qualitative themes were social interaction and cognitive domain. Overall, these pre-service teachers performed collaborative learning for long-term retention, for use in their future classrooms, and for an easier likelihood to receive a grade of an A. Furthermore, students were self-reflective when they evaluated themselves and peers.

Our study is important because a dearth of research exists about collaborative learning in higher education for Latinos, specifically pre-service teachers. Furthermore, because teacher-retention rates for Latinos are lower than for whites (U.S. Department of Education, 2016), using teamwork in the classroom might make Latinos teaching more rewarding; most participants in the present study preferred collaborative learning as teachers.

Next, less than 50 % of Latinos majoring in education receive a bachelor's degree six years after they start (U.S. Department of Education, 2016). Because of the demonstrated benefit of collaborative learning (Johnson & Johnson, 2002, 2009; Sharan, 2015), perhaps more collaborative classroom experiences would motivate Latino education students to finish their degrees, as most of our participants preferred group presentations over traditional exams (Gillies & Boyle, 2011). Indeed, collaboration has been effective for non-dominant students as well, including working-adult students and commuters (Barkley, Cross, & Major, 2005). Related to diversity, collaboration can promote inclusion by increasing contact among diverse groups (Bowman, Frame, & Kennette 2013; Kennette & Frank 2013).

Collaboration also helps to develop many key skills required of students for future success. Students can develop many of these so-called "soft skills," or essential employability skills, by engaging in group work and other forms of collaboration (Ontario Ministry of Advanced Education and Skills Development, 2005). S. Adams Becker et al. (2017) discussed key trends, challenges, and developments in higher education related to the 21st century digital learning, as many of our classes are moving to hybrid and online formats. S. Adams Becker et al. (2017) stated, "Collaboration is key for scaling effective solutions. Communities of practice, multidisciplinary leadership groups, and open social



networks can help spread evidence-based approaches”. Most workplace tasks and processes require teamwork, so teaching students to work together is essential for their future success (Conde, Hernández-García, García-Peñalvo, Fidalgo-Blanco, & Sein- Echaluze, 2016).

Furthermore, we noted that some students referred to learning styles and multiple intelligences. This related to the times in which this study took place, e.g., 2003 until 2013. During this time in curriculum and instruction, these terms were popular. Although we stand on the shoulders of theorists and practitioners before us, such as to R. Dunn (1993) for learning styles and H. Gardner (1999) for multiple intelligences, multimodalities reflect our current understanding. Multimodalities involve sounds, visuals, movements (Kress, 2003) and diverse semiotic sign systems to make and share meaning (Siegel, 2012). Cooperative multimodal activities and assessments relate to cognitive and social constructivism because they involve people’s thinking, problem solving, and teamwork.

Next, the survey question asking students to rate themselves and their partners resulted in rich student comments about their own efforts and the efforts of their peers. For example, feedback was specific, detailed, and actionable. Instead of just indicating “Could be clearer.” Students shared that partners should refer back to an activity experienced in class, consult a specific journal article from the professor, and identify the top three presentation items to emphasize for others to remember. This specific feedback is in line with other works that discuss benefits of collaborative groups (Johnson, Johnson, & Smith, 2014).

Last, participants noted that collaborative learning needs to be well planned, students need to be prepared to work in groups, and teachers’ expectations need to be stated explicitly if the benefits attributed to collaborative learning are to be realized. In view of this we consider it to be necessary to conduct further research concerning provision of the above stated conditions to ensure qualitative collaborative learning.

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GOVERNMENTAL AND NON-GOVERNMENTAL FORMS OF TEACHER DEVELOPMENT ORGANIZATION IN POLAND

ABSTRACT

The article analyzes the activities of governmental and non-governmental institutions aimed at organizing teacher development in the system of postgraduate education in Poland. The author pays attention to the most prominent governmental institutions involved in advanced teacher training, namely, the Center for Education Development and the National Center for Supporting Vocational and Continuing Education in Warsaw, the Polonia Teachers' Center in Lublin, which is part of the Centre for Polish Education Development Abroad. The activities of governmental institutions for teacher training in Poland operate at such three levels as central, regional and local. These institutions realize the main goal that is mainly related to teaching staff in the system of teacher development in accordance with the priorities in the country's education policy. The funding allocated for the activities of central institutions for teacher development is provided under the budget of the Ministry of Education. Non-governmental centers for advanced teacher training are established by natural or legal entities. There are more than 370 institutions of this kind in Poland. In addition, teachers can participate in various training courses offered through the EU projects and funded by the European Social Fund. Based on Polish experience, it was proved that the European vision of education and new quality criteria motivate the teacher to develop both national and pan-European identity in their students.

Keywords: Poland, postgraduate education, teacher development, centres for advanced teacher training.

INTRODUCTION

The labour market globalization demands that employees hold comparable qualifications, however comparability may be unachievable if appropriate standards and qualification requirements have not been adopted (Kwiatkowski, 2006). A number of crucial education reforms in Poland, which were launched in the 1990s and are presently under way, include the education system structure, its content, management and financing, as well as the system of postgraduate education. This requires a new generation of teachers, who are able to provide the younger generation with high-quality knowledge, develop creative personalities, ready for life and activity under the new conditions of European integration. In this regard, the problem of teacher professional development is rather relevant, since it is considered as a strategic way to improve quality of teacher education. The organization of this process is a priority area for governmental and non-governmental institutions in Poland.

THE AIM OF THE STUDY

The article aims to identify and analyze governmental and non-governmental forms of teacher development organization in the system of postgraduate education in Poland.



THEORETICAL FRAMEWORK AND RESEARCH METHODS

The development of education reforms in Poland has been studied by foreign and Ukrainian scholars such as C. Banach, L. Hrynevych, O. Liashenko, E. Łodzyńska, V. Pasichnyk, K. Savina, A. Vasyliuk. Particular attention should be paid to Polish scholars (M. Cackowska, D. Golebniak, S. Kaczor, Cz. Kupisewicz, B. Kwiatkowska-Kowal, S. Kwiatkowski, T. Lewowicki, T. Nowacki, W. Okoń, F. Szlosek), who analyze science, education and culture development, the national system of education, its achievements and failures, the process of creating alternative models of higher education reform and teacher training. However, the Polish system of postgraduate teacher education is rather relevant in the context of our study, since it has been intensively integrating into the European education space during the past years.

While researching, such methods as theoretical comprehension, systematization and generalization, study and analysis of literary, scientific, informational and Internet sources, statistical data were used.

RESULTS

First of all, it must be noted that both governmental and non-governmental institutions are involved in teacher development organization in Poland. Self-education is often supported by the system of consultations and information activities in various scientific, cultural and educational institutions. Development is the process of systematic actualization, improvement and intensification of knowledge and abilities, general and professional skills (Mushynski, 2004). Polish governmental institutions for teacher training operate at three levels:

- 1) central – under the leadership of the Minister of Education and Training, the Minister of Culture and National Heritage, as well as the Minister of Agriculture;
- 2) regional – under the leadership of voivodship self-government and respective educational supervisors;
- 3) local – under the leadership of the gmina and district divisions of self-government.

Non-governmental institutions for teacher development are guided by natural and legal entities. They operate based on the statute and must draw up the plan for the current calendar year. With regard to governmental institutions, the work plan is prepared by the school principal and is approved by a governing body. The administration of institutions for teacher development should provide financial resources for its support, as well as create appropriate organizational and working conditions for the statutory objectives to be realized. The Ministry of Education establishes and manages centres for advanced teacher training at the national level. Today, there are three institutions of this kind, namely, the Center for Education Development in Warsaw (Ośrodek Rozwoju Edukacji w Warszawie (ORE)), the National Center for Supporting Vocational and Continuing Education in Warsaw (Kraowowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej w Warszawie (KOWEZiU)), the Polonia Teachers' Center in Lublin (Polnijnne Centrum Nauczycielskie w Lublinie (PCN)), which is part of the Centre for Polish Education Development Abroad (Ośrodek Rozwoju Polskiej Edukacji za Granicą (ORPEG)) (*Obshaya spravka*, 2018). These institutions realize the main goal that is mainly related to teaching staff in the system of teacher development in accordance with the priorities in the country's education policy. Those means designed to improve the activities of centres for teacher development are provided annually under the budget of the Ministry of Education.

The responsibilities of governmental institutions for teacher development at the national level, guided by the Minister of Education, include:



1) designing the nationwide programmes for professional teacher development, processing educational materials and, therefore, training those individuals who will implement these programmes;

2) implementing the nationwide programmes for professional teacher development designed by respective governmental institutions, centers for advanced teacher teaching, pedagogical libraries, which are run by the voivodeship self-governments and those individuals, who carry out pedagogical supervision;

3) organizing training of candidates for the position of an expert in qualification and examination commissions for professional teacher development;

4) introducing the nationwide system of pedagogical information, accumulating and accessing the information related to available forms of training and teacher development;

5) processing and publishing information and methodical materials, advertising innovative and experimental activities in professional teacher development, including publishing activities;

6) providing methodical support and ensuring professional development of Polish teachers, who work abroad;

7) maintaining relevant cooperation with the authorities, which carry out pedagogical supervision, the Central Examination Commission, as well as district examination commissions;

8) maintaining relevant cooperation with other governmental and foreign partners, including pan-Polish pedagogical associations (Kharchenko, 2004).

The Ministry of Culture and National Heritage establishes and monitors governmental institutions for art teachers' development. One of them is the center for training teachers from the Center for Teaching at Art Schools in Warsaw. Its responsibilities include:

a) designing programmes for teacher professional development and processing educational materials for art teachers;

b) organizing training of candidates for the position of an expert in qualification and examination commissions for teacher professional development;

c) organizing different forms of cooperation and experience exchange, including trainings, conferences and seminars, for teachers from various art schools;

d) supporting teachers' initiatives and assisting art teachers in professional development and self-development;

e) identifying and processing the priorities in professional development of art teachers in cooperation with pedagogical supervision bodies;

f) cooperating with Polish and foreign partners in the field of art teachers' professional development.

The Ministry of Agriculture and Rural Development is also authorized to establish and monitor governmental institutions for professional development of those teachers, who teach specific subjects in agricultural schools. Its responsibilities include:

1) designing programmes for teacher professional development and processing educational materials for teachers, who teach specific subjects in agricultural schools;

2) organizing different forms of cooperation and experience exchange, including trainings, conferences and seminars for teachers from various agricultural schools;

3) supporting teachers' initiatives and assisting agriculture teachers in professional development and self-development;

4) identifying and processing the priorities in professional development of agriculture teachers in cooperation with pedagogical supervision bodies;

5) cooperating with Polish and foreign partners in the field of agriculture teachers' professional development.



The establishment of institutions for teacher development at the regional and sub-regional levels and their monitoring are carried out based on voivodship self-government. Accordingly, the responsibilities of voivodship institutions for teacher development include:

- 1) identifying and processing the priorities of teacher professional development in voivodships in cooperation with pedagogical supervision bodies;
- 2) designing and implementing the programmes for professional development of teachers-methodologists in cooperation with pedagogical supervision bodies;
- 3) designing and implementing the programmes for professional development of school leaders, as well as employees in governing and controlling bodies;
- 4) organizing and providing teachers with methodical assistance, if necessary, including teachers, who teach specific subjects of unique professions and work in schools of national and ethnic minorities;
- 5) managing the voivodship system of pedagogical information, including the storage and provision of information in available forms of training and professional development of teachers;
- 6) organizing different forms of cooperation and experience exchange, including trainings, conferences and seminars for teachers from various schools and institutions;
- 7) supporting teachers' initiatives and assisting them in professional development and self-development;
- 8) organizing professional development of teachers in cooperation with governing bodies;
- 9) cooperating with those bodies, which supervise schools and institutions, which provide teachers with methodical assistance.

These voivodship institutions can also implement other goals related to professional development of teachers at the request of a leading local body. Municipal and district bodies of local self-government can create and supervise governmental centers for teacher training. Governmental institutions, which are subordinate to municipalities and district structures, realize goals in the field of teacher professional development and pay a particular attention to methodological consultations.

Non-governmental centres for advanced teacher training are established by natural or legal entities. There are more than 370 institutions of this kind in Poland. The establishment of a non-governmental educational institution requires that the entry in the register kept by voivodeship's self-government should be made, taking into account the location of development centre registration. The entry in the register of non-governmental educational centers for teachers is carried out at the request of a natural or legal entity. The application must contain a draft statute and documentation confirming the availability of conditions for realizing statutory objectives, in particular, data containing information on qualifications and professional experience of persons working in these centres, relevant conditions and facilities.

Voivodship self-government may refuse the entry in the register if the status of a non-governmental center for teacher development is incompatible with the law and despite the requirement to eliminate non-conformities, they have not been changed or conditions for realizing statutory objectives have not been ensured.

C. Kupisiewicz (1999) believes that teacher training in the context of their qualification advancement should coincide with reforming the forms and content of their training. The author notes that the essence and methods for teacher training are influenced



by such factors as willingness to learn; the amount of information; professional mobility; scientific progress; mass media (Kupisiewicz, 1999). In this regard, it is important that teachers can participate in different training courses, related to the subject they teach and general pedagogy. A wide range of trainings for teachers is offered through the EU projects funded by the European Social Fund.

Various kinds of e-learning as an additional form of education and the acquisition of additional qualifications by teachers through the Internet are becoming more and more popular. Among them there are so-called inflexible and flexible forms of training. The first group is related to those skills related to professional activities. The second one involves personal skills, which are necessary for personal development. Owing to e-learning, teachers can improve their knowledge of foreign languages and computer skills. E-learning, without a doubt, has many advantages, among which one should distinguish, first of all, economic ones (saving expenses on e-learning compared to traditional forms, which require travel and accommodation expenses in the case of trainings organized outside of the workplace). In addition, important advantages also include flexibility of the learning process, namely, the teacher can find a proper time to study (for example, during working hours or spare time) by adjusting learning to their plans, an individual rhythm of the day or week; mobility – the opportunity to participate in the didactic process, regardless of place, which is especially important for travelers (delegations); the possibility of expanding knowledge and skills not only at home, but also in other places that are convenient for the teacher; no temporal and spatial barriers: the teacher can participate in trainings organized abroad; this is especially important for the organizations with affiliates in other cities or countries. The great advantage of online courses is the possibility to study at home, therefore, the pace and time the teacher devotes to learning adapts to their own abilities and needs. Through e-learning tools like computer programmes, websites, e-learning platforms, forums, chats and video conferencing, the teacher can improve their knowledge without leaving home.

It is indisputable that progress and effectiveness of teacher development in Poland (in other countries as well) depend, first of all, on proper funding. It must be noted that in Poland, additional funding of vocational training and teacher advanced training is regulated at the state level. Thus, Article 70-a in the Act as of 26 January, 1982 contains the Teacher's Card, which defines the mechanism of financial provision, which is aimed at eliminating one of the most serious obstacles to education continuation – financial resources. Additional funding is allocated:

1) in budgets of the bodies, which supervise these institutions – 1 % of the planned different sources, spent on teacher salaries. This funding is intended for methodological consultations, reduction of hours, additional working conditions, functional supplements and methodologists' business trips, organization of methodical trainings, design of educational and informational materials, tuition fees taken by higher education institutions, institutions for teacher development and travel expenses related to training;

2) in budgets of voivodships (an average of 5000 salaries per teacher trainee). This funding is intended for voivodship programmes for teacher training and professional development, realizing the objectives in the field of teacher training and advanced training at the request of high education and other institutions, participation in international projects and programmes for teacher professional development;

3) in the budget of the Ministry of Education.

Due to Poland's membership in the European Union, new opportunities for teacher professional development have emerged. Within the framework of various international



programmes, they can enrol in free of charge language, methodological and special courses in order to improve their language skills, familiarize themselves with innovative approaches to teaching methodology. This is a great opportunity to expand one's horizons, gain new professional experience, and establish international cooperation between schools within the framework of various projects funded by the European Union (*Mizhnarodni prohramy*, 2018).

CONCLUSIONS

So, we can conclude that the process of organizing teacher development in the system of postgraduate education in Poland is a priority, first of all, at the national level. In Poland, there is an appropriate legal framework, which maintains, finances and monitors governmental and non-governmental institutions of this kind. Poland's membership in the EU reveals new opportunities for acquiring modern knowledge and developing core skills and abilities in a modern teacher. The European vision of education and new quality criteria motivate teachers to develop both national and pan-European identity in their students. In this regard, Polish experience in enhancing teacher development may be rather beneficial. Therefore, we believe it necessary to further identify and analyze international exchange programmes for teachers and students in Poland.

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THE IMPACT OF DIGITAL TECHNOLOGY ON DIGITAL NATIVES' LEARNING: AMERICAN OUTLOOK

ABSTRACT

Constant development of information and digital technologies changes the learning process and the specifics of social relations between the student and the teacher. The use of new means of communication makes an important contribution to the development of skills in using technology, intensive self-study and social interaction. A new generation of students uses digital technology daily. The article shows the impact of digital technology on a new generation of students, digital natives, and their learning. It has been defined that a lot of scientists have been studying the impact of information technology on digital generation, advantages and disadvantages of digital technologies. It has been stated that some scientists (M. Spitzer, J. Bauer) point out that there isn't any indication that digital media accelerate or deepen the brain development process and don't have any positive effect on its development. Today's students cannot do without IT technologies – computers, mobile phones, the Internet, applications: video and music, text messaging. Nevertheless, Nicolas Carr notices that texting and instant messaging may weaken human creativity. It is also mentioned that multitasking leads to more superficial learning and less efficient processing of information. Generation of digital natives creates their own social network in their virtual world (a new culture of communication, a new language, new abbreviations which are used for writing messages). As for forms and methods of learning, it is extremely difficult for them to attend lessons and they prefer to be active and to work autonomously. They use the Internet as the main alternative to the traditional literary sources. Learning should be interactive, creative and autonomous for them. The organization of the educational process for digital natives is not an easy task, because they require varied and very stimulating learning environment. Thus, it has been proved that new digital technologies and the Internet can bring not only damage and danger, but also give huge benefits. These benefits should be taken into consideration and appropriate educational programs should be developed and introduced into digital natives' learning.

Keywords: *generation, digital natives, digital immigrants, impact, Internet, educational technology, learning, teaching.*

INTRODUCTION

A large-scale development of digital technology completely changes the learning process, changes the specificity of the social relation and information exchange in the youth's life that has access to them and knows how to use them. The use of new means of communication makes an important contribution to the development of skills in the use of technology and social interaction. In addition, electronic means of communication provide an opportunity for intensive self-study and their topics are determined by the interests of a particular user. The benefits of digital technology are not constrained by any limits and not limited to optimization of the learning process but encompass the development of man's



creativity, entrepreneurial skills and active life position. Teenagers and young learners use such technologies as audio, video recordings and different games for self-expression. The advantages of far-reaching digital technologies extend beyond learning in order to promote creativity, entrepreneurship and activism of students (Palfrey, Gasser, & Maclay, 2011).

THE AIM OF THE STUDY

The challenge which lies before us is the development and implementation of educational interactive opportunities for young people. They allow them not to lose opportunities in learning that appear in their life due to digital technologies and also to overcome arising difficulties in it. Therefore, it is necessary for students to become critical consumers of information, be informationally literate, not only to use information and information technology effectively and adapt themselves to the constantly changing conditions, but also be able to think critically about the information industry and the information society in general. The aim of the study is to show the impact of digital technologies on a new generation of students.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Modern educational technologies are caused by three main technical factors – computer technology, information networks and multimedia. They contribute to human development. Computer technology helps to individualize learning, provide feedback of the students, release students from routine work. But we should understand how this computer technology affects the current generation of students in general.

It is important to note that a lot of psychologists and teaching methodologists all around the world pay close attention to the problem of digital technologies and its influence on a new generation of students: S. Bennett (2010), M. Best (2013), B. Dalgarno (2010), R. Eynon (2010), E. J. Helsper (2010), Kian-Sam Hong (2014), T. Judd (2010), G. Kennedy (2010), K. Maton (2010), M. Musgrove (2008), M. Prensky (2001), J. Waycott (2010) et al.

The term “generation” was also defined according to different ideologies and technological evolution over time. Different kinds of generations have been identified and investigated: Traditionalists (Silent, Veterans, Matures), Baby Boomers, Generation X (Gen X, Xers), Generation Y (Gen Y, Millennial, Echo Boomers), Gen Z (iGen), Gen Alpha (The Generations, 2018).

The topic of our research is Generation Z (Gen Z), so called “Digital Natives” (as the current students belong to this category), and the impact of digital technologies on it.

RESULTS

An American writer and popularizer of technology training and education, M. Prensky (2001) determines “digital native” term in his article “Digital Natives, Digital Immigrants”. He uses this term to a group of students of a young generation (“native speakers”) who easily use digital technologies such as computers, videos and video games, different websites and applications, digital media. The meaning of the concept “digital native” is close to the concept of Generation Z (a significant aspect of this generation is its widespread usage of the Internet from a young age). A “digital man” is considered as the native of the “digital age”. People who were born before the start of the “digital age” M. Prensky called “digital immigrants” (Digital native, 2018).

A lot of scientists have been studying the impact of information technology on digital generation. Gary Small and Gigi Vorgan in their book “iBrain: Surviving the Technological Alteration of the Modern Mind” (Small, & Vorgan, 2008) reveal the remarkable brain evolution by the present technology. They separate the digital natives –



those born in the age of computers – from the digital immigrants, who uncover computer technology at the age of adults.

In the opinion of the neurobiologist M. Spitzer, the use of digital media by young people can negatively affect the process of their education, creating difficulties in the development of sensory-motor sensations, which leads to serious changes and restrictions in social contacts (Chorab, 2016). Deep mental work, which is a prerequisite for the learning process, has been replaced by the digital surfing and viewing and lost profound mental processes. Neurobiologists Manfred Spitzer and Joachim Bauer (Chorab, 2016) point out in their researches that they have not received any indication that digital media accelerate or deepen the brain development process and don't have any positive effect on its development.

Generation of digital natives, today's students and pupils, has never known a world without IT technologies: computers, mobile phones, the Internet, applications (video and music, text messaging). The Internet mobility has always been available for them. Networked media and communication make up the basement of their lives. In order to find some information or consult a dictionary many natives never borrow books from the library, or look something up in a traditional encyclopedia; they use Google, Yahoo and other online search engine. They are used to the immediacy of hypertext, downloaded music, mobile phones, a library on their laptops and computers, and being connected anytime and anywhere. They've been networked most or all of their lives. It is natural for them to be always connected and at the same time they have always constant conversations in their social networks by means of a text and instant messaging. American scientist Nicolas Carr notices that texting and instant messaging may weaken human creativity (Carr, 2010).

The phenomenon of multitasking of multimedia has appeared with the advent of digital media. Cognitive skills required to perform several tasks simultaneously are weaker in the case of frequent task changes. Multitasking leads to more superficial learning and less efficient processing of information. Nicolas Carr (Carr, 2010) warns that multitasking is not an efficient way to do things. We can note that in contrast to multitasking which is not difficult for them, generation of digital natives complains that books make them feel isolated while they want to stay in touch with their friends online (Shtepura, 2016). Young people create their own social network in their virtual world, they are creators of a new culture of communication, form a new language, with new abbreviations which are used for writing SMS-messages in particular (the principle of maximum efficiency), create new rules of conduct.

On the one hand, technological progress has brought a lot of new ways of learning in the classroom and at home. There are various online courses for everyone: pupils, students, adults. Search engines such as Yahoo and Google provide enormous resources for research on any topic. Computer programs such as Kurzweil, Leapfrog, Fast Forward and Draft: Builders are designed to help young learners to learn to read and write earlier and to develop their hand-eye coordination at a young age. Scientists consider that it is very boring and extremely difficult for digital natives' students to have traditional lectures (making notes, getting information). The traditional approach to teaching reduces education to a transfer of information.

On the other hand, before the Industrial Revolution, when books were not yet mass merchandise, the method of a lecture was the only way to transmit information from generation to generation. The traditional method of lecture ignores the fact that many people study in different ways. Sometimes we observe the method of lecture as a process where notes of the lecture are transmitted to students' notebooks without passing through their brains. As the matter of fact, we can observe such learning process in the classroom.



Most technologies in education are no more than a new effective implementation of the old approaches, and therefore the technology is not a magic bullet (Traditional lectures don't work, 2009). Digital natives use the Internet as the main alternative to the traditional literary sources. In this context, they are faced with the problems of the origin, the accuracy and reliability of the found material, which are mainly superfluous in the framework of the usual forms of academic publishing. The quality of information contained in books, journals and other types of printed products was provided earlier due to various factors and reputable publishers, recognized and academically distinguished authors, lecturers. However, as for the Internet resources, we can say that the mechanisms of such quality maintenance do not work. The user is forced to assess them critically.

What concerns digital students, it is extremely difficult for them to attend lessons, when they are unable to be active and work autonomously. It is obvious that when they work in the Internet, they are accustomed to the smooth transition from the role of recipient to the role of creator. Learning is best when it is interactive. Students need to interact with the material outside the classroom, reading textbooks, re-reading notes, re-organizing lecture notes and incorporating them with the book notes, doing problem sets and additional practice problems. Furthermore, interactive technologies allow individuals to be self-reliant, as well as collaborative, as they are active participants in the learning process which depends on their further actions to continue and involve other participants in it.

Moreover, many young people have their blogs where they can express their own thoughts, read different articles and comment on them. Generation of digital natives knows how to use the space of freedom which is opened before them due to the Internet. Students, who have been educated in the world of new technologies, perform some tasks better and more efficiently than previous generations. For example, they can seek faster for the necessary information from the Internet. This high efficiency is possible because the brain of digital natives has a high ability to concentrate, needed to analyze and search information. The speed of information processing is the case of quick work of their brains. We should keep in mind that the brain of digital natives encodes information differently than the brains of digital immigrants. There is a possibility of parallel information processing, which allows them to perform multiple actions simultaneously. Digital natives are guided by the principle of maximum efficiency and pragmatism in their actions. They enjoy working with materials that contain many graphic elements such as drawings, photographs, diagrams, graphs, etc. and have their persistent tendency to multitask (Abram, & Luther, 2004). Young people prefer tasks which require creativity and independence, as well as various forms of activity and provide a transition from the orderly and linear processing of information, with interest working on tasks that require independent search of information. The organization of the educational process for digital natives is not an easy task, because they require varied and very stimulating learning environment.

Undoubtedly, new technologies motivate and engage young people in learning process. However, its gain as an advantage for learning is tangible only if the activity is effectively aimed at what and how to learn (Higgins, Xiao, & Katsipataki, 2012).

What is more, teaching and learning in an ODL (open distant learning) environment gives open access to different learners with no limitation on age, social and marital status. Maybe it is a good way to involve them in the process of education because it also gives a good opportunity for Gen Z to find themselves in their native environment. If teachers and parents accept that today's students are different, they can start to make



positive changes to continue educating digital natives in the way appropriate to their nature. If teachers are willing to change, they will find how to connect with their students more easily. Nowadays, there are many ways of using digital tools and technologies of distant learning, which can help students improve their skills in different branches. It is the educator's job to steer their students in the right direction and help them get the most from these relatively new kinds of tools.

CONCLUSIONS

In high schools we should use the potential that comes from the collaboration of students and teachers in training process. Digital technology and the Internet are best used not only for finding information, but also for working on team projects. Digital tools are the best way to help students in that work. The need of the day is the creation of a new methodology of teaching, which takes into consideration all the changes in the world and in the minds of students and allows using creative potential of new technologies to the full, without abandoning other forms of acquiring knowledge.

Thus, the origins of the Internet and many other electronic and digital resources bring up a number of new issues to higher education. These technologies offer new wide opportunities to improve learning and teaching for the current generation of students, generation of digital natives. New digital technologies and the Internet can bring not only damage and danger, but also give huge benefits, but only when users are able to take up the role of active creators, not passive recipients. Superficial and excessive unreasonable use of digital technology resources lead to incoherent knowledge structure. Brain research shows that the brain is changing with the use of digital technologies; the daily use of digital media cannot be left without any impact. We should remember about the results of this impact on current students and help them not to lose motivation to study. Furthermore, digital media could be useful for society if appropriate educational programs were developed and introduced into up-to-date educational establishments.

Thus, taking the above mentioned into account, we consider it to be necessary to carry out further research concerning development and implementation of appropriate educational programs aimed at digital media introduction in schools.

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THE SCHOOL EDUCATION SYSTEM REFORMS IN MODERN POLAND

ABSTRACT

The article studies the reforms that took place in the education system of the Republic of Poland in 1999 and proceeded in 2009. The structural changes were characterized; the types of educational institutions were given; the changes in programs, forms and methods of a teacher with a student work were analyzed; evolutionary processes in the evaluation system were traced. Special attention was paid to structural changes in school education. The problems of the education system reform in Poland were highlighted (the convergence of learning with the realities of modern life, the upbringing of a modern individual, deprived stereotypes of the past, the democratization of the education system in the light of European experience, preparation for an accession to the EU, the self-regulation possibility of a new education system). The new accents of the school education contents were analyzed (safe and healthy for the pupil's health, focusing on the construction of their own values systems, their development and improvement, the obligation to enhance children's independence through the provision of a high level of internal self-government, the elimination of a single educational programme in the senior classes and the opportunity for students to choose their own future profession). It has been concluded that reforms implemented at the turn of the 20th and 21st centuries in the Republic of Poland reflected obvious advantages in systemic educational processes. One of the major trends in systemic reform was the introduction of the three-level structure of the school system "6 + 3 + 3" (six year primary school, three-year gymnasium and a three-year profile lyceum). The result of reforms was the adaptation of education levels and upbringing to periods of children and young people development, ensuring their better understanding of themselves, other people and the world; educational chances equalization; improving the quality of education. The prospective areas of research in this area include the study of reforms in preschool education as a starting point for a holistic education system in Poland, the disclosure of organizational and content aspects of child's preparation for schooling.

Keywords: *the education system in Poland, stages of school education, pre-school education, elementary school, gymnasium, post-gymnasium school, "block system", competence test, exam on maturity certificate, "New Matura" program.*

INTRODUCTION

Reforming education in Ukraine is an important part of updating educational systems that has taken place in recent years in European countries and related to the knowledge importance as a guarantee of public welfare and progress. These changes concern the creation of educational standards, the modernization of curricula, the content of teaching and training materials, textbooks, forms and methods of training. The purposeful acquisition of knowledge, skills and abilities by the youth, their transformation in competence contributes to personal cultural development, the evolution of technologies, and optimizes the ability to respond quickly to time requests.



As a result of expanding the scope of international cooperation, in the theoretical and practical aspects, the creation of the development problem and dissemination of advanced pedagogical experience in all branches of education has been actualized. The state national program “Education” (Ukraine in the 21st century) among the priority areas of education highlights the substantiation of theoretical and methodological principles of the national education system, taking into account national and foreign experience. The National Doctrine of the Education Development of Ukraine in the 21st century states that education is subordinated to the formation of a system of national interests as the main priorities of a person’s world-view culture, and also contributes to the mastery of the world culture wealth. An appeal to the experience of other countries with established traditions in the field of integration of the society through all educational forces allows identifying positive moments in the organization of the national education process, outline ways to improve it.

Ukraine’s aspiration to become a full member of the European community in all spheres of social and political life prompts specialists to study foreign, specifically, Polish educational experience. The Polish education reform was the result of the Polish society productive work from the middle of the 20th century. The main achievement of the reform lies in the fact that it enables Polish education to take a worthy place in Europe, to get rid of “ideologymania”, to respond to the new challenges of the modern world, to educate people not as an instrument in the hands of the state, but as a free individual.

Similar problems are topical in Ukraine today, where there is an urgent necessity to educate a person of the 21st century as a harmoniously developed independent person, self-assured and professionally trained.

The experience of the Polish education reform is a clear example of systemic changes due to the community needs to have high quality modern education. In the context of the countries’ geographical and cultural proximity, such an experience is very valuable to Ukrainians.

THE AIM OF THE STUDY

The purpose of the paper is to identify the main areas of the school education reform in the Republic of Poland.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The Polish education system was studied by Ukrainian and foreign scholars. Various aspects of the school work are devoted to a number of studies in Polish pedagogy (Ya. Gnitezki, Y. Hanish, D. Klyus-Stanska, M. Tsatskovska, M. Shchepska-Pustkovska et al.). Some aspects of the school education development in Poland in the 20th century were studied by Ukrainian and Russian scholars (M. Dobrynin, A. Maisner, M. Popyuk, A. Savina). The Polish education reforms in the late 20th century – the early 21st century were investigated in the works of M. Chepil, P. Gusak, I. Kovchyna, M. Popyuk, A. Vasylyuket et al.

In the study such methods of pedagogical research are used: theoretical analysis of scientific and pedagogical literature and documentary sources, generalisation, systematization.

RESULTS

One of the reasons for reforming the education system was the prospect of Poland integration with the European Union. In this regard, an attempt was made to adapt the Polish system of education to European norms.

The latest reform of education in Poland can be conditionally divided into two stages. The first one (1989–1999) was the development of a new national educational program, the decentralization of the education system (the transfer of education institutions under the authority of the Gmin), the new types of schools formation, and changes in the



examination system. The second stage (since 1999): content, mainly related to changes in the content of education, which meant the continuation of part-time schooling for children under 16 (for a year) and the formation of a new school structure: six years in elementary school, three in the gymnasium and three in the profile lyceum. Previously it was the primary school lasted for 8 years, and the comprehensive was 4 years (O rozwoju systemu oswiaty i wychowania, 1961).

The main documents defining the directions of reforming education in Poland were: "The main directions in improving the educational system in Poland" (1994) and "The Program Basis of Mandatory General Subjects" (1997). According to them, the priority for the Polish system of education is the upbringing of a person who easily uses modern achievements, understands the world and is well-orientated in life difficulties, takes on different points of people's view. This is a person who has mastered the knowledge that helps him/her in the art of living with other people, highly humane, cultural, which is part of the world and takes its place in it, develops its own abilities and interests, is physically and spiritually improved.

The reform, started in 1999, has been planned for several years. Changes took place both in the structure of the Polish system of education, in training programs, and in bringing educational institutions to European standards. The result of the changes should be the increase in the number of young people with secondary and higher education. It was meant that graduates of Polish schools would receive a wide-ranging training, in which particular attention would be paid to computer science, foreign language, preparation for self-education, independence in the employment, and the ability to behave in the labour market.

The following goals were set before the reform (Ministerstwo Edukacji Narodowej i Sportu, 1998):

- raising the level of society education through the spread of secondary and higher education: the secondary education, certified by the final exam (Matura), in the coming years should receive about 80 % of young Poles, the remaining 20 % of young people must complete basic vocational schools;
- measuring the chances to education;
- improving the quality of education, understood as "the integral process of education and upbringing".

The realization of these goals should serve:

- continuing the joint education up to 16 years of age and displacement per year of acceptance by the student's decision on the choice of further education path;
- restructuring the school system, in which separate stages of training will cover groups of children or young people at the same stage of mental and physical development, which will help to adapt the school to the specific needs of this age group;
- reorganizing the vocational education, its reliance on broad-profile, integrated with the general education, training in profile lyceum, technical school, as well as in two-year basic technical schools, which qualify in the specialties of a broad profile. In the future, this should allow relatively rapid award of specialist qualifications and facilitate the retraining process in accordance with the labor market needs;
- establishing two-year additional lyceum for graduates of basic technical schools, which creates the possibility of further training of those students who after vocational training have chosen professional training;
- introducing the system of control and examinations to ensure the possibility of school system increasing capacity the equivalence of school certificates, as well as the provision



of tests for diagnostic features and functions of vocational guidance. Examinations should summarize each study cycle and, thus, influence the quality of learning.

The education system reform has changed practically in all areas of its functioning, starting from the financing public education fundamentals, through the new types of schools creation and a new trainings organization, up to the principles of teachers' recruitment and remuneration.

The reform was carried out parallel to different directions (Ministerstwo Edukacji Narodowej i Sportu, 2001):

1. Structural reform is the school system change.
2. Reform of programs related to changing the forms and methods of a teacher – student work.
3. Reform of the evaluation system.
4. Reform in the field of management and supervision of the education system resulting from administrative reform.
5. Reform of the teachers' promotion and salary system, as well as changing the role of the teacher in the learning process.
6. Reform in the field of education financing.

Education reform has changed the school system. The reforming process of the school system has been divided into several stages. Since September 1, 1999, according to the law of January 8, 1999, which contains the rules for the introduction of the education system reform (Ministerstwo Edukacji Narodowej i Sportu, 1999) the introduction of a reformed system of compulsory education has begun, which includes the following schools: i.e. a 6-year elementary school; a 3-year gymnasium.

On September 1, 2002, in accordance with the law of November 21, 2001 on the amendment of the Law "Teacher's Map" (O zmianie ustawy – Karta Nauczyciela, 2001), the law on the system of education, and the law "Rules that establish the reform of the school system", the following types of so-called "post-gymnasia" schools were introduced: 2–3 year basic vocational schools, 3-year secondary schools, 3-year profile lyceums, 4-year technical schools (Ministerstwo Edukacji Narodowej i Sportu, 2002).

As a result of the educational system reform, there have been significant changes.

1. In the teacher's position: the teacher was only the agent, who implemented a detailed program, in the existing school, which was mandatory for execution and was not evaluated by the teacher.

2. In the relationship between the teacher and the pupil: the didactic process subject was a teacher, and the subject of his/her actions was a student. In this sense, the school was a place where the child was considered "tabula rasa" and was subjected to didactic "processing" by teachers.

The school wanted to get the graduate, as close as possible to the model, without paying attention to the individuality of the young person. The principle of the previous education system was the process of mastering general knowledge of the world and culture by students.

However, civilization progress has caused enormous knowledge expansion, and the regular attempts to update the curricula led to the fact that they became the main achievements of science and culture. This has led to a situation in which the students were not able to absorb more and more portions of encyclopedic knowledge, and the learning process became shorter.



Program changes in line with the new education system were aimed at abandoning the outdated didactics, in particular:

- reduction of the acquisition of knowledge methods role by students in favour of methods that activate the student in the process of education and upbringing;
- restriction of collective forms in favor of differentiated individual training forms;
- usage of interesting didactic tools that provide the opportunity to directly cognize and overcome verbalism in learning.

The organization of occupations is markedly different from the occupations organization, which is still applicable in new types of schools. The basis of the reform is the departure from the overloaded curriculum, where individual subjects correspond to academic disciplines, in favour of such classes, through which it can nurture the child's individuality, emphasize the development of his/her personality, abilities and capabilities.

The most difficult and important element of the reform was the creation of new types of schools. Structural reform involves a clearer division into learning stages. The new school system encompasses phased studies in the kindergarten for doctoral studies. The six-year elementary school unites students of the I and II levels of education and prepares them for a general three-year gymnasium (stage III). Education at the middle level (stage IV) should continue to be a conscious, well-prepared and properly directed gymnasium graduate. Thus, the continuity of the education system is ensured (each stage of education graduate can continue to study at higher levels).

However, the reform has sidestepped the problem of pre-school education. No attempt was made to formalize the children formal education at six. Teaching in kindergartens is not compulsory. An optional kindergarten is intended for children aged 3–6, but almost all children at the age of 6 attend kindergarten or special departments organized in elementary schools. Participation in so-called “zero-class”, that is a special preparatory class for children aged 6 is also optional.

Another reform of the educational system introduces changes to the beginning of school age (O zmianie ustawy, 2009). From September 1, 2011, children under the age of 5 are obliged to complete pre-school education (during 2009–2011 parents and the school principal decided on the question of early school adoption of the child). Reducing school age means that 6-year-old children will be required to go to school on September 1, 2012 and will begin their primary school education.

Compulsory seven-year education begins in the first grade of the new six-year elementary school. Primary school is intended for children aged 7–13. It focuses on the child's transmission of basic skills and on the education in close cooperation with the parents. In view of their tasks, the primary school should be as close as possible to the child's place of residence.

At the first stage of learning, a step has been taken to reject the traditional division into lessons, breaks and subjects, leaving the organization issues to the teacher. During the first three years of elementary school, pupils attend “general classes”, 15 hours per week in the first class, and 16 and 17 hours in the second and third grades. The purpose of these lessons, except mastering the basic skills of reading, writing and accounting, is the development of the ability to use various simple tools, the social behavior development and the morality foundations.

The form of lessons organization depends on the teacher. There is no division into lessons i.e. the teacher independently decides on the length of individual fragments of classes and breaks, adapting their duration to the activity and capabilities of children. Also,



the teacher determines how to combine mental and physical activity during a lesson (previously known as “physical trainings between classes”) in the amount of three hours each week.

When implementing the training program, the teacher adapts the duration of the classes, the content of the programs, as well as the way of conducting classes to the opportunities and interests of students. Substantial change not only for students and teachers but also for parents is the elimination of the points (numbers) assessment system and its replacement by a descriptive assessment that is presented to the student in the middle and at the end of the school year. The teacher of the first grade does not put any assessments, but monitors the advancement and development of the child. There is no didactic failure or the phenomenon of secondary education in accordance with the installation that each child develops to the best of his/her ability and at the appropriate pace. There are not used such words as the student is very good, bad, satisfactory, and so on. At this stage of training it is not critical remarks, but instructions on work; the appropriate motivation and a friendly attitude of the teacher is a guarantee of success.

At the second stage of studying in elementary school a refusal to divide into traditional subjects was implemented, the so-called “block method of learning” was introduced. Students get acquainted with individual subjects during classes that have the character of subject blocks that cover two to four traditional academic disciplines.

Subjects are grouped into four subject blocks: culture and Polish language, mathematics, nature, history and society – six hours weekly, as well as art and technology – two hours.

In the system of “block study” introduced the so-called educational programs (patriotic and civic education, information culture). In senior classes of elementary school pupils improve their skills acquired at the previous stage of education, as well as develop their cognitive interests. The new goal is to achieve autonomy, clarity and effectiveness in solving problems, as well as the assimilation of socially positive behavior and the ability to consciously make decisions.

At the age of thirteen, students complete their elementary school and pass the first serious exam in their lives i.e. a competence test (Ministerstwo Edukacji Narodowej i Sportu, 2003; 2007). This exam is not selective in nature, but its main objective is to provide information to all participants in the learning process (student, his/her parents and teachers) about the knowledge level and skills acquired by the graduate. The results do not determine who passed and who failed, they are presented in terms of the points that the student have got. Regardless of the exam outcome, all students continue their studies in the gymnasium.

All graduates of elementary school continue their studies at the three year high school that is compulsory secondary school of the first degree. Gymnasium is a compulsory, non-professional general secondary school for younger children 13–16 of age. Traditional subjects are taught in the gymnasium such as the Polish language, mathematics, history, physics with astronomy and chemistry. Innovation is the introduction of computer science classes (two hours weekly). The lessons of music, fine arts, techniques, and computer science are organized in groups with different levels of knowledge. Classes from individual subjects contain educational content. The material volume on topics related to ecology, philosophy and civil defense has been expanded. At this training level, these subjects are called “cross-curriculum communications”.

The reform has improved even better, and since September 1, 2009, the next reform has begun and it relates to the new Program Framework for General Education (Ministerstwo Edukacji Narodowej i Sportu, 2008). As a result there are eliminated isolated



“educational communications” and they are attached to descriptions of basic subjects, for example: joining “educational communication” cultural heritage of the region to the basic subject of history, and the promotion of a healthy way of life to the basic subject biology.

Studying in a gymnasium ends with another exam that is professional orientation test and its result determines the direction of graduate further education. The purpose of the exam is to determine the level of knowledge and skills of students, as well as their abilities. In this case, the results of the exam are also presented in the form of the points without determining whether the exam has been passed or not. At this stage, a 16-year-old young person, according to a conclusion that is drawn on the basis of a compiled exam on his/her abilities, makes the first choice of the further education direction.

After finishing the gymnasium, students can continue their studies in: 3-year secondary schools, 3-year profile lyceums (since 2012 the profile lyceums have been eliminated), 4-year vocational schools, 2–3-year basic vocational schools.

Graduates of vocational basic schools may pass an examination on maturity certificate on condition they have completed a 2-year supplementary general secondary school or a three-year secondary vocational school.

The 3-year lyceum, ending with an examination on maturity certificate, four-year technical school, also ends with an exam on a maturity certificate, or the two-year professional broad-profile school is the last stage of school education.

The students attend three classes in the three-year profile lyceum: 1) classes that correspond to the profile of the lyceum are high-level classes that are mandatory for those who choose this profile; 2) integrated classes (culture and art, people and the environment, people and the modern world), supplementing the programs of individual profiles; 3) all attend comprehensive education classes such as Polish language, mathematics, foreign language, physical training, civil defense and religion or ethics (generally education lessons are given weekly for about 16–18 hours).

A comprehensive lyceum organizes studying subjects in accordance with academic classification. A student has the opportunity to choose a class with a basic or advanced level of the subject study. There are a certain number of study hours of subjects at an advanced level, which compulsory graduation examinations are required in all lyceums.

Another part of the curriculum is the different subjects in the academic classification. Visiting all these subjects at the time of the end of the so-called “post-gymnasium” school, graduate selects the subjects on the final exam. In comparison with the gymnasium, the number of interdisciplinary connections has been increased. Additional content of education concerns issues related to media, reading and information education, as well as general technical education.

In the technical school, as before, students, with general educational subjects, study special subjects for the future profession.

A 2-year special basic vocational school prepares for a profession in such a way that its graduate is able to retrain and adapt to the changing demands of the labor market through special term-level training. In the event of a desire to complete secondary education for graduates of this type of school, an opportunity should be created for completing a two-year supplementary lyceum, which ends with an examination on maturity certificate.

After graduating from the lyceum, you should pass another state examination i.e. an examination of maturity certificate. The state matriculation exam in accordance with the New Matura Program (New Maturity Examination) was conducted for the first time throughout Poland in April-May 2005. The internal exam (oral) is held at the school and



covers: Polish language and modern foreign language. An external examination at the basic or advanced level is prepared and accepted by the Central and Regional Examination Committees: from the Polish language, foreign language, as well as the chosen subject.

The new system of assessment – through the system of state examinations – creates an opportunity for a fair assessment of the student's knowledge and skills. Attention to abilities is an essential element of assessment during the examinations.

The lyceum, technical school or basic vocational school graduation completes the period of compulsory education the so-called "school duty".

Completing the exam and getting a maturity certificate gives you the opportunity to continue education at higher education institutions or at three-year colleges (for example, language colleges) or in biennial post-lyceum schools where the training ends with a professional exam. An examination of maturity certificate in accordance with the provisions of the reform must simultaneously be an entrance examination for admission to the university. Higher education institutions do not have the right to organize entrance examinations, which are the repetition of the exam on the maturity certificate. They have the right to arrange the testing of special abilities or skills, for example: artistic giftedness, physical training, etc.

CONCLUSIONS

Reforms implemented at the turn of the 20th and 21st centuries in the Republic of Poland reflected obvious advantages in systemic educational processes. One of the major trends in systemic reform was the introduction of the three-level structure of the school system "6 + 3 + 3" (six year primary school, three-year gymnasium and a three-year profile lyceum).

The result of reforms was the adaptation of education levels and upbringing to periods of children and young people development, ensuring their better understanding of themselves, other people and the world; educational chances equalization; improving the quality of education.

The prospective areas of research in this area include the study of reforms in preschool education as a starting point for a holistic education system in Poland, the disclosure of organizational and content aspects of child's preparation for schooling.

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TRENDS IN PROFESSIONAL TRAINING OF IT MANAGERS IN THE GLOBAL EDUCATIONAL SPACE

ABSTRACT

Modern trends in professional training of IT managers in the global educational space have been characterized. Practical and theoretical aspects of global trends in modern education development – convergence (internationalization) and divergence – have been analyzed (including updating the content of education, quantitative and qualitative changes in the student population, competition among educational institutions, partnership with businesses), and economic and demographic factors behind them are outlined. Trends in general professional training of managers (diversification of educational institutions, differentiation of educational business programs, close ties between the system of managers' training, R&D and businesses) and IT managers specifically (with regard to the multiple nature of IT management and Ukraine's IT segment specificity) have been detailed. Special emphasis has been given to IT managers' foreign language competence. The range of skills that IT managers need to have in order to meet modern labor market requirements at both national and international levels has been analyzed. It has been concluded that professional training of IT managers is taking on a great significance in the view of modern labor market needs, thus proving further research of IT management specifics and possible ways to expand existing IT management curricula to be a vital task. It has been substantiated that IT managers are not only technical specialists but also managers, they should be ready for self-improvement in this direction too – know and apply innovative approaches to strategic business planning and personnel management, monitor legislative changes, etc. As the sector of IT management sees bright prospects and demand for IT managers keeps growing, professional training of them is taking on a great significance.

Keywords: globalization, internationalization of education, professional education and training, educational space, information technology, management, IT-manager, trends.

INTRODUCTION

The impact of information technology on the global economy has considerably increased over the past decades. The information technology sector started serving as a powerful resource of the international market, contributing much to the process of globalization. It is evident that effective management of IT resources and consequently high-quality education of experts in management of these resources – IT managers – is taking on a greater significance. Since IT management finds itself at the intersection of two fundamental disciplines – management and information technology, professional training of IT managers should cover both directions with regard to their specificity.

THE AIM OF THE STUDY

The aim of this study is to analyze trends in professional training of IT managers in the global educational space.



THEORETICAL FRAMEWORK AND RESEARCH METHODS

In any field, the content of professional training continuously transforms to meet the market requirements. In the first place, it applies to dynamically developing segments, including IT management. Various aspects of foreign professional training practices were studied by a lot of scientists, e.g. S. Hryshenko, T. Levchenko, N. Nychkalo, O. Oleinikova, L. Pukhovska, M. Weintraub. Specific features of managers' professional training were analyzed by L. Bazavlutska, N. Dudnik, O. Elbrecht, O. Lavrentieva, A. Shegda, O. Uzun et al. At the same time, the field of IT managers' professional training still needs further study.

For the purpose of this research, a range of general scientific methods (including study and analysis of reference, scientific, educational print and on-line sources, statistics) as well as comparative, systematization and generalization methods were applied.

RESULTS

Current trends in education development can be considered at several levels. Such macro trends as convergence (internationalization) and divergence of education are observed in a number of countries and are embodied in both theoretical aspects (continuous updating of learning content) and practice (a rise in the number of students in higher educational institutions, extension of compulsory education, diversification of educational institutions, higher teaching standards, life-long learning) (Levchenko, 2007). At the same time, according to the British Council (British Council, 2012), the growth rate of the global tertiary education sector will decrease (from 5–6 per cent a year over the previous decade to 1.4 per cent in the coming years) due to demographic and economic slowdown. This factor is also behind the slower growth in the number of students studying abroad. On the other hand, the international cooperation keeps strengthening in the segments of scientific research and teaching. This indicates that internationalization of tertiary education is moving into a new stage, where the weight of international research and delivery of education will be comparable with that of international student mobility flows, the British Council forecasts. Besides, due to powerful emerging economies (China, India, Brazil), there is a shift from the "western concept" of internationalization. Several more tertiary education trends include the emergence of new models of global higher education partnerships and the decrease in investment in higher education in a number of countries that is making higher education institutions engage commercial research activities.

The notion of integration is a determinant in the modern educational space of the European Union: due to it, a range of common European knowledge, skills and values is being developed by students enabling them to realize their potential in the modern European society (Levchenko, 2007).

The processes of internationalization aimed at the common educational space feature synergy of both formal and informal teaching orbits, larger investments in human resource development due to social partners, innovative teaching and learning techniques, more effective mechanisms applied to estimate professional education quality and results (Pukhovska et al., 2015). In their turn, the processes of divergence aim at preserving specificity of national educational systems and depend on historical, cultural, economic and geographic factors, structure of education systems, etc. (Levchenko, 2007).

Leading educational institutions of the United Kingdom (e.g. the University of Oxford and the British Council) consider internationalization to be one of the most powerful trends in modern tertiary education (British Council, 2012; University of Oxford, 2017). It is determined by such factors as higher teaching standards, fiercer competition between educational institutions, need in the specialists able to work on not only national but also



global markets, development of international scientific cooperation (British Council, 2012). The Bologna Process is one of the most meaningful results of education internationalization.

There are several more general development trends typical of the European educational space: learner-centered approaches, educational autonomy and a wide use of international technology (Levchenko, 2007).

Several trends of general professional education are most typical of managers' professional education. They are: diversification of educational institutions (emergence of various structures and institutions (both commercial and non-commercial) outside of and within the education system, fiercer competition between them), differentiation of curricula (including widening the range of distance learning courses), intensification of contacts between the system of managers' training, the segment of R&D and businesses (Uzun, 2001).

It is important to note that being a sub-direction of professional education of managers, professional education of IT managers is still in its infancy and is being influenced by both the trends common for this direction and specific ones.

IT managers are supposed to have a unique set of skills and knowledge about the business segment (economics, project management, budgeting, logistics, negotiating, human resource management), information technology (cyber security, programming, cloud technologies, web design), law (labor and IT regulations), etc. That is why a drift to closer partnership between the professional education segment and the labor market is of vital importance to this job. One of the numerous changes that the world has faced over the past two decades due to information technology is that IT departments of organizations are moving from "IT self-sufficiency toward managed dependencies" (Frenzel, & Frenzel, 1992), and this management is a function which IT management graduates should be ready to perform. In this context, the partnership between educational institutions and businesses becomes a tool of not only education financing but also mutually beneficial training, development and implementation of joint policies. This partnership enables educational institutions to offer target and innovative curricula, directly involve employers to develop these curricula thus raising their students' employability (European Commission, 2012).

American multinational company Cisco, which is one of the global high-tech leaders, can serve as a striking example of such partnership in the field of IT. Under its business model, it developed a branched training and certification system for network engineers. Cisco certificates are among the most famous and recognized credentials in the computer industry. Cisco Academy has more than 7.8 million students and 22 thousand instructors in 170 countries. Last year alone Cisco cooperated with 30 thousand educational institutions all over the world.

In its report on vocational education and training in Australia (Cisco, 2011), Cisco specifies a range of global trends, including a changing and broadening student base, fiercer competition between education providers, increased demand for new and higher level skills, the global uptake of online and blended learning, and closer cooperation between educational institutions and employers. Cisco also identifies several negative trends in the field of vocational training: weaker signals of demand from industry and high dropout rates. For instance, one in five students in the US and one in seven students in Canada do not make it into the second year of their college courses. That is why a key requirement for high-quality education is that it should anticipate existing production processes and combine traditional instruction with innovations (Weintraub, 2015), which is of special importance for IT specialists' training.



There is one more modern education trend most pronounced in IT segment – higher velocity of learning driven by rapid development of digital technologies and emergence of new ones. Since it is one of IT managers' direct functions to monitor new ideas and concepts on the market, estimate their effectiveness and implement them in their companies in case of need, IT managers should be ready for continuous self-perfection. Consequently, when training IT managers, educational institutions should pay special attention to enabling their students to develop as personalities ready for life-long learning.

It is important to note that since IT managers are not only technical specialists but also managers, they should be ready for self-improvement in this direction too – know and apply innovative approaches to strategic business planning and personnel management, monitor legislative changes, etc.

There is one more important aspect of professional training of IT managers that should not go unnoticed – language competence development. The ability to speak foreign languages is a factor for competitiveness in the modern world. The first European Survey on Language Competences carried out by the European Commission in 16 member countries in 2011 showed that pupils' foreign language proficiency was not high enough. For instance, in France only 14 per cent of all pupils reached the level of an independent user of one foreign language at the end of lower secondary education, and in the UK this was only 9 per cent while the target defined by Heads of State is “mother tongue plus two” (European Commission, 2012). A 2017 report by the Spanish Service for the Internationalization of Education (SEPIE) reads that the level of mastery of foreign languages in general and English in particular continues to be the Achilles' heel in Spain, preventing many local institutions from taking further steps toward enlarging their offer of innovative courses in English (SEPIE, 2017). In Ukraine, the ability to communicate in English, which is the language of the international business community, is one of employers' key requirements for IT specialists. This fact is due to peculiarities of Ukraine's IT segment: it is the country's third most lucrative export and makes up 3.4% of its GDP. Besides, the lion's part of IT professional literature, engineering documents and manuals is in English. In this way, IT managers should be users of English to work even on the national market, not to speak of international ones.

Apart from languages, there are several more specific factors that determine IT managers' activities in the international market and that educational institutions should take into account when training them. In particular, since more and more companies are entering the global market due to globalization and the part of information technology in this process can hardly be overestimated, IT managers working on the global market will need more specific technical and economic expertise than their colleagues in national markets. Educators, education managers and IT experts will have to join efforts to train these specialists. Evidently, this process will require great resources, internationalization of the content of IT managers' education and effective management (Phukan, 1996).

CONCLUSIONS

In the field of IT management, professional education is influenced by both modern education development trends and specific factors. To meet the labor market needs and raise their graduates' employability, higher educational institutions should expand their IT management curricula with a wide range of business subjects as well as to provide their students with the sound academic IT background, combining traditional and innovative teaching methods, and paying close attention to improvement of self-education skills. Since IT management development is in large part determined by peculiarities of the IT sector dominated by English-language resources, an emphasis should be put on English-language courses.



The highly dynamic domain of information technology has become a driving force of globalization over the past decades. What concerns education, globalization processes started having an impact on not only student mobility flows, the scope of international cooperation and competition between educational institutions but also curricula: when training IT managers, higher educational institutions should bear in mind the fact that IT management is going beyond national markets. As the sector of IT management sees bright prospects and demand for IT managers keeps growing, professional training of them is taking on a great significance. At the same time, since IT management is still in the formative stage, further research of its specifics and the possible ways to expand existing IT management curricula becomes a vital task.

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INTERNATIONAL EDUCATIONAL TRENDS IN CROSS-CULTURAL TRAINING

ABSTRACT

The importance of forming intercultural competences and various aspects of the development of an employee's intellectual activity in today's multicultural society has been stressed. Urgent problems of cross-cultural training of employees, such as the formation of intercultural (cross-cultural) competence of future employees in the process of their professional training, the necessity of compiling a complete list of intercultural competences, determining the levels of requirements for the competences of bachelors and masters, development of cultural intelligence, improvement and the introduction of methods for the development of cultural intelligence have been analyzed. It has been defined that as the most important part of culture, education is intended to ensure the entry of a man into culture through their acquisition of cultural values. The main approaches to the study of cultural diversity in educational systems have been analyzed. The necessity of training specialists with advanced cultural intelligence that will carry out professional activity in the intercultural educational space has been revealed. Four principles, the implementation of which within the framework of corporate culture allows building "the third culture", have been highlighted: unity in diversity; integration; cognitive variety; communicative diversity. Three main competencies that reflect the essence of cross-cultural training have been characterized. They are: awareness of social constructiveness of "cultural differences" and the ability to prevent their influence; skills to identify and evaluate cognitive differences which are hidden behind differences of identities; the ability to find and create a "functional interaction" between cognitive differences of employees, which can contribute to the stability of self-regulating integrative organizational systems.

Keywords: culture, intercultural communication, intercultural competence, intercultural learning, cross-cultural training.

INTRODUCTION

Nowadays, the issue of cross-cultural training of future employees is quite urgent, especially for Ukraine which has a lot of problems related to formation of intercultural (cross-cultural) competence of future employees in the process of their professional training; compiling a complete list of intercultural competences; determination of requirements levels for competences of bachelors and masters; development of cultural intelligence; development and implementation of methods for the development of cultural intelligence.

It is worth mentioning that the issue of cross-cultural training was considered in the speech performed by G. de Groot and K. C. Roettgers, who in their report presented the notion of a global organization, under which they understood a company with active participation in the international arena and that is not limited to its cultural, national or state affiliation. They emphasize that the company's globalization does not in any case destroy



its cultural essence citing G. Hofstede who said: “No man that belongs to some culture can think globally” (Andreeva, 2009). Nevertheless, in reality there arises a necessity to build up a balance between global and local. G. de Grotte and C. Rettgers show that a successful global organization should be culturally competent, and if a sufficient level of cultural competence allows simply counteracting with new challenges of cross-cultural problems, then the high level allows the use of cross-cultural differences as resource for successful cooperation that goes beyond national borders and requires effective integration. For this to happen the following conditions are essential:

1) proper understanding of the differences between national cultures and the consequences of these differences for effective management;

2) appropriate organizational culture that will act either as a stimulating or suppressing factor, affecting many work aspects, such as open communication, support provided by managers to their direct subordinates, and the extent to which employees from other cultures will be included or excluded from the process;

3) the right policy that will encourage employees to work successfully with people, which are considerably different from themselves (Casmir, 1999).

THE AIM OF THE STUDY

The purpose of the article is to analyze current educational issues of cross-cultural training for future employees in the world educational space.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

History of this professional field of research is quite new – the first considerable publications on the issue of intercultural communication date back no more than 50 years ago. Among the authors of those publications and research work are M. Barker, F. Casmir, S. Egege, R. Hibbins, T. Hunt, B. Leask, R. Macdonald, K. Matoba, P Woods and others. In spite of the “young” age, there are generally recognized organizations with international authority in this scientific and practical space. One of them is the Society for Intercultural Education, Training and Research (SIETAR), which is the largest in the world organization of interdisciplinary orientation, designed for professionals and for those who are still learning to work in the field of intercultural communication. Founded in 1974 in the USA as a consequence of association of specialists working in Peace Corps this organization currently consists of regional offices and unites them into a global organization – SIETAR Global. Today there are divisions of the Society in Europe, Austria, Albatra (Canada), British Colombia (Canada), Middle East, Bulgaria, United Kingdom, Germany, Spain, Netherlands, India, Spain, Poland, USA, France, Japan, as well as a special unit – Youth SIETAR. In Armenia, Brazil, Greece, Ireland, Morocco, Pakistan, Portugal, Taiwan, Singapore, and also in Latin America there exist initiative groups of the Society.

For the purpose of this research, a range of general scientific methods (including study and analysis of reference, scientific, educational print and on-line sources, statistics) as well as comparative, systematization and generalization methods were applied.

RESULTS

One example of the implementation of modern trends in a particular field of intercultural communication can serve as a model for building a “third culture” and is being actively implemented in the practice of cross cultural management. The presentation of K. Matoba, director of the center for management of cultural diversity at the University of Witten (Germany), on “Management of cognitive differences for the construction of “third culture”, presented cognitivist version of this model. His main idea may be illustrated by



the following statement: “It is necessary to move beyond such categories as race, gender and others, to individual “invisible” cognitive diversity” (Matoba, 2003).

In general, this model implies that participants in the process of intercultural communication must and can build a third culture through joint negotiations on their cultural differences. This is a process in which all employees of the organization can bring their own cognitive schemes in any situation of inner organizational cooperation through dialogue. The author highlights four principles, the implementation of which within the framework of corporate culture allows you to build “the third culture”:

- 1) unity in diversity;
- 2) integration;
- 3) cognitive variety;
- 4) communicative diversity (Page, 2007).

We consider it necessary to describe each of them in detail.

The first principle of “unity in diversity” is related to how the organization manages the cultural diversity of its employees. K. Matoba suggests using the scheme of correlation of individual and group in the organization. In his opinion, it is possible to distinguish six traditional ways of such a relationship, which lie in the space of the continuum between monotony and fragmentation (Matoba, 2003).

Each of these approaches has its own characteristics. So, fragmentation is based on the values of personal autonomy and individual freedom of every employee, independent achievement of one’s own goals and providing a good state of feeling.

The functional approach is related to the notion that the boundaries of the emerging group within organizations depend on the community, interests, attribution and flexibility. The formation of a group and the choice of its members are random and there is no place to “group loyalty” (Pelled, Pelled, Eisenhardt, & Xin, 1999).

According to the moral-individualistic approach, a group is determined as a carrier of rational (that is, due to a specific necessity) principles, rules and norms which promote communication of independent individuals.

The “coexistence” approach denotes the possibility of various elements (individual and cultural) to coexist within social institutions of the organization. An important moment here is the division between “personal” (intimate) and “public” (external).

The model of subordination or “comfort” is associated with the necessity to unify thoughts, ideas and emotions of the group members. It is worth mentioning that in the process of this great efforts are made to achieve “connectivity” of the group (Barker, Hibbins, & Woods, 2012).

“Edinburgh” is an approach to formation of a stable group with stable and clearly identified boundaries. The personal boundaries of the employees here are “erased”, and therefore most of them feel “unity” with the group.

The principle of “unity in diversity” is fulfilled due to the balance between fragmentation and monotony. It cannot be distinguished in a separate approach, since an organization can use different strategies for managing diversity, depending on specific tasks and specifics of the situation. This principle reflects the basic tendency, the need to avoid unification, on the one hand, and fragmentation on the another, while considering organizational culture of the company in a whole (Leask, 2011). The second principle states that dilemma “fragmentation vs uniformity” is possible to be solved via integration. K. Matoba emphasizes that in this case we are talking not about one side integration, but about process, which can be called more exactly as bilateral integration or mutual



adaptation. In this case, the organization has no goal of monotony, but norms can be transmitted what provides the basis for the equal interaction of representatives of different cultures taking into account the potential of each (Briguglio, 2000).

The third principle – “cognitive diversity” – reflects the author’s specifics of the concept. Referring to the research K. Matoba says that focusing on diversity by identifying differences in management leads to an emotional conflict. He suggests using the term “cognitive diversity”, described in detail by S. Page, the use of which will not create conflicts, and, conversely, will lead to an increase in innovation, unlike the principle of “diversity of identities” (Matoba, 2003).

And, the final principle – “Communicative variety” – manifests itself in the idea that diversity in the organization can be carried out (paradoxically) with the temporary suspension of the differences associated with social identity. Unity (but not uniformity!) of organizations in this case is based on awareness of cognitive differences.

As an applied aspect of this principle realization K. Matoba distinguishes three main competencies that reflect its essence:

- 1) awareness of the social constructiveness of “cultural differences” and the ability to prevent their influence;
- 2) skills to identify and evaluate cognitive differences which are hidden behind differences of identities;
- 3) the ability to find and create a “functional interaction” between the cognitive differences of employees, which can contribute to the stability of self-regulating integrative organizational systems (Egege, & Kutieleh, 2013).

It is quite clear that the first and second competencies relate to the skills of a specialist and/or linear manager, while the latter should be included in the description of the requirements to a representative of the management of a culturally diverse organization (Hunt, Chalmers, & Macdonald, 2013).

In general, the “model of building a third culture” can be designated as an integrative constructivist approach to cultural differences in the organization. It correlates well with changes in the methodology of social psychology of the last decades, connected with the theory of social constructionism of K. Gergiev and theory of social identity by A. Tesfel.

CONCLUSIONS

Thus, the analysis of the trends of modern intercultural communication presented in the article suggests that enhancing intercultural competence of individuals and organizations is an important direction of applied ethnopsychology, which, in its turn, shows the importance of training specialists in this field.

Four main principles for the implementation of “the third culture” within the framework of corporate culture have been defined, namely: 1) unity in diversity; 2) integration; 3) cognitive variety; 4) communicative diversity.

As the result of the research three main competencies reflecting essence of cross-cultural training have been determined. They are: 1) awareness of the social constructiveness of “cultural differences” and the ability to prevent their influence; 2) skills to identify and evaluate cognitive differences which are hidden behind differences of identities; 3) the ability to find and create a “functional interaction” between the cognitive differences of employees, which can contribute to the stability of self-regulating integrative organizational systems.

The prospect of our further research is to study the best practices of other countries in the area of cross-cultural training of future teachers for the creative use of their experience in the system of higher education of Ukraine.



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ENHANCEMENT OF QUALITATIVE PHARMACISTS' TRAINING: CANADIAN EXPERIENCE

ABSTRACT

The necessity for the development and restructuring of pharmacists' training programs to correspond their increased practical role in society has been substantiated. It has been determined that Canada for the last decade has introduced a lot of changes concerning enhancement of pharmacists' training, among which the following are of special interest: fulfillment of the training with a strict accordance with the accreditation standards, selective admission to colleges of pharmacists, assessment of students' critical thinking and teaching methods, improvement of courses content delivery, interprofessional cooperation, development of practical experimental education, clinical rotations programs, mentoring programs etc. It has been defined that accreditation standards for pharmacists' training in Canada reflect professional and educational attributes that intend to develop practicing, clinical, patient-focused pharmacists. They outline that pharmacy education of high quality depends on multiple components, including general knowledge, basic and professional sciences, and professional practice experience. The pharmacy curriculum is expected to embrace the scope of contemporary practice responsibilities as well as emerging roles that ensure the rational and safe use of drugs in the individualized care of patients. In the research it has been found out that admission of students to pharmacy colleges is organized so that to select students possessing inborn leadership skills and those of decision making. A number of techniques and tests for admission have been analyzed. Teaching strategies of theory in practice, critical thinking, clinical reasoning, inference and decision-making, which are widely used in Canadian pharmacy education, have been characterized. It has been stated that professional cooperation between medical and pharmacy students in Canada is an approach to health protection aimed at the patient and is team-based. It underlines one's strengths and skills related to health care provision and should be taken into account. Clinical experimental rotations are one more approach that should be taken into consideration by Ukrainian educators and legislators (early involvement of students to establishments for taking care of patients and rotations of both senior and junior students when the former mentor the latter).

Keywords: *pharmacists' training, accreditation standards, admission to colleges, critical thinking, teaching methods, interprofessional cooperation, clinical rotations, mentoring, Canada.*

INTRODUCTION

Nowadays the role of a pharmacist is changing from the one that is expressed in collecting and distribution of information to making clinical decisions in order to become an advanced practitioner. But there are a lot of obstacles for this, e.g. pharmacists consider



themselves as specialists with a lack of confidence and knowledge necessary to perform a clinical role and unwillingness to take increased professional responsibility. All these facts hinder the appropriate development of a pharmacist profession. Hierarchic system of health care, not quite clear understanding of the pharmacist's role in health care organizations and society, ignoring the problem of pharmacists' confidence development in the process of their training, their inability to make clinical decisions, poor mentorship and inappropriate inner qualities are the issues that are peculiar to Ukrainian pharmacy education programs and need to be solved.

Because of the necessity for the development and restructuring of pharmacists' training programs to correspond to their increased practical role in society the experience of developed countries is of special interest. We have studied different educational models and programs of pharmacists' training in the world and found out that a vast experience belongs to Canada, where pharmacists are one of the most respected professions. Canadian institutions of higher education have optimal strategies to provide the quality of such training and thus are worth considering by Ukraine. Canada for the last decade has introduced a lot of changes concerning admission to colleges of pharmacists, assessment of students' critical thinking and teaching methods, improvement of courses content delivery, interprofessional cooperation, development of practical experimental education, mentoring programs etc. All these improvements will enhance Ukrainian system of pharmacists' training and help outline directions of further development.

THE AIM OF THE STUDY

The main idea of the present research is to study the appropriate experience of Canada in educational approaches to developing pharmacists' training in higher educational institutions with a view of prospective usage of the positive experience in the pharmaceutical educational establishments of Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Theoretical basis for our research is a set of regulatory and legislative documents outlining the process of pharmacists' training produced at the state level as well as at the level of non-profit professional organizations such as Canadian Council of Accreditation of Pharmacy Programs, Canadian Pharmacists' Association, Association of Faculties of Pharmacy of Canada etc. Theoretical basis for the research is presented by works of M. Ackman, Z. Austin, K. B. Blake, S. Buring, G. Frankel, K. Fuller, R. Greene, M. Hind, J. Kassirer, A. Lindblad, Ch. Louizos, C. Morrison, M. Rosenthal, J. Sandars and others. The research methods used are study and review of legislative and regulatory norms, comparative analysis of Canadian and Ukrainian experience, synthesis, contrasting and generalization of the obtained data.

RESULTS

So, while characterizing provision of qualitative professional training of pharmacists it is necessary to mention that all the programs for such training are performed in strict accordance with Accreditation Standards. These standards are elaborated by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) and address First Professional Degree Doctorate of Pharmacy programs. The Standards reflect professional and educational attributes identified by CCAPP and stakeholders as essential for Canadian programs that intend to develop practicing, clinical, patient-focused pharmacists (Canadian Council for the Accreditation of Pharmacy Programs, 2018).

These Accreditation Standards embrace the philosophy that program graduates should have acquired general and special knowledge necessary to provide a basis for



critical professional evaluations. The Standards recognize that pharmacy education of high quality depends on multiple components, including general knowledge, basic and professional sciences, and professional practice experience (Canadian Council of Accreditation of Pharmacy Programs, 2013). The pharmacy curriculum is expected to embrace the scope of contemporary practice responsibilities as well as emerging roles that ensure the rational and safe use of drugs in the individualized care of patients. CCAPP believes in the preparation of competent graduates who have the ability to be medication-therapy experts and who, together with other health care providers, can contribute to making decisions to ensure that services are effective and that the community is involved in improving the health of its residents. Consequently, pharmacy graduates must have a broad understanding of health, the factors that contribute to a healthy community, and the structure and role of the health system. As well, graduates must have the ability to manage and evaluate information, and the skills needed to advocate on behalf of individuals and the community (Canadian Council for the Accreditation of Pharmacy Programs, 2018).

One more condition necessary to provide qualitative training of pharmacists is the obligatory introduction of Doctor of Pharmacy Degree as entry to practice in all higher educational establishments providing training of pharmacists to 2020. It will provide opportunities to increase pharmacists' knowledge, improve their communication and management skills, obtain more clinical practice, develop skills of cooperation to work in professional groups. Structuring training programs for pharmacists is a great step in this direction (Ackman, & Mysak, 2009).

Here we should also mention that in Canada everything starts with admission which is organized so that to select students possessing inborn leadership skills and those of decision making. Thus, pharmacy education in Canada is oriented onto convergent personalities who are confident and ready to take responsibilities. But the process of admission in Canada is not standardized. For example, in University of British Columbia and University of Toronto a Pharmacy College Admission Test (PCAT) and Multiple Mini Interviews (MMI) are conducted. Other universities conduct psychological tests, traditional interview, writing an essay, letter of intent or admission profile. Universities of Toronto and Waterloo demand at least two years of prerequisite courses at the level of university while others demand just one (Sandars, & Morrison, 2007).

PCAT is a standardized test elaborated to assess knowledge, skills, abilities, aptitude, which are necessary to complete the training program. It lasts for 4 hours and consists of 5 sections with multiple answers:

- biology (anatomy, psychology, microbiology, cell and molecular chemistry);
- chemistry (basic biochemistry, organic chemistry, general chemistry);
- reading (understanding, analysis, assessment);
- counting (basic algebra, statistics, calculus);
- speaking and 2 essays.

MMI in its structure is a range of 7–12 interviews (5–8 minutes each) to assess non-academic qualities (communicative, problem-solving, critical thinking, ethical decision making) (Austin, 2004). A range of researches proved that these tests are reliable, and can be used to define students with strong interpersonal qualities to be enrolled to the program. Such a process gives an opportunity to select the best students.

One more aspect worth mentioning while considering Canadian pharmacy training is teaching strategies. A great number of activities are based on the use of theory in practice



and critical thinking as well as clinical reasoning, inference and decision-making (Blake, & Madhavan, 2010). Z. Austin and others assert that assessment and self-reflection are weak points in the development of higher education and improvement of critical thinking among pharmacy students. They have conducted a research and proved that these concepts should be included into the coursework and assessment research during the curriculum.

J. Kassirer affirms that using real clinical material such as patient's history with increasing complexity that corresponds to the level of students' knowledge and the level of reasoning skills will really work out. Materials of the history must be presented in chronological order. Learners get new knowledge when they appear in context of real life situations (Rosenthal, Austin, & Tsuyuki, 2010). For this human-patient simulation is used – a clinical teaching method that helps pharmacy students implement clinical reasoning and skills of team working. Students are given an opportunity to work with a real patient's case in a stressful environment but with a low risk, where facilitators give their feedback about their activities immediately. Such work increases their confidence, self-reflection, ability to make alternative decisions, collect clinical data. In the process of this work students are asked to give diagnosis taking into account patient's words, to examine the patient, consider laboratory and microbiological data, give a therapeutic advice, deal with emergencies etc (Association of Faculties of Pharmacy of Canada (AFPC) and Association of Deans of Pharmacy of Canada, 2010; Fuller et al., 2008). So, the best way to teach clinical reasoning is to provide students with the possibility to work with patients in medical establishments to implement new acquired knowledge in practice.

Besides, new technologies with constant access to computers and media are another fact characterizing Canadian pharmacy training. Students use more diverse resources and strategies to encourage learning than their teachers.

While elaborating coursework pharmacists' teachers consider that:

1) they cannot provide optimal educational environment for students with different expectations from the content of the course. What is more, students don't consider a teacher a provider of knowledge but as facilitator;

2) students must see clear connections of tasks with pharmacy practice;

3) collaborative work is an important part of education, as students value it;

4) students value effective, constructive feedback with the use of technologies as indispensable part of learning process in the classroom. Some pharmacy schools even demand using laptops as a tool of learning to encourage new strategies of technological education (Lindblad, Howorko, Cashin, Ehlers, & Cox, 2011).

One more important approach to enhancement of pharmacists' education is interprofessional training. It is proved that caring care of patients in team environment has positive impact on students. Professional cooperation (according to a definition by WHO) is an approach to health protection aimed at the patient and is team-based; it underlines one's strengths and skills related to health care provision. Medicine and pharmacy are different fields but tightly interconnected. Medical students feel more confident taking patient's history while pharmacy students can analyze drug therapy better. So, in such a way they can easily cooperate to perform better care of patients (Cisneros, 2009).

M. Hind and others claim that early introduction of interpersonal learning opportunities encourage students' desire to take care of patients. And it should be introduced at the first years of studying while their social identity is not formed yet. They perceive themselves just as a part of students' community, not as pharmacists or doctors etc. That's why it is easier for them to start interprofessional cooperation. It attracts them as it is an



opportunity to provide better care to patients, satisfy their professional interest concerning other professions in health care (Frankel, Frankel, & Austin 2013; Frankel, Louizos, & Austin, 2014).

Clinical experimental rotations are one more approach that should be taken into consideration by Ukrainian educators and legislators. The majority of practice programs in Ukraine are short, take place only during last years of education and do not supply enough time to convert knowledge into practical skills. Students often just observe the role of a pharmacist without active participation and that is why they cannot make responsible decisions that are related to health care. Short-term practices (2–4 weeks) are not sufficient for students to take up their role, feel comfortable in their profession, feel responsible for the patient and take an active part in educational activities (Greene, Cavell, & Jackson, 1996).

The Canadian Council for Accreditation of Pharmacy Programs constantly pays attention to recommended increase of practice time up to 40 weeks (1600 hours). Of course, the increase of hours means the necessity to increase the number of practice bases (places). It is rather difficult for faculties to provide these places for clinical rotation because of their limited quantity and general unwillingness to accept students (because of their being busy, lack of students' confidence and independence). So, it is necessary to solve the problem at the level of state as well as curriculum to provide students with instruments necessary for successful clinical placements (Frankel, Louizos, & Austin, 2014).

In Canada there are some strategies for providing students with valuable educational and practical rotation experience worth considering in Ukraine. The first is early involvement of students to establishments for taking care of patients. An interesting experiment was conducted by M. Ackman and others who introduced hospital rotation for second year students for them to take on a clinical role and encourage their direct activity related to patients' care such as medication history taking and evaluation of allergy reactions. Such experience encouraged students' confidence (Hind, Norman, & Cooper, 2003).

One more strategy is experimental rotations according to which senior students teach and mentor junior students and the preceptor looks after the process.

A. Linblad and others formed clinical teaching unit model in a Canadian hospital of intensive care for five students of the fifth year of education. The model included 9 weeks of rotation (3 students during the first week, the others – during the fifth one). Preceptors shared their obligations with students, so that they had to take medical history, review medication, make, implement and analyze (control) treatment schemes (under the preceptor's supervision). Besides, the group that started in the first week mentored the one that started in the fifth week and reviewed their schemes of treatment before the preceptor. Students thoroughly reviewed clinical activities of their students, such as history taking and medication prescription. Preceptors and students marked out that their confidence, independence, ability to think, manage their time, their responsibility increased during the clinical teaching mode more than during a traditional mode (Hoffman, Rosenfield, & Nasmith, 2009).

Z. Austin affirms that work aimed at patients' care must be introduced at all the stages of education in accordance with the level of students' abilities. Experimental rotation is a valuable experience of students' learning which transforms theoretical knowledge into active experience with direct care of patients (American Association of Colleges of Pharmacy, 2013).

Unfortunately, clinical resources and places for this kind of practice in Ukraine are limited but it is the state that has to solve the problem (provide a system of preceptors' support, mentorship of junior students by senior students in clinical establishments).



And the last approach to enhancement of pharmacists' qualitative training is mentorship. To be a good mentor one should have the following qualities: enthusiasm, compassion, wiliness to help others (in our case to help students reach balance of their personal and professional life), be a good example to follow (Frankel, Louizos, & Austin, 2014). Canada has a lot of researches in strategies of mentorship development, implementing and assessment. A pilot project, described by G. Frankel, Ch. Louizos and Z. Austin, is worth mentioning. It involved 3 experienced pharmacists and 3 pharmacists with the experience of clinical activities less than 18 months to define the efficiency of mentorship. According to it, a mentor and a mentee often met and discussed educational purposes and ways of their achievement. The results show that the level of their confidence and work satisfaction increased considerably.

CONCLUSIONS

So, it is clear that Canada provides professional training to pharmacy students in such a way that pharmacists are able to work with people efficiently. Pharmacists become trusted and respected members of the communities in which they work, develop skills in judgment and public relations, and provide support to students and new health providers. Pharmacists practice with compassion, empathy, and integrity and are expected to work in intra- and interprofessional teams, and be adaptable enough to work in a variety of settings. It is defined that in Canada educational outcomes established for a professional degree program in pharmacy encompass the entry-to-practice competencies specified by the appropriate licensing authority. The public is entitled to demand that the graduates of a professional degree program can demonstrate they have mastered the entry-to-practice competencies for that profession, but this does not prevent a Faculty of Pharmacy or a regulatory authority from establishing additional educational outcomes.

It has been found out that a number of techniques are used in Canada to enhance qualitative training of pharmacists: 1) constant pharmacy curriculum development which is aimed at embracing the scope of contemporary practice responsibilities as well as emerging roles that ensure the rational and safe use of drugs in the individualized care of patients; 2) strict admission of students to pharmacy colleges that is organized so that to select students possessing inborn leadership skills and those of decision making; 3) the use of teaching strategies of theory in practice, critical thinking, clinical reasoning, inference and decision-making; 4) professional cooperation between medical and pharmacy students that is a team-based approach to health protection aimed at the patient; it underlines one's strengths and skills related to health care provision; 5) two kinds of clinical experimental rotations – early involvement of students to establishments for taking care of patients and rotations of both senior and junior students when the former mentor the latter; 6) qualitative and effective mentorship.

It has been defined that appropriate analysis and implementation of these techniques in Ukrainian pharmaceutical educational establishments will enhance the quality of pharmacists' training.

The further step of our research is to analyze different aspects of accreditation standards for first to entry degree in pharmacy in terms of its planning, provision, implementation and control.

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VOCATIONAL TRAINING OF FUTURE AGRICULTURAL SPECIALISTS: EUROPEAN EXPERIENCE

ABSTRACT

The article focuses on vocational training of future agricultural specialists in the context of European experience. Thus, theoretical framework of the research has been thoroughly justified. It includes the prominent documents of European authorities such as the Charter of European Agricultural Education, CAP context indicators for 2014–2020, European Parliament's publications, Eurostat statistics such glossary of farmers training level terms, as well as respected researches of many European scholars (A. Miceli, A. Moore, M. Mulder et al.). It has been found that European approach to organizing vocational training of future agricultural specialists is rather multiaspect and strives to fulfill educational needs of majority of learners, namely, through practical agricultural training, basic agricultural training and full-time agricultural trainings. It has been clarified that more and more young people realize the importance of the agricultural sector to the overall prosperity of the European Union; therefore they seek quality vocational training based on relevant vocational schools. It has been stated that European Union constantly develops various strategies for developing the agricultural sector, in particular through enhancing quality of future agricultural specialists' vocational training. It has been defined that despite the fact that low incomes, certain risks, uncertainties in an economic environment due to globalization processes may somehow discourage younger generations to pursue career in agriculture, the CA implements different mechanisms for sustaining stable development of agricultural education. It has been specified that such countries as France and Germany regularly update the content of agricultural education so that it takes into account the trends in vocational training of future agricultural specialists opportunity and allows applying the most advanced teaching technologies, promoting knowledge significance, widening access to all levels of education, implementing a system of lifelong learning, individualizing agricultural education. It has been outlined that the prospects for further studies are seen in studying the most important aspects in the legal framework of the agricultural education system in innovative experience of European countries, the USA, Canada, Australia, etc.

Keywords: *agricultural sector, agricultural education, agricultural science, future agricultural specialists, vocational training, European experience.*

INTRODUCTION

The main aim of Ukrainian education modernization is to ensure efficient vocational training of future skilled workers, who are able to be competitive in the labour market. Therefore, dynamic changes taking place in the labour market require vocational schools graduates not only to develop their professional competency, but also to be ready to respond promptly to changes in technology, science, society and economics. It must be



noted that socioeconomic transformations in Ukraine have also resulted in the need for modernizing vocational training of future agricultural specialists. As evidenced by the legal documents, the current state of the country's economy requires that a system for enhancing the agricultural sector, namely, through sustaining the paradigm "*agricultural education – agricultural science – agricultural production*", should be developed.

Theoretical analysis of researches on the issue of developing readiness of future agricultural specialist for professional activity shows that the process of solving this issue is complicated by a range of contradictions between: 1) increasing requirements of society to future agricultural specialists' vocational training, who should be able to work efficiently under modern socioeconomic, technological and informational conditions and the current inefficient system of their training in vocational schools; 2) the need for designing a scientifically justified model for developing readiness of future agricultural specialists for professional activity in vocational schools and its insufficiently developed theoretical and methodological principles; 3) the need for applying modern pedagogical technologies while forming readiness of future agricultural specialists for professional activity and inefficient mechanisms of their optimal use in the education process.

In order to resolve the above-mentioned contradictions, to enhance quality of future agricultural specialists' vocational training and adjust the content of these specialists' training in Ukraine to European and global standards, it is imperative to study relevant foreign experience, to outline its most positive aspects and elaborate the mechanisms for their implementing into the national system of vocational education, in particular vocational training of future agricultural specialists.

THE AIM OF THE STUDY

The research aims to characterize vocational training of future agricultural specialists in European experience and outline its most positive aspects, which can be efficiently implemented into the system of vocational education in Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Agricultural education prepares the future generation of leaders, researchers, professionals, technicians and innovative farmers, who can collectively meet the global challenges of sufficient food and food security (Mulder, 2008, p. 221). M. Mulder, one of the authors of the Handbook of Technical and Vocational Education and Training Research, clearly highlights the main aim of the agriculture sector, namely, to ensure prosperity of mankind due to the efforts of highly skilled agricultural specialists, who are expected to obtain quality agricultural vocational education. However, he indicates that agricultural education differs significantly worldwide (Mulder, 2008, p. 224). Thus, there are higher education institutions that teach agricultural subjects as optional courses, as well as specific schools that provide vocational agricultural education. As for the curriculum content, agricultural education has diversified considerably. Indeed, some agricultural education institutions may not even maintain such concepts as "agriculture" or "agricultural" in their names. Presently, minority of students is enrolled in programmes that are majority is enrolled in geo-informatics, biotechnology, farm management, business management, economics, sociology, consumer, food and nutrition, health and communication, environmental programmes. So, it can be concluded that agricultural education has significantly broadened. It must be noted, this process is still going on.

In this regard, European experience should be taken into account, since its "common agricultural policy (CAP) has been the biggest, the most contentious and the one



with the largest budget of all the Union's policy areas. The EU has more power in agricultural policy than it has in any other policy area and it has passed more legislation on agriculture than in any other single policy area" (Miceli, 2005, p. 9).

It must be noted that in Europe the younger generations hesitate to pursue career in agriculture, too. It can be explained by hard working conditions, low incomes, long hours, many risks and uncertainties in an economic environment due to globalization processes. Therefore, the EU, through CAP, assists young agricultural specialists due to various mechanisms, which support them while entering the agricultural sector. So, the CAP aims to ensure the continuity of future agricultural specialists' vocational training. They emphasize on the fact that future agricultural specialists should be obtain relevant training to adapt to increasingly specialized agricultural technologies. In addition, the CAP also funds training and operation of farm advisory systems (European Parliament, 2017, p. 2).

Thus, theoretical framework of current research will include official documents issued by European authorities, additional resources on the problem of future agricultural specialists' training and some overview of practical aspects of such training. While researching, we used such methods theoretical analysis, individualization and generalization, deduction.

RESULTS

According to the European Union statistical office (Eurostat), there are three levels of agricultural education:

- *practical agricultural experience*: experience that is acquired while working on a farm;
- *basic agricultural training*: any courses completed at a general agricultural college or an institution, which specialize in certain subjects (agricultural technology, silviculture, horticulture, pisciculture, viticulture, veterinary science); a completed agricultural apprenticeship is considered basic training;
- *full-time agricultural training*: any course continuing for the equivalent of at least two years full-time training after the end of compulsory training, completed at an agricultural college or at university, in agricultural technology, silviculture, horticulture, pisciculture, viticulture, veterinary science, etc. (Eurostat Statistics Explained, 2018).

Eurostat data from 2013 show that countries with the highest shares of fully-trained farm managers include Luxembourg (50 %), the Czech Republic (34,6 %), France (29.3 %), Latvia (28.4 %), Poland (27.6 %) and Austria (27.2 %). In the countries that joined the Union in 2004 and after, practical experience as the only basis for managing a farm is particularly prevalent: 80.7 % of farmers have not been formally trained in agriculture. The share of fully-trained farmers is highest among the youngest EU farmers (under 35 years old), especially in Luxembourg (66.7 %) and France (70.8 %). In the member States that joined the Union in 2004 and after, more than 61% of young farmers on average rely on practical experience alone, this figure reaching 93.1 % in Romania (European Commission, 2014, p. 109).

Based on Eurostat figures, one can state that young agricultural specialists tend to start their careers equipped with the relevant diploma, acquired in their country's agricultural education system. In all EU member states, agricultural education is an integral part of general education and training. It is mainly aimed at students who wish to pursue a career in the land-based sector, either as an employee or a manager. There are different levels of attainment, ranging from basic certificates to engineering degrees of PhDs in agronomy. The organization of agricultural education varies according to the various national education systems. It can be centralized or partly devolved to regions (as in Germany). It includes initial vocational training, apprenticeship, undergraduate and postgraduate



higher education. Agricultural education is usually regulated by either the Ministry of Agriculture or the Ministry of Education (European Parliament, 2017, p. 5).

Theoretical analysis of German agricultural education has revealed its certain peculiarities. First, it is built on the rational combination of theoretical and practical training. The level of these specialists' vocational training is rather high. Second, one of the main principles of higher education in Germany is academic freedom. Its specificity consists in the fact that every student can independently determine the list of the subjects they would like to study. Every semester consists of lecture (14–20 weeks) and non-lecture periods, during which the student is engaged in independent research activities. The main type of student preparation is independent work (the student should study the topic beforehand, and at the lecture the professor only makes highlight its main points and explains unclear aspects). Given the specifics of agricultural education, in which theoretical and practical knowledge is very closely intertwined, it is impossible to obtain a diploma of a qualified specialist without sufficient practical knowledge. Therefore, German institutions of agricultural education are equipped with relevant training facilities, namely modern farms, where students can master the main principles of agriculture management and agricultural products processing (Federal Ministry of Education and Research, 2005).

The German government pays much attention to higher agricultural education. All profits from the sale of products produced at educational farms constitute internal investment in the education process, and the educational agricultural enterprises pay only tax on turnover. The government's interest in developing this sector of education can be also proved by the fact that it provides a long-term interest-free loan in order to develop the production of educational farms and to supply them with new agricultural machinery free of charge for a year.

So, the main task of German agricultural policy is to prepare a highly qualified and educated, competitive agricultural specialist.

In France, higher agricultural education is characterized mainly by a flexible and variable structure, which provides everyone with access to this field.

Thus, the modern system of French education, including agricultural education, is considered to be one of the most innovative in the world. Its main feature consists in the fact that there prevail state educational institutions, which are funded by the French government. In turn, the education process in private educational institutions is also under the strict control of state structures. Due to this aspect, the quality of higher education in the country is quite high, and French diplomas are recognized worldwide.

In France, higher education institutions are entitled to establish the centers for independent learning. Students who attend these centers receive a diploma for mastering an intensive training course after they have successfully passed the exams. Those students who have obtained specialized training in their institution of higher agricultural institution receive an additional diploma for undergoing an intensive training in agriculture, for example a diploma of an agricultural engineer, in which the name of their education institution is indicated.

All researches in the field of agriculture are conducted at traditional institutes such as ISA Lille, a French Graduate School of Agriculture and Bioengineering; ESA Ecole Supérieur d'Agriculture in Angers; the Institut National Agronomique Paris-Grignon (INA P-G), which is part of AgroParisTech now. All these institutions are considered to be the bearers of theoretical knowledge and are focused on training future researchers in the field agriculture. At universities, both agricultural and food and agricultural specialists are trained. Within the framework of this training there are:



– university institutes of technology (IUT), which provide a two-year preparation of an undergraduate technical diploma called a *Diplôme universitaire de technologie* (DUT) with specialization in agriculture and biotechnology;

– the first cycle education, which results in obtaining a general academic studies degree or the *Diplôme d'études universitaires générales* (DEUG) in the fields associated with agriculture, environment, as well as agricultural management, etc;

– the second cycle education, which allows obtaining a licentiate degree, so that graduates may be entitled to teach (The Ministry of Agriculture and Fishery, 2018).

It must be noted that students obtain theoretical and practical training through attending classes in colleges and gaining practical experience on farms. They are encouraged to participate in international exchange programmes to widen their educational and professional horizons. University students willing to study abroad can enroll in Erasmus+ (European Parliament, 2017).

So, due to different levels, cycles and diverse forms, French multifunctional system of higher agricultural education is becoming increasingly accessible and open to representatives of various societies and communities.

CONCLUSIONS

So, the overview of agricultural education in Europe shows that European approach to organizing vocational training of future agricultural specialists is rather multiaspect and strives to fulfill educational needs of majority of learners, namely, through practical agricultural training, basic agricultural training and full-time agricultural trainings. As evidenced by Eurostat data, more and more young people realize the importance of the agricultural sector to the overall prosperity of the European Union, therefore they seek quality vocational training based on relevant vocational schools. In turn, European Union constantly develops various strategies for developing the agricultural sector, in particular through enhancing quality of future agricultural specialists' vocational training. Despite the fact that hard working conditions, low incomes, long hours, many risks and uncertainties in an economic environment due to globalization processes may somehow discourage younger generations to pursue career in agriculture, the common agricultural policy, that is CAP, implements different mechanisms for sustaining stable development of agricultural education. Indeed, such countries as France and Germany regularly update the content of agricultural education so that it takes into account the trends in vocational training of future agricultural specialists and allows applying the most advanced teaching technologies, promoting knowledge significance, widening access to all levels of education, implementing a system of lifelong learning, individualizing agricultural education.

We consider it necessary to expand the conceptions of specialties, which should be studied within the system of agricultural education. As evidenced by European experience, the agricultural sector does not include only land-based occupations. Due to globalization and integration processes, the interdisciplinary prevails; therefore it is essential to view biotechnology, environment friendly technologies as the most progressive in the context of developing the agricultural sector.

It must be noted that the following suggestions can be realized to improve the system of future agricultural specialists' vocational training in Ukraine, namely, reforming the network of agrarian higher education institutions through establishing independent learning centers for those who wish to pursue career in agriculture; outlining methodological principles for improving the content of agricultural specialists' vocational training in accordance with the requirements of the Bologna Declaration and modern agricultural production, etc.



The prospects for further studies are seen in studying the most important aspects in the legal framework of agricultural education as part of the system of vocational training in innovative experience of European countries, as well as the USA, Canada, Australia, etc.

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СУЧАСНИЙ СТАН ТА ПЕРСПЕКТИВИ РОЗВИТКУ ПРОФЕСІЙ СЕСТРИНСЬКОГО ПЕРСОНАЛУ НІМЕЧЧИНИ

АНОТАЦІЯ

Ця стаття присвячена вивченню сучасного стану та перспектив розвитку професій сестринського персоналу в Німеччині. Вона окреслює класифікацію «професій сфери охорони здоров'я» та «професій сестринського персоналу з профілактики та догляду за хворими», які також називають «медсестринськими професіями». Крім того, тут висвітлено трактування таких понять як «медсестринство», «кваліфікаційний рівень 2», «кваліфікаційний рівень 3», «період вакансії робочих місць». У статті більш детально описується другий та третій кваліфікаційні рівні професій сестринського персоналу, відповідно до німецького Класифікатора професій від 2010 року. Крім того, стаття висвітлює проблему нестачі сестринського персоналу в Німеччині на рівні фахівців та спеціалістів. В рамках цієї статті автори аналізують фактичні дані про нестачу сестринського персоналу Німеччини у галузі охорони здоров'я, особливо у галузі геріатрії на рівні фахівців та спеціалістів. Особливу увагу в роботі приділено тому факту, що Німеччина, як член Міжнародної ради медсестер та Всесвітньої організації охорони здоров'я, бере участь у всесвітній кампанії з медсестринства «Медсестринство сьогодні», яка була розпочата 27 лютого 2018 року. Вона розрахована на три роки і спрямована на досягнення багатьох цілей до кінця 2020 року: посилення ролі та потенціалу медсестринських професій, тим самим поліпшення стану здоров'я населення світу. Велика увага в статті приділяється опису нового Закону «Про медсестринські професії» від 17 липня 2017 р., який набере чинності з 1 січня 2020 року. Ось чому досить перспективним є подальші дослідження особливостей професійної підготовки сестринського персоналу Німеччини до і після 1 січня 2020 року.

Ключові слова: Німеччина, сестринський персонал, медсестринські професії, нестача сестринського персоналу, кваліфікаційний рівень, фахівці, спеціалісти, статистичні дані.

ВСТУП

Медсестринство є унікальною та водночас різнобічною професійною діяльністю, що пропонує широкий спектр можливостей для професійного розвитку та кар'єрного зростання сестринського персоналу. Метою медсестринства є збереження, відновлення або уможливлення здатності людей опиратися на власні сили та самостійно опанувати складні життєві ситуації, виявляючи нову якість життя. Здобуваючи



медсестринську освіту, майбутній сестринський персонал очікує на гарантоване робоче місце, тому що попит на професії висококваліфікованого сестринського персоналу лише зростає у зв'язку з демографічними змінами у суспільстві. Професії сестринського персоналу ніколи не «вийдуть з моди» у суспільстві, оскільки люди завжди потребуватимуть кваліфікованого медсестринського догляду в складних життєвих обставинах і на будь-якому етапі свого життя [17].

Міжнародна рада медсестер стверджує, що «медсестринство охоплює автономну та спільну допомогу особам будь-якого віку, сім'ям, групам і громадам, хворим або здоровим і в усіх ситуаціях. Медсестринство включає у себе пропаганду здоров'я, профілактику захворювань та догляд за хворими і вмираючими людьми, а також людьми з інвалідністю. Пропаганда і захист безпечного середовища, дослідження, участь у формуванні політики в галузі охорони здоров'я, а також в управлінні пацієнтами та системами охорони здоров'я, в освіті є також основними завданнями медсестринства» [19].

Слід зазначити, що Німеччина є членом Міжнародної ради медсестер (МРМ) та Всесвітньої організації охорони здоров'я (ВООЗ). МРМ та ВООЗ спільно започаткували 27 лютого 2018 р. всесвітню кампанію з медсестринства під назвою «Медсестринство сьогодні». Вона розрахована на три роки і спрямована на досягнення багатьох цілей до кінця 2020 року: посилення ролі та потенціалу медсестринських професій, тим самим поліпшення стану здоров'я населення світу. Вона також має на меті покращити сприйняття медсестер, посилити їхній вплив і максимально збільшити внесок у забезпечення того, щоб кожен повсюдно мав доступ до медичних послуг та охорони здоров'я. З одного боку, вона хоче впливати на політиків та їхні стратегії, з іншого боку, вона також підтримує медсестер у їхньому спрямуванні, навчанні, а також створенні глобального руху. «Медсестринство сьогодні» триватиме до кінця 2020 року – 200-річчя від дня народження Флоренс Найтінгейл, а також року, коли медсестри будуть відзначатися у всьому світі [15; 21].

МЕТА ДОСЛІДЖЕННЯ

Метою цієї статті є визначення поточного стану німецьких медсестринських професій за допомогою порівняльного аналізу статистичних даних. Окрім того, вона має на меті описати перспективи розвитку професій сестринського персоналу в Німеччині.

ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ

Теоретичну основу дослідження становлять, передусім, положення нового німецького Закону «Про медсестринські професії» від 17 липня 2017 року, один із розділів Коаліційної угоди від 2018 року, відомості з німецького Класифікатора професій від 2010 року, статистичні дані, опубліковані Федеральним агентством зайнятості, матеріали Німецької професійної медсестринської асоціації та Міжнародної ради медсестер.

Одним із методів дослідження, використаних у цій статті, є теоретичний аналіз нормативно-правових документів, наукової літератури, електронних ресурсів з досліджуваної проблеми. Також ми здійснили порівняльний аналіз статистичних даних про нестачу сестринського персоналу, що містяться в цих спеціалізованих джерелах. Крім того, використовувалися такі методи, як синтез, узагальнення та систематизація аналізованих даних.

ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ

Передусім варто зазначити, що професії сестринського персоналу в Німеччині є державно визнаними та регульованими. Їх класифікують по-різному, але зазвичай відносять



до групи під назвою «Професії сфери охорони здоров'я» («Gesundheitsfachberufen») та групи «Професії сестринського персоналу з профілактики та догляду за хворими» («Gesundheits- und Pflegeberufe»), які також ототожнюють з «Медсестринськими професіями» («Pflegerische Berufe», «Pflegeberufe»), що охоплюють усі види діяльності, пов'язані з безпосереднім доглядом за хворим або медсестринством. Крім того, до функцій цієї групи професій відносяться всі види терапевтичної діяльності у контексті профілактики, виявлення та лікування хвороб. Таким чином, професії сестринського персоналу Німеччини, що належать до групи під назвою «Медсестринські професії», на відміну від України, включають також професію акушерки/акушера (Hebamme/Entbindungspfleger), які здебільшого працюють у пологових відділеннях лікарень, в акушерських відділеннях та у пологових будинках. Крім того, особливості класифікації медсестринських професій полягають у розрізненні чоловічої та жіночої статей [3; 7; 8].

Відповідно до визначення, поданого у Класифікаторі професій від 2010 року (Klassifikation der Berufe – Kldb-10), професії класифікуються відповідно до рівня вимог або складності їхньої діяльності. Розрізняють чотири рівні вимог та рівні складності. Отже, професії сестринського персоналу за кваліфікаційними рівнями професій поділяються на нижче вказані групи: кваліфікаційний рівень 1 – рівень помічників та учнів професійних спеціалізованих шкіл (наприклад, молодший медбрат з профілактики та догляду за хворими/молодша медсестра з профілактики та догляду за хворими), кваліфікаційний рівень 2 – рівень фахівців (наприклад, медичний брат з профілактики та догляду за хворими/медична сестра з профілактики та догляду за хворими), кваліфікаційний рівень 3 – рівень спеціалістів (медичний брат операційний/медична сестра операційна), кваліфікаційний рівень 4 – рівень експертів (керівник сестринського персоналу) (рис. 1) [7; 9].



Рис. 1. Професії сестринського персоналу за кваліфікаційними рівнями

Згідно з Класифікатором професій від 2010 року (Klassifikation der Berufe – Kldb-10) більшість професій сестринського персоналу Німеччини відповідають другому та третьому кваліфікаційним рівням професій у Німеччині. Тому для подальшого використання у статті понять «Кваліфікаційний рівень 2» та «Кваліфікаційний рівень 3», з'ясуємо сутність цих понять. Кваліфікаційний рівень 2 – Фахівець – відповідає фаховоспрямованій діяльності, яка вимагає щонайменше дворічної професійної



підготовки або подібної кваліфікації. Кваліфікаційний рівень 3 – Спеціаліст – охоплює професії працівників, від яких вимагають спеціальних знань та умінь, що зазвичай є необхідними для підготовки як майстра-ремісника чи майстра-техніка, еквівалентного ступеня технічного коледжу або університетського ступеня [7; 9].

Розглянемо більш детально другий і третій кваліфікаційні рівні професій сестринського персоналу. Професії сестринського персоналу, що відповідають другому кваліфікаційному рівню професій, поділяються на групи «Професії сестринського персоналу з профілактики та догляду за хворими» («Berufe in der Gesundheits- und Krankenpflege») та «Професії сестринського персоналу з догляду за людьми похилого віку» («Berufe in der Altenpflege»). Група «Професії сестринського персоналу з профілактики та догляду за хворими» охоплює зареєстрований сестринський персонал загального профілю або сестринський персонал з профілактики та догляду за хворими (Gesundheits- und Krankenpfleger/Gesundheits- und Krankenpflegerin) та педіатричний сестринський персонал або сестринський персонал з профілактики та догляду за дітьми (Gesundheits- und Kinderkrankenpfleger/Gesundheits- und Kinderkrankenpflegerin). Група «Професії сестринського персоналу з догляду за людьми похилого віку» включає гериатричний сестринський персонал або сестринський персонал з догляду за людьми похилого віку (Altenpfleger/Altenpflegerin). Професії сестринського персоналу на третьому кваліфікаційному рівні поділяються на такі групи: «Спеціалізовані педіатричні медсестринські професії» («Berufe in der Fachkinderkrankenpflege»), «Спеціалізовані медсестринські професії» («Berufe in der Fachkrankenpflege»), «Спеціалізовані гериатричні медсестринські професії» («Berufe in der Altenpflege») [4; 7; 9].

Доцільно звернути увагу на те, що демографічні зміни стають все більш помітними в Німеччині. Як результат, майже у всіх федеральних землях постає проблема нестачі сестринського персоналу, незважаючи на збільшення кількості лікарів у приватній практиці та зростання зайнятості сестринського персоналу в професіях сфери охорони здоров'я та медсестринства. Безперечно, на рівні фахівців (Fachkräfte) та спеціалістів (Spezialisten) існує дефіцит сестринського персоналу з профілактики і догляду за хворими та сестринського персоналу з догляду за людьми похилого віку [2, с. 15].

Оскільки частка людей похилого віку в німецькому суспільстві зростає, виникає більший попит на послуги стаціонарної та амбулаторної допомоги. Лікарням, гериатричним пансіонатам й іншим медичним установам все важче залучати й утримувати кваліфікований сестринський персонал. З огляду на далекосяжні демографічні зміни, попит на сестринський персонал з догляду за людьми похилого віку стрімко зростає. Очікується, що до 2050 р. більш ніж удвічі більше людей потребуватимуть догляду. Це означає, що забезпечення адекватної кількості кваліфікованого сестринського персоналу є важливою проблемою для Німеччини. Для того, щоб протистояти цьому виклику, розроблено низку різних стратегій. До них належать, наприклад, реформа підготовки сестринського персоналу, яка має бути впроваджена до 2020 року, а також набір сестринського персоналу з-за кордону [20].

Будь-які особи, які бажають працювати в Німеччині у сфері медсестринства, наприклад, медичною сестрою з профілактики та догляду за хворими без будь-яких обмежень, потребують державної ліцензії. Вони також можуть подати заявку на отримання ліцензії, якщо вони мають іноземну кваліфікацію. Компетентні органи переглядають їхні кваліфікації на еквівалентність відповідним німецьким кваліфікаціям.



Ліцензія може бути видана, якщо визначено еквівалентність кваліфікацій. Громадяни ЄС чи Європейського економічного простору, які хочуть працювати в Німеччині тимчасово або випадково, не вимагають державної ліцензії. Проте, вони повинні повідомити про свою роботу компетентним органам [20].

У статті ми хотіли б проаналізувати фактичні дані про нестачу сестринського персоналу в сфері профілактики та догляду за хворими, а також у сфері геріатричного медсестринства на рівні фахівців та спеціалістів. Для більш глибокого розуміння та подальшого використання у статті поняття «період вакансії робочих місць», передусім з'ясуємо сутність цього поняття. За наявності, період вакансії робочих місць розраховується як різниця між кінцевою датою підбиття підсумків статистичних даних та потенційною першою датою працевлаштування на посаду. Період вакансії робочих місць становить нуль днів у тому разі, якщо дата працевлаштування на посаду збігається з кінцевою датою підбиття підсумків статистичних даних. Тоді посада вважається «не вакантною» [6, с. 55].

Відповідно до статистичних даних, опублікованих Федеральним агентством зайнятості (Bundesagentur für Arbeit, BA), проаналізованих з червня попереднього року до травня поточного року, середній «період вакансії робочих місць» (у днях) є таким (рис. 2) [1; 5; 13; 16; 22]:

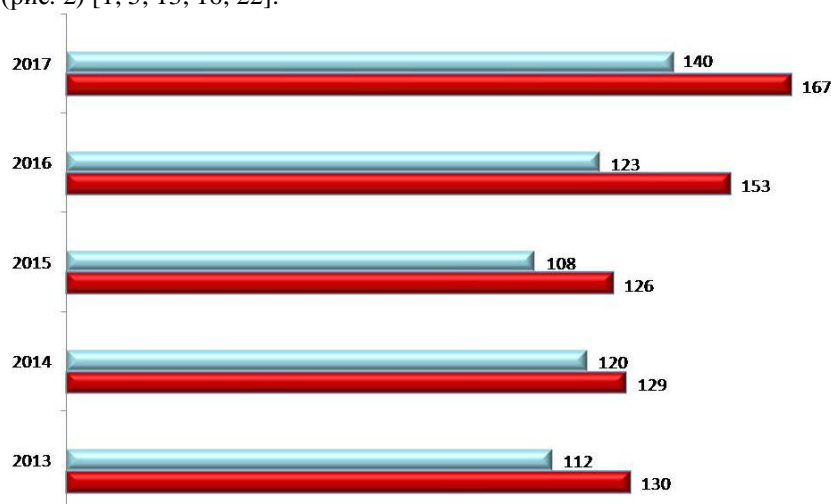


Рис. 2. Середній період вакансії робочих місць на рівні фахівців та спеціалістів:

■ фахівці та спеціалісти з профілактики та догляду за хворими;
■ фахівці та спеціалісти з догляду за людьми похилого віку

Відповідно до аналізу нестачі працівників (Fachkräfteengpassanalyse), опублікованого Федеральним агентством зайнятості, у червні 2017 року на кожних 100 заявлених вакансій на рівні фахівців кількість кандидатів на робочі місця становила лише 22 особи в сфері геріатричного медсестринства (Altenpflege) та 45 осіб сестринського персоналу в сфері профілактики та догляду за хворими (Gesundheits- und Krankenpflege). Водночас на третьому кваліфікаційному рівні професій кількість кандидатів на робочі місця на кожних 100 заявлених вакансій була відповідно такою: сфера спеціалізованого геріатричного медсестринства (Altenpflege – Spezialtätigkeit) – 32 особи,



сфера спеціалізованого медсестринства (Fachkrankenpflege) – 28 осіб, профілактики та догляду за хворими, служба невідкладної допомоги, акушерства (Gesundheits- und Krankenpflege, Rettungsdienst, Geburtshilfe) – 23 особи (Рис. 3 та 4) [18; 20].

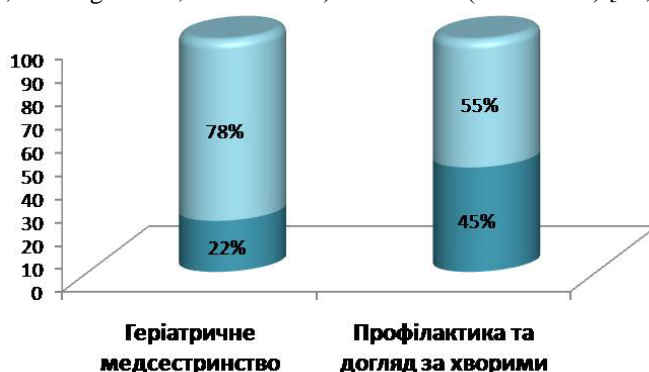
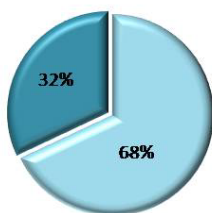
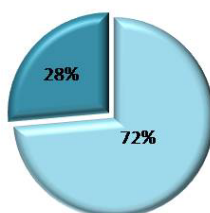


Рис. 3. Нестача фахівців

Спеціалізоване геріатричне медсестринство



Спеціалізоване медсестринство



Профілактика та догляд за хворими, служба невідкладної допомоги, акушерство

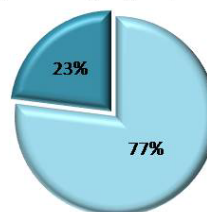


Рис. 4. Нестача спеціалістів

Практична діяльність сестринського персоналу з профілактики і догляду за хворими, а також сестринського персоналу з профілактики та догляду за дітьми у Німеччині нині регулюються: Законом «Про професії з догляду за хворими» («Krankenpflegegesetz») від 16.07.2003 року з останніми змінами від 17.07.2017 року. Практична діяльність сестринського персоналу з догляду за людьми похилого віку регулюється Законом «Про професії з догляду за людьми похилого віку» («Altenpflegegesetz») від 17.11.2000 року з останніми змінами від 17.07.2017 року. Ці закони стануть чинними до 31 січня 2019 року.

Створення нової узагальненої професії сестринського персоналу з трьох існуючих незалежних професій сестринського персоналу з профілактики і догляду за хворими, сестринського персоналу з профілактики і догляду за дітьми, а також сестринського персоналу з догляду за людьми похилого віку зіткнулося зі значним опором, особливо в сфері догляду за людьми похилого віку. Пізніше, навесні 2017 р., партії коаліції пішли на політичний компроміс щодо реформування медсестринських



професій. Незважаючи на певну критику, Німецький Бундестаг (Bundestag) за згодою Федеральної Ради Німеччини (Bundesrat) остаточно ухвалив 17 липня 2017 р. новий Закон «Про медсестринські професії» (Pflegerberufegesetz, PflBG) [11; 14].

З 1 січня 2020 року набуде чинності новий Закон «Про медсестринські професії» від 17 липня 2017 року. Це означає, що до сестринського персоналу, який розпочне навчання до 1 січня 2020 року, застосовуватимуться різні правила і положення, ніж до тих, хто розпочне навчання після 1 січня 2020 року. Новий німецький Закон, якому передувало довготривале обговорення, перетворює деякі фундаментальні аспекти фахової підготовки сестринського персоналу та сфери професійної діяльності сестринського персоналу.

Майбутній сестринський персонал, який розпочне навчання після 1 січня 2020 року, проходитиме два роки узагальної підготовки. На третьому курсі навчання він продовжить узагальнену підготовку, щоб стати фахівцем з сестринської справи загального профілю (Pflegefachfrau/Pflegefachmann) або здобуватиме традиційну спеціалізовану освіту сестринського персоналу з догляду за людьми похилого віку (Altenpfleger/Altenpflegerin) або сестринського персоналу з догляду за дітьми (Gesundheits- und Kinderkrankenpfleger/Gesundheits- und Kinderkrankenpflegerin). Крім того, він зможе обрати свій шлях підготовки, який відповідатиме його потребам. Ще один плюс цієї узагальної підготовки полягає у тому, що вона визнаватиметься у всьому ЄС, що надасть сестринському персоналу ще більше можливостей для працевлаштування. Нова програма підготовки сестринського персоналу буде повністю безкоштовною, а студенти отримуватимуть достатню грошову винагороду. Нові фахівці сестринської справи (Pflegefachfrau/Pflegefachmann) матимуть кращі можливості для знаходження роботи, зміни робочих місць, професійного зростання і розвитку особистості в усіх сферах медсестринства [10; 14; 20] (рис. 5).



Рис. 5. Підготовка сестринського персоналу після 1 січня 2020 р.

У майбутньому в Німеччині планується «приділяти велике значення залученню високо мотивованих та добре навчених молодих людей до професій у галузі охорони здоров'я. Для цього необхідно створити привабливі можливості для навчання. Великий акцент робиться на впровадженні Генерального плану медичної підготовки 2020 року щодо нових правил доступу до навчання, посилення значення загальної терапії та збільшення кількості сільських лікарів. Це включає у себе більше медичних навчальних місць. Нова німецька коаліція обіцяє реорганізувати та посилити підготовку медичних працівників як частину загальної концепції» [12].



ВИСНОВКИ

Як показують результати дослідження, у Німеччині спостерігається значна нестача сестринського персоналу на рівні фахівців та спеціалістів, особливо в сфері геріатрії. У липні 2017 р. Німеччина реформувала систему підготовки сестринського персоналу з метою створення нової узагальненої професії сестринського персоналу загального профілю з трьох існуючих незалежних професій сестринського персоналу з профілактики і догляду за хворими, сестринського персоналу з профілактики і догляду за дітьми, а також сестринського персоналу з догляду за людьми похилого віку, а також підвищення привабливості професій сестринського персоналу. З 1 січня 2020 року набуде чинності новий Закон «Про медсестринські професії» (Pflegerberufegesetz, PflBG) від 17 липня 2017 року. Ми з'ясували, що ухваленню нового закону передувало довготривале обговорення в німецькому суспільстві, але пізніше було знайдено компроміс. Нова німецька коаліція обіцяє реорганізувати та посилити підготовку медичних працівників як частину загальної концепції. Ми вважаємо досить перспективним подальші дослідження щодо особливостей професійної підготовки сестринського персоналу Німеччини до і після 1 січня 2020 року.

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