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

ХМЕЛЬНИЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ЦЕНТР ПОРІВНЯЛЬНОЇ ПРОФЕСІЙНОЇ ПЕДАГОГІКИ



**ПОРІВНЯЛЬНА
ПРОФЕСІЙНА
ПЕДАГОГІКА**

8(4)/2018

Науковий журнал

Англо-українське видання

Київ – Хмельницький
2018

Порівняльна професійна педагогіка № 4 (Т. 8), 2018 : наук. журнал / голов. ред. Н. М. Бідюк. – К. – Хмельницький : ХНУ, 2018. – 118 с.

Публікацію англomовної онлайн-версії журналу «Порівняльна професійна педагогіка» здійснює видавництво Sciendo (De Gruyter)

<https://content.sciendo.com/view/journals/rpp/rpp-overview.xml>

Журнал включено до 25 міжнародних наукометричних баз (Cabell's directory, EBSCO, Discovery Service, Google Scholar, WorldCat ma in.)

Перереєстровано і включено до переліку наукових фахових видань України у галузі «Педагогічні науки» (Наказ МОН № 1714 від 28.12.2017)

Офіційна веб-сторінка журналу:

<http://khnu.km.ua/angl/j/default.htm>

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*Свідомство про державну реєстрацію друкованого засобу масової інформації
серія КВ № 17801-6651Р від 29.03.2011*

*Рекомендовано до друку рішенням Вченої ради Хмельницького національного університету
(протокол № 4 від 29.11.2018)*

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**COMPARATIVE
PROFESSIONAL
PEDAGOGY**

8(4)/2018

Scientific Journal

English-Ukrainian Edition

Kyiv – Khmelnytskyi
2018

Comparative Professional Pedagogy (2018), Volume 8, Issue 4: Scientific Journal [Chief. ed. N. M. Bidyuk]. Kyiv–Khmelnyskyi : KhNU. – 118 p.

The publication of English online version of the journal “Comparative professional pedagogy” is carried out by the publishing house Sciendo (De Gruyter)

<https://content.sciendo.com/view/journals/rpp/rpp-overview.xml>

*The journal is abstracted and indexed in 25 international scientific services (Cabell's directory, EBSCO, Discovery Service, Google Scholar, WorldCat etc.)
Re-registered as a professional medium in Ukraine in “Pedagogical Sciences” field
(Order № 1714 as of 28.12.2017 of the Ministry of Education and Sciences of Ukraine)*

*The official webpage of the journal:
<http://khnu.km.ua/angl/j/default.htm>*

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*Certificate of the State registration of a published mass medium KB series № 17801-6651P as of 29.03.2011
Recommended for print by the decision of the Scientific Board of Khmelnytskyi National University
(Protocol № 4 dated 29.11.2018)*



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DOI: 10.2478/rpp-2018-0047

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DEVELOPING PROFESSIONAL PEDAGOGICAL COMPETENCY OF LECTURERS IN THE LEADING EU COUNTRIES

ABSTRACT

The article deals with the trends in developing professional pedagogical competency of lecturers in the scientific and educational space of the leading EU countries. Specific attention is paid to the analysis of the approaches to determining core competencies required for professional growth, as well as components and criteria for developing professional pedagogical competency in the education systems of the UK, Germany, France, Austria, the Netherlands, Denmark, Finland. It is highlighted that despite the availability of relevant documents in an integrated Europe, which contain the conceptual framework for acquiring core (basic) competencies, the terms and their criteria differ in each country. It is indicated that in the European Union there is no single approach to understanding the essence, ways and methods for shaping and developing professional pedagogical competency. It is specified that professional pedagogical competency occupies the most important place among the main competencies of lecturers since it is directly related to the performance of professional duties. It is clarified that when defining the essence of professional pedagogical competency the EU experts pay considerable attention to such qualities of lecturers as the ability to independently solve complex tasks, acquire new knowledge and skills, have a positive view of one's own personality, fruitfully communicate with students and colleagues. It is concluded that the current research made it possible to prove a clear orientation of these countries' state policy towards developing the potential of lecturers, the availability of legal foundations required to ensure support and integrity of lecturers' professional development, a high level of organization and methodical support of the programmes for lecturers' professional development, which are characterized by clear goals and expected outcomes.

Keywords: *competency-based approach, professional pedagogical competency, professional development, core competencies, lecturer, teacher education, professional teacher training, the European Union.*

INTRODUCTION

The modern stage of Ukraine's higher education development and its integration into the European and global higher education areas require that the potential of a modern lecturer should be qualitatively enhanced. Under the modern conditions, the lecturer is viewed as a specialist who is knowledgeable of innovative strategies for learning and teaching, is able to involve students in creative activities based on global standards, strives for continuing professional development and is motivated to develop professional pedagogical competency. The study and consideration of international experience in enhancing professional pedagogical competency are the ways to successfully improve professionalism of academic staff.



THE AIM OF THE STUDY

The study aims to analyze the trends in developing professional pedagogical competency of lecturers in the scientific and educational space of the leading EU countries.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Some international experience in professional training of lecturers and improvement of professional pedagogical competency were studied by such Ukrainian scholars as N. Avsheniuk, L. Diachenko, O. Ohienko, O. Ovcharuk, L. Puhovska et al. (Avsheniuk et al., 2014; Avsheniuk et al., 2017; Ovcharuk, 2003). In particular, the problem of teacher training in the UK was investigated by O. Chorna, D. Medvedovska, N. Yatsyshyn et al. (Medvedovska, 2016; Yatsyshyn, 1998). The system of teacher training in France was addressed by V. Lashchykhina (2009), T. Levchenko, N. Postryhach et al. (Avsheniuk et al., 2014; Avsheniuk et al., 2017). The organization of higher teacher education in Germany was examined by B. Bazova (2011), I. Boichevska, L. Diachenko, V. Hladush (2012) et al. (Avsheniuk et al., 2014). Scandinavian education systems were studied by N. Andriichuk, T. Hrabovska, A. Roliak (2010) et al. The Finnish system of teacher education was justified by N. Baseliuk (2013), K. Kovtun et al. (Avsheniuk et al., 2017). The trends in the Belgian system of teacher education were considered by T. Kuchai, Yu. Zakaulova (2008) et al. Different aspects in professional training of lecturers were revealed by J. Buitink (1992), K. Collins, E. Hoton, W. Hutmacher (2008), E. Karweti (2014), M. S. Knowles (Knowles, Hoton, & Swanson, 1998), M. Mulderns (Mulderns, Weigel, & Collins, 2007), S. N. Oja (2009), A. Richard et al.

The research methodology included descriptive methods (study, analysis and description of documents, scientific and educational sources) and comparative method (identification of common and distinct pedagogical patterns).

RESULTS

Innovative achievements of the countries with high-level professional training and development of lecturers in accordance with global standards are of academic interest since they have rich historical traditions of education, considerable experience in training of educators under the new sociocultural conditions (Avsheniuk et al., 2017, p. 5). The education systems of the UK, Germany, France, Austria, the Netherlands, Denmark and Finland are characterized by significant achievements in the quality of professional training for lecturers. Indeed, they have a “scientifically justified, practically verified and thoroughly elaborated complex of teaching skills and competencies of educators” (Avsheniuk et al., 2017, p. 77).

In Europe, the development of teacher education is determined by the main trends characterized by the processes of internationalization, professionalization and modernization of education and targeted at competency-based approach (Bibik et al., 2004). Despite the availability of relevant documents, which contain the conceptual framework for acquiring core (basic) competencies (the European Commission’s White Paper on Education and Training (1995), a Memorandum on Lifelong Learning (2000), the eEurope Action Plan (2002), Commission’s Action Plan for Skills and Mobility (2002), Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015), etc.) and are recommended for implementation in the education systems of the EU member states, the terms and their criteria differ in each country. Therefore, there is no single approach to understanding the essence, ways and methods for shaping and developing professional pedagogical competency in the European Union.



The lack of coherence and unanimity is proved by a multi-meaning interpretation of professional competency as “in-depth knowledge”, “the ability to perform relevant tasks”, “the ability to apply knowledge and skills”, “the adequate performance of tasks”, etc. (Harhai, 2004). It should be noted that when defining the essence of professional pedagogical competency the EU experts pay considerable attention to such qualities of lecturers as the ability to independently solve complex tasks, acquire new knowledge and skills, have a positive view of one’s own personality, fruitfully communicate with students and colleagues (Eurydice, 2002).

E. Karweti (2014) states that professional pedagogical competency occupies the most important place among the main competencies of lecturers since it is directly related to the performance of professional duties. M. S. Knowles indicates that higher education must cultivate the lecturers who consider lifelong learning and application of knowledge in changing conditions as the most important abilities (Knowles, Hoton, & Swanson, 1998).

Some scholars emphasize the importance of implementing professional pedagogical competency in the education systems of the EU countries through the use of competency-based approach (Mulder, Weigel, & Collins, 2007, p. 67). They substantiate the interest in this problem with a number of specific issues related to social and educational trends, including the complexity in defining education principles and insufficient assessment of education organization based on competences, some problems in assessing the level of specialist competency due to improper approaches to its definition.

The UK experience in developing professional pedagogical competency is rather focused on the characteristics of pedagogical activity than personal qualities of lecturers (Oja, 2009). In this regard, it was crucial to determine the most important goals of pedagogical activity, which should be achieved to meet educational requirements of professional competency. Taking into account the fact that pedagogical activity is regulated by professional standards, the Higher Education Academy and British universities have approved the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (2011). It encompasses three dimensions in qualitative development of professional pedagogical competency in a modern lecturer: area of expertise, general knowledge, professional values with corresponding descriptors. These descriptors of professional values include the following: respect for every student; assistance to the student in obtaining higher education; use of factual data obtained from research findings on teaching and continuing professional development; understanding of the higher education context, application of professional practice (Medvedovska, 2016).

German scholars consider academic, methodological, social and axiological competencies to be the components of core competencies (Ovcharuk, 2003, p. 19). However, the development of professional pedagogical competency is ensured by a system of postgraduate teacher education, which is rather multilevel and multidivisional and involves two areas. The first area that is advanced teacher training (Lehrerfortbildung) is aimed at enhancing professional competency of lecturers so that they can introduce innovations to the education process, apply modern educational methods, enrich knowledge and practical skills in pedagogy, teaching methodology, psychology, etc. The second area that is additional teacher training (Lehrerweiterbildung) implies obtaining a new qualification or expanding current professional one (Hladush, 2012). This process is based on the principles of modularity, rational organization of the education process, interdisciplinarity and reflectivity.



In contrast to German researchers, Austrian experts in education substantiate the following core competencies: subject-specific competency (mastering and application of knowledge, critical reflection); personal competency (development of individual skills, self-analysis); social competency (responsibility, activity); communicative competency (communication skills); methodological competency (autonomy, flexibility, purposefulness in learning) (Swiss Federal Statistical Office, 2001, p. 72). It is in the context of developing these competencies that Austrian experts can observe the enhancement of professional pedagogical competency. However, the following aspects of Austrian experience in teacher training are considered to be the most innovative ones: diversification (multidisciplinary) and hybridization of teacher education, the country's clusterization in reforming teacher education, tutoring (Avsheniuk et al., 2014, p. 11).

The development and implementation of national qualification standards based on common requirements for professional training and professional development of teaching staff is characteristic of teacher education in France. Diplomas with qualifications are awarded to the candidates who acquired certain knowledge within the defined standards for professional pedagogical competency. Rather interesting is a modern model for professional training and development of teaching staff in France. The main essential characteristic of such a model is a concentrated approach to developing professional pedagogical competency of lecturers through the use of communication (dialogue-based) exercises, analysis of pedagogical situations, discussions, experimental exercises (Lashchykhina, 2009). Projects presentation, demonstration of educational films, modeling, problem-based methods, role-playing games, micro-teaching are widely used, too.

A slightly different approach to defining the essence of competencies and competence-oriented education is employed by Belgian scholars. Core competencies developed during the education process are social competencies, a positive attitude to external social environment, independent thinking and performance, motivational competencies, mental mobility, functional competencies (OECD, 2011). Belgian experts associate professional pedagogical competency with such criteria as multifunctionality (achieving specific goals, performing various tasks, solving problems), multidimensionality (interconnected combination of knowledge, views, skills and relations), transparency (the possibility of use in different situations), availability (taking into account different content volumes) (Zakaulova, 2008).

In the Netherlands, professional pedagogical competency of lecturers is closely related to defining the major educational goals, including the development of the lecturer's personality, his/her adjustment to new requirements of the education process. Taking as a basis Dutch theorists and educators' suggestion about how to define core competencies in accordance with the requirements of different stages in the individual's life, the following competencies necessary for achieving professional growth were identified: content competencies (necessary for competitiveness in the national and European labour market); competencies necessary for a career (technological competency, operational skills, etc.); competencies necessary for acquiring new skills (basic, analytical abilities and skills) (Swiss Federal Statistical Office, 2001, pp. 255–260).

This suggestion also affects the list of requirements for professional pedagogical competency of lecturers, namely self-directed study abilities; confidence and ability to choose an area for development; ability to solve problems, apply different options, collaborate with colleagues and discover creative solutions; ability to acquire new skills effectively.

It can be argued that modern theoretical developments urge to search for new models in the development of professional pedagogical competency of lecturers. Scientific



researches are aimed at studying the ways to deepen the connection between theory and practice in the process of professional pedagogical growth. The main pedagogical functions related to developing this competency were determined as follows: the deepening of lecturers' professional thinking with an emphasis on pedagogical reflection, self-analysis, a harmonious combination of critical and creative understanding of the principles for effective pedagogical activity (Roliak, 2010). After studying educational problems in Denmark, J. Buitink (1992) substantiated the role of practical knowledge in professional growth of the lecturer, which allow him/her to understand any pedagogical situation and take an informed decision instantly, to apply critical thinking skills based on knowledge and experience.

Finnish experts' views on core competencies significantly differ from those common in most European Union countries. They believe that core competencies should include: cognitive competency (theoretical knowledge, practical skills); ability to apply knowledge and skills under the conditions of social change; social competency (ability to cooperate and prevent conflicts, mutual understanding, social adaptability); personal competencies; creative competencies (innovative activity); communicative and pedagogical competencies; administrative competencies; strategic competencies; ability to act in parallel in different fields of activity. In Finland, the development of professional pedagogical competency is incorporated in university curricula as a component of the higher education standard (Hutmacher, 2008; Virolainen, & Stenström, 2015). This process mainly involves mastering procedural, motivational, semantic components of pedagogical activity, the logic of academic subjects, ability to operate concepts representing the conceptual framework of pedagogy, ability to transform the foundations of pedagogical theory into methods of cognitive activity, acquisition of self-directed study and professional development skills, business communication.

CONCLUSIONS

The study of current trends in developing professional pedagogical competency of lecturers in the scientific and educational space of the leading EU countries made it possible to prove a clear orientation of these countries' state policy towards developing the potential of lecturers, the availability of legal foundations required to ensure support and integrity of lecturers' professional development, a high level of organization and methodical support of the programmes for lecturers' professional development, which are characterized by clear goals and expected outcomes. The differences in defining the competencies, which are required for professional growth, help to intensify and deepen the debate on the outlined problem between expert teachers in an integrated Europe.

Prospects for further research should be aimed at studying some experience in developing professional pedagogical competency of lecturers in the USA and Canada.

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DOI: 10.2478/rpp-2018-0048

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DEVELOPING METACOGNITIVE STRATEGIES OF FUTURE TEACHERS IN THE FRENCH SYSTEM OF HIGHER EDUCATION

ABSTRACT

The article analyzes the trends in teacher education development with the aim to improve the system of education in Ukraine. The need to improve professional training of future teachers taking into account metacognitive learning strategies is emphasized. The main way of enhancing efficiency of professional knowledge acquisition is defined to be metacognitive processes. The study of psychopedagogical literature shows variety and diversity of scientific approaches to understanding the essence of metacognitions. It is indicated that the implementation of metacognitive approach is impossible, unless the student possesses the knowledge of learning strategies. When the lecturer aims to develop them in the students, learning becomes more personality-oriented and the level of learner autonomy is increased and thinking is amplified. This, in turn, is one of the most important ways to develop self-study skills. Foreign educational science singles out three groups of learning strategies such as cognitive, socially affective and metacognitive (being the main element of educational actions). The methods of metacognitive learning in higher education institutions in France are analyzed. The metacognitive learning pattern of note-taking is defined as to be most practice-oriented. It consists of such stages as contextualization, decontextualization and recontextualization. The analysis of training programmes for future teachers proves that the implementation of metacognitive programmes into practice of higher teacher education in France is based on the following two processes: either their full assimilation with the already existing syllabi, or the expansion of syllabi with the specialized course of study in metacognitive learning. Therefore, these programmes urge lecturers to realize that under modern conditions it is necessary to switch to metalearning. Students are assisted in creating a list of competences and knowledge and are aware of the need to enhance them in the future. The analysis of metacognitive programmes for professional training of future teachers in France concludes that lecturers aim to develop future teachers' ability to self-analyze and self-assess learning activities.

Keywords: learning strategies, metacognitions, metacognitive learning strategies, future teachers, professional training.

INTRODUCTION

Educational reforms promote revision of the education process models, which should meet modern requirements. The National Strategy for Education Development in Ukraine until 2021 describes the main trends, priorities and mechanisms for implementing the state education policy, the structure and content of the education system, which requires high-quality training of future specialists. Taking into consideration the fact that a component of self-directed study is increasing, it is imperative to ensure its effective organization in relation to professional training of future teachers. Nowadays, higher



education institutions lack sufficient capacity in this regard. The analysis of studies on the raised problem shows that some European Union countries, in particular France, have applied metacognitive approach to teaching and created the conditions, which are necessary for creative activities of learners and allow them to engage in self-improvement and self-realization. To this end, there appears to be the need study some European trends in teacher education development with the aim to improve the education system in Ukraine.

THE AIM OF THE STUDY

The aim of the study consists in analyzing the experience of developing metacognitive strategies of future teachers in higher education institutions in France and outlining relevant recommendations to im

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Theoretical framework of the current study consists of the findings by Ukrainian (Yu. Adonieva, A. Derkach, O. Henisaretskyi, Yu. Hromyko, A. Smantser, O. Zhuk) and foreign (B.-M. Barth, Ch. Bonne-Dulibine, N. Carmona-Magnaldi, D. Cohen, L. Grosjean, L. Lafortune, N. Leselbaum, B. Noël, M. Romainvilleet, L. Saint-Pierre, G. De Vecchi et al.) scholars, who explored theoretical and practical principles of effective organization of students learning based on metacognitive approach.

While researching, the following methods were used: analysis, synthesis, comparison, generalization with the aim to study scientific literature and compare the scholars' views on the content of the defined concepts.

RESULTS

The study of psychopedagogical sources proves variety and diversity of scientific approaches to understanding the essence of metacognition as a special cognitive process, which enables the individual to analyze his/her own cognitive activity (J. Flavell); a specific activity which enables the individual to evaluate and monitor his/her own learning progress (A. Brown); some mental structures that systematically control information processing and organize the individual's intellectual activity (M. Kholodna); meta-systemic cognitive processes, which enable the individual to perceive his/her subjective reality, inner world (A. Karpov) (Adonieva, 2017).

Upgrading teacher education calls for creating some new schemes aimed at developing metacognitive skills and, eventually, shaping the teacher's educational and professional style (Adonieva, 2017).

It is impossible to implement metacognitive approach, unless the individual possess some knowledge of learning strategies. The concept of "strategy" is common in many fields. It is characterized by an agreement between specific traits of the coordinator of an activity and the current conditions inherent in the activity. It combines all the actions and processes according to the aim of the activity. Therefore, strategy is one of the main factors in achieving success in any activity. O. Malykhin & A. Halla (2016) state that learning strategies are considered to be a set of actions, steps, plans, routines, which assist the student in obtaining, preserving, accessing and using information.

Foreign educational science defines learning strategies as subjective and intellectual actions through which the learner can enhance perception of educational material and singles out three groups of learning strategies. They are the following: 1) *cognitive learning strategies* – conscious ways of organizing learning such as note-taking, selection of scientific sources (e.g. dictionaries), revision, drawing of parallels, memorization of terms and key concepts; 2) *socially affective learning strategies* – learning through interaction,



information exchange (e.g. peer interaction, collaboration tasks, counselling); 3) *metacognitive learning strategies* assist the student in planning, organizing and controlling his/her learning as well as analyzing his/her own achievements (Cohen, 2011).

When the lecturer aims to develop learning strategies in the students, learning becomes more personality-oriented and the level of learner autonomy is increased and thinking is amplified. Therefore, it is rather imperative to teach students to design their own optimal learning strategies since it is one of the main trends in the development of learning autonomy. M. Romainville (1993) views metacognitive strategies as the main element of educational actions. The studies conducted among first-year students have shown that it takes little time to improve students' learning skills and adapt them to a new context, thereby increasing the efficiency of self-directed study (Romainville, 1993, p. 3).

According to M. Romainville (1993), the student who seeks to be able to control his/her own learning activities must understand and contextualize his/her learning style. Academic success also depends on his/her ability to analyze certain cognitive strategies and factors influencing their implementation, as well as his/her ability to adapt the strategies to personal characteristics and characteristics of learning activities (p. 4). On the one hand, learning involves using these strategies to control cognitive processes. On the other hand, learning is also a result, since the students' use of these strategies should result in modified knowledge as a cognitive structure for long-term memorization.

M. Romainville (1993) indicates that knowledge modification can be achieved:

- through different changes such as adding of new information to previously acquired knowledge and, as a result, its restructuring, elimination of some knowledge, emergence of new connections within knowledge;

- depending on a type of transformed knowledge;

- depending on a level of transformed knowledge perception (Romainville, 1993, p. 9).

B.-M. Barth (1987) believes that students who passively receive knowledge will never be able to engage in self-directed study (pp. 35–70). When designing a model for developing metacognitions, the scholar discovered that their own underdevelopment could be explained by lack of knowledge among students at the level of abstraction. Therefore, B.-M. Barth designed a metacognitive model of learning situation, which took into account the chronology of metacognitive actions and involved three stages. Stage 1 is aimed at conceptualization of an educational problem and reflection on students' results, so that they can familiarize themselves with some effective ways of performing learning tasks. First, students should put forward some hypotheses, which are subject to verification. After that, they learn how to formulate a general idea taking into account the examples produced by the lecturer. Students are also taught how to distinguish some characteristics of phenomena, compare them and eliminate insignificant ones. In such a way, they learn how to classify the examples according to certain criteria.

Stage 2 control the accuracy of problem conceptualization with new examples. In case of the collision of perceptions, the cognitive conflict is more valuable than “a ready response”. Students' recognition of mistakes becomes a source of metacognitive development.

Stage 3 involves determining effectiveness of learning actions and evaluating the possibility of transferring knowledge to other fields. The final grade is calculated individually. Its main criteria should be based on the following abilities: to recognize the studied concept taking into account new examples; to justify one's choice and outline the main features of the concept; to correlate the essence of the concept with its features, which



makes it possible to evaluate the structure of knowledge and the achieved metacognitive level of abstraction; to illustrate the concept with one's own examples; to transform these examples into other concepts (Barth, 1987). This model, however, lacks group work, which is important in developing core competencies of a modern teacher.

The metacognitive learning pattern of note-taking suggested by M. Romainville and B. Noël (1998) is defined as to be most practice-oriented. It consists of the following stages:

– *contextualization*. The authentic nature of learning situation (taking notes, keeping a record of the meeting, making an abstract of learning materials) requires that students should wisely choose learning strategies. Such an activity is considered to be metacognitive if the student can comprehend the essence of his/her actions, analyze his/her notes, compare them with those of other students, justify his/her choice of the strategy.

– *decontextualization*. The first element of this stage is metacognitive pause, which takes place during note-taking or directly after its completion. The student analyzes the used strategies, reflects on the result, as well as the criteria for evaluating the activity, identifies some persistent features of these strategies.

– *recontextualization*. This stage should facilitate the application of previously acquired skills under new learning situations. The student should be able to define whether these skills are effectively applied. The main task of this stage is to teach students how to use these skills and microcompetences when performing new learning tasks. Thus, the suggested model proves that development and use of knowledge require that students should organize their own thinking activity (Kazimirskaya, & Torkhova, 2002, p. 78).

French scholars state that self-directed study can be effective if the lecturer is able to establish goal-setting, plan learning activities, provide students with effective assistance and evaluate their results (Leselbaum, Bonne-Dulibine, & Grosjean, p. 20). Therefore, students should be able to use various knowledge, predict the results of learning actions and self-assess (assess) learning activities.

L. Lafortune and L. Saint-Pierre (1998) believe that metacognitive and affective learning can be effective if students are involved into active learning. Indeed, if the lecturer allocates 8–10 % of total learning time to metacognitive training, probability of success increases (pp. 35–39). The programme of metacognitive learning should contain some common activities not to disrupt the rhythm of the education process. However, the lecturer who wants to improve his/her own style should introduce pedagogical innovations.

The analysis of training programmes for future teachers proves that the implementation of metacognitive programmes into practice of higher teacher education in France is based on the following two processes: either their full assimilation with the already existing syllabi, or the expansion of syllabi with the specialized course of study in metacognitive learning.

De Vecchi designed a special course for students to help them organize their self-directed study at interdisciplinary level, which is based on the author's pattern of knowledge creation. It consists of four modules, namely *research module* (familiarization with an educational problem), *concept module* (acquisition of experience in structuring knowledge), *knowledge generalization and verification module*, *knowledge application* (De Vecchi, & Carmona-Magnaldi, 1996, p. 202).

J.-L. Wolfs designed a programme for future teachers based on metacognitive approach. The programme aims to teach students metacognitive reflection, metacognitive strategies and time management, which is necessary for effective organization and implementation of self-directed study. The author took into account cognitive, affective and



metacognitive factors, the latter being able to prevent narrow specialization of professional teacher training. In accordance with the pattern for metacognitive teaching of note-taking, J.-L. Wolfs designed the following plan of self-directed study:

- 1) the lecturer offers students to make an abstract of the lecture;
- 2) the lecturer analyzes students' results and encourages them to explain how they organized their learning activities. This makes it possible to specify whether students applied the same or different methods while performing learning tasks. Students are also offered to independently design the criteria for evaluation and self-evaluation of results;
- 3) the lecturer assists students in mastering the note-taking method;
- 4) the lecturer offers students some exercises and means, which can help them to improve some skills. Each student is involved into metacognitive pause to comprehend his/her own achievements and overcome difficulties;
- 5) the lecturer can choose the mode of programme application (individual or group counselling; individual classes or the whole course; individual work, pair work, group work, etc.) (Romainville, 1998).

Therefore, these programmes urge lecturers to realize that under modern conditions it is necessary to switch to metalearning. Students are assisted in creating a list of competences and knowledge and are aware of the need to enhance them in the future. The analysis of metacognitive programmes for professional training of future teachers in France concludes that lecturers aim to develop future teachers' ability to self-analyze and self-assess learning activities.

CONCLUSIONS

Therefore, the application of metacognitive strategies for learning organization and self-directed study of students creates some optimal conditions for them to demonstrate their skills and to become active participants in the education process. The conducted analysis of metacognitive component in teacher training programmes in France proves that its system of higher teacher education is characterized by theoretically and methodically justified educational practice aimed at developing metacognitions of students (the ability to plan, organize and control their own activities based on metacognitive strategies).

The experience of using metacognitive strategies in training future teachers in higher education systems of some European Union countries can be taken into account in by Ukrainian educators. The already existing developments insufficiently cover the specificity of professional training of natural sciences teachers and should be more widely researched.

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DOI: 10.2478/rpp-2018-0049

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CURRENT STATUS AND PROSPECTS FOR THE QUALITY ASSURANCE IN BORDER GUARDS TRAINING: EUROPEAN EXPERIENCE

ABSTRACT

The article reveals the current status of the quality assurance development in the training process of the European Union (EU) border guard agencies. Besides, the study aims to describe the prospects for further quality assurance development of the border guards training in the EU countries. The views of scientists on the concepts of “quality assurance and control” and “quality of training” were critically studied. The quality of a border guard’s training was defined as a set of knowledge, skills and competencies of a border guard, including a border guard’s personal qualities, characteristics, which define a person as a specialist in the sphere of the state border protection and distinguishes him or her from other specialists and ensures success along the border guard career path. The study of the quality assurance system of border guards’ training in the EU countries revealed that it is conducted by the European policies and educational and training standards and promotes the formal certification and external accreditation of border guards’ training. It is indicated that the prospects for developing quality assurance mechanism for all-European border guard courses are connected with the possibility to provide external accreditation for such courses as: Introduction to Educational Technology and Training Delivery Methodology, which the author completed in 2017 and 2018. The process of accreditation is being conducted by an international quality assurance agency. The quality assurance system of the border guards training in EU is used in the Joint European Master’s Program in Strategic Border Management, developed by FRONTEX Agency in cooperation with European educational establishments. So, the State Border Guard Service of Ukraine can be particularly interested in this program, in order to facilitate the increasing of quality of Ukrainian border guards training.

Keywords: *quality assurance, border guards training, European Union countries.*

INTRODUCTION

Today, the process of reforming the law enforcement agencies of Ukraine, which also includes the State Border Guard Service of Ukraine (SBGSU), determines the further development of the Ukrainian border guards training system. This requires careful study of the European standards for the border guards training, which puts forward implementation of the quality assurance mechanisms used in the European Union (EU) border guard authorities.

Quality assurance of education and training is one of the main preconditions for mobility, compatibility and attractiveness of the education system of any country. Promoting European cooperation in the sphere of education quality assurance is a requirement of the Bologna process. In world practice, there are different approaches to assess the quality of the educational establishment work: reputation-based (using experts’



assessments), result-based (using objective indicators) and general one. The task of ensuring the quality of education is multifaceted and includes the availability of necessary resources (human, financial, material, informational, scientific, educational, etc.), organization of the educational process that should correspond to the current trends in the development of national and world economy and education, control of educational activity and the quality of training specialists at all stages of education and at all levels: educational institution level, national level and international or European level (Yakymenko, 2005).

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

Thus, the problem of quality of border guards training requires solving of a number of tasks to ensure the preparation of a border guard with high moral aspirations and motives, who will be socialized, mobile, ready to perform service duties in challenging and controversial circumstances.

THE AIM OF THE STUDY

The aim of this article is to analyze the current status of the quality assurance development in the training process of the EU border guard agencies. Besides, the study aims to describe the prospects for further quality assurance development of the border guards training in the EU countries.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The need for increasing the quality of border guards training requires addressing the problem of enhancing professional training on the basis of foreign experience, in particular what concerns quality assurance. Problems of quality assurance of specialists' training in international educational space have been studied by both Ukrainian and foreign scholars: the European educational standards (Bidiuk, 2018); challenges to European border guards' educational quality assurance (Zalitis, Zukova, & Madzule, 2016); implementation of the Sectoral Qualifications Framework for Border Guarding (Peres, & Norris, 2017); the practical issues of the border guards' training (Balendr, 2018; Bloschchynskyi, 2017). The peculiarities of quality assurance development were considered in such key EU documents as: Declaration of the European Ministers of Vocational Education and Training ("Copenhagen Declaration"); European Qualifications Framework for lifelong learning (EQF-LLL); Council Recommendation on the validation of non-formal and informal learning; Bordeaux Communiqué on enhanced European cooperation in Vocational Education and Training; Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011–2020; Council conclusions on quality assurance supporting education and training.

In the sphere of border protection first of all should be mentioned development and introduction of the Sectoral Qualifications Framework for border guarding (SQF), Common Core Curricula for basic, mid and higher border guard education. In order to accomplish the tasks of the article the following methods were used: critical and logical analysis of pedagogical and quality assurance literature; comparative study of the basic concepts, trends in quality assurance sphere; pedagogical observation, collection and generalization of data, analysis of EU legislation and policies in the sphere of vocational education and training.

In order to identify the main problems of ensuring the quality of the border guards' training, the views of scientists on the concepts of "quality assurance and control" and "quality of training" were critically studied.



The International Organization for Standardization has adopted the following definition of quality: “Quality is a set of characteristics of an object that relate to its ability to meet established and foreseeable needs”. Quality assurance and quality control are two aspects of quality management. While some quality assurance and quality control activities are interrelated, the two are defined differently. According to ISO 9000:2015: Quality assurance consists of that “part of quality management focused on providing confidence that quality requirements will be fulfilled”. While quality assurance relates to how a process is performed or how a product is made, quality control is more the inspection aspect of quality management (ISO, 2015).

Achievement of quality characteristics depends on management, which ensures their values, complex and combination. Quality is considered not only as a result of activity, but also as an opportunity to achieve it in the form of internal potential and external conditions, as well as the process of formation of characteristics (Korotkov, 2006).

The concept of “quality” is a philosophical category that “... expresses the internal certainty of an object that is a specificity that distinguishes it from all others” (The Great Explanatory Dictionary of Modern Ukrainian Language, 2001). According to O. Subetto (1989), the quality of training of specialists is an integral indicator of the state of education and the level of knowledge of students. Concerning the concept of “quality of a specialist training”, the modern science uses a variety of interpretations. It is understood as a set of properties that allows to perform skilled professional work in accordance with the passport of a specialty, take an active civil position, constantly improve one’s qualifications, and allows to change the profession later (Suslov, 2005).

The researcher I. Kanivets considers the quality of a specialist as an objectively existing set of properties and characteristics (knowledge, abilities, skills, personal qualities), which defines a person as a specialist in a particular profession and specialty and distinguishes him from other specialists. The quality of training of a specialist, in the opinion of the researcher, is a set of essential properties and characteristics, the level of which is formed in the process of educational activities and must meet the requirements of consumers. (Kanivets, 2004).

Consequently, there are different views on the concepts of “quality of a specialist training”. There is an international quality management experience – the system of total quality management. The use of this system is possible only taking into account the peculiarities of educational processes and the conditions of modern national pedagogical management. The quality of education can reflect today’s needs, but may be aimed at the future. It is necessary to ensure quality, taking into account the development of trends in education (Korotkov, 2006).

So, the concept of “border guards’ training quality” can be formulated as a set of knowledge, skills and competencies of a border guard, including his or her personal qualities, characteristics, which define a person as a specialist in the sphere of the state border protection and distinguishes him or her from other specialists and ensures success along the border guard career path.

RESULTS

Speaking about the personnel training in the EU border guard agencies nowadays, FRONTEX Agency (European Border and Coast Guard Agency, in order to facilitate the increasing of quality of the EU border guard training, initiated the Quality Assurance project. The aim of the project, which was started in 2017, is to develop a quality assurance system for the EU border guard agencies that would be aligned with the European policies,



standards and best practice in vocational education and training, enabling the formal certification and international recognition of FRONTEX training. The ultimate goal is to ensure that operational competencies are achieved in all border guard training activities and that the border guard agencies of EU and Schengen associated countries receive best value from professional, quality assured training (Peres, 2017).

FRONTEX uses the European fundamentals, standards and guidelines for quality assurance applicable to vocational education and training across EU and recognizes that defined policies and procedures must be in place to ensure a coherent approach to quality assurance of FRONTEX programmes, courses and curricula and the quality assurance of the EU Member States and Schengen Associated Countries training (Quality Assurance Policies and Procedures, 2017).

In the sphere of border guards training quality assurance applies risk-based thinking to anticipate what can go wrong and take all measures necessary to help the situation. A key concept in quality assurance of vocational education and training according to Council Recommendation in Vocational Education and Training is the Plan-Do-Check-Act cycle, also known as “the Deming cycle” named after its inventor W. Deming. It is quite a common sense concept that underlines the continuous nature of quality improvement, which starts with planning and improvement, implementing it, checking if the improvement has happened and acting further on the outcome to initiate a new improvement cycle. It involves strategic planning, goal setting and definition of standards, continuous monitoring and analysis of factors contributing to quality, measuring the results according to predefined goals, and managing change in the view of the achieved results (Peres, 2017).

Quality assurance in border guard organizations allows recognizing and validating the great amount of on-the-job training (OJT), which takes place every day at the border. It can become possible to rely not only on people’s degrees and diplomas to assess their competence, but also to assess and validate their operational learning and experience on the job. FRONTEX trainers can be accredited and formally recognized as FRONTEX certified trainers with the help of external accreditation. The implementation of quality assurance system brings international reputation of excellence to EU border guard training. The diplomas received as a result of such training will be recognized worldwide like any other university diploma.

FRONTEX fulfils its training mission by providing education and training for border guards in the EU Member States and Schengen Associated Countries, aligned to the Bologna and Copenhagen processes and the EQF. As an overarching frame of reference for all border guard education and training, FRONTEX Agency elaborated the SQF.

The SQF is a platform for a coherent strategy that links all training products and contributes to the harmonization of border and coast guard education and training. It supports the national integration of all common curricula, as it offers specific reference points for all border guard learning requirements, consistent and aligned with the EQF. The SQF is thus ensuring comparability of qualifications and creating the premise for the recognition of learning in all its forms – formal, informal and non-formal. For FRONTEX, the SQF is an instrument for reviewing training and for quality assurance that will lead to the development of courses that can be accredited (Quality Assurance Policies and Procedures, 2017).

One of the functioning models of quality assurance system in the sphere of border guards training is a Joint European Master’s Program in Strategic Border Management (EJMSBM), which FRONTEX developed in collaboration with several European Universities and Academies, as an innovative transitional joint degree.



Originating from the border guard community and developed in collaboration by border guards and academics from over 20 EU countries, the EJMSBM is designed as a programme where the learning has practical application for the EU border guard organizations which are the ultimate beneficiaries. The programme is completely learner-centered focusing on the relevance of the learning requirements for operational competence. The programme is delivered over 3 semesters of 30 ECTS credits each, with a taught component of 60 ECTS credits comprising 10 modules and a final dissertation stage. Each module is delivered by a different Academic Partner, in collaboration with a border guard academy that brings in the professional expertise, offering an opportunity for the students to be exposed to the different border management practices at various national external borders in the Netherlands, Spain, Estonia, Latvia and Lithuania (Quality Assurance Policies and Procedures, 2017).

The quality assurance structure of the EJMSBM is represented by the Consortium, creating a “mini-university” – a shared governance structure with distributed roles across the Consortium, ensuring an integrated management of the programme and shared quality assurance responsibilities that aim to demonstrate “unity”, not “multiplicity”, promoting a “culture of jointness” (EUA, 2006). The Governance of the Consortium rests with an appointed Governing Board which is responsible for the implementation and quality assurance of the programme. It acts as an Academic Council for the programme and it is representative of the Academic Councils of each of the Consortium members, as well as students’ representatives. The Consortium also consists of: Program Board, Program Administration, Board of Examiners, Quality Assurance Committee.

The Consortium values the distributed nature of the degree programme and recognizes that a single common set of policies and procedures must be developed and applied by all, to ensure an internally coherent and consistent system in line with each university’s regulations, and to offer a harmonious academic experience to the students. All partners implement the quality assurance procedures and cooperate in the quality assurance procedures, sharing responsibilities as defined in the Consortium Agreement (Quality Assurance Policies and Procedures, 2017).

Nowadays the prospects for developing quality assurance mechanism for all-European border guard courses are connected with the possibility to provide external accreditation for such courses as: Introduction to Educational Technology and Training Delivery Methodology, which the author completed in 2017 and 2018. The process of accreditation is being conducted by an international quality assurance agency. The FRONTEX’s plans for the future encompass improvement of the quality assurance policies and procedures, gradually extending the quality assurance system to all courses in all spheres, including training of curriculum designers and trainers in design and delivery methodology.

CONCLUSIONS

The conducted study of the current state of quality assurance system of border guards’ training in the EU countries showed that it is built according to the European policies, standards and best practice in vocational education and training, it promotes the formal certification and international recognition of border guards’ training in order for all border guards from all EU countries to possess the same, high level of professional competence. One of the operating exemplars of quality assurance system of the border guards training in EU is used in the EJMSBM, developed by FRONTEX in cooperation with European educational establishments. So, the State Border Guard Service of Ukraine



might be particularly interested in this programme, in order to facilitate the quality enhancement of the Ukrainian border guards training.

Further studies should be related to the quality assurance of border guards' training in the USA.

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DOI: 10.2478/rpp-2018-0050

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OPEN BOOK EXAM AS ASSESSMENT METHOD AT MASTER DEGREE PROGRAMMES IN INTERNATIONAL ARBITRATION AND ALTERNATIVE DISPUTE RESOLUTION: FOREIGN EXPERIENCE

ABSTRACT

Among different methods which evaluate students' performance and learning results at Master programmes in International Arbitration / Alternative Dispute Resolution is an open book exam. It helps check student's knowledge as well as application of cognitive / intellectual / thinking skills and practical / professional / subject skills. Here examinees are allowed to use educational materials during the exam but they succeed only in case of thorough preparation of both a teacher and students, namely: adaptation of students to an open book exam format; development of necessary guidelines; determination of the targets which should be achieved; establishment of objective marking criteria; tailoring principles for reference materials selection; application of effective data retrieval methods and so on. A teacher must be ready to combat some potential problems which can arise while organizing an open-book exam: complete reliance on the prepared materials; poor time management of students; unfair competition (falsification of the material); corruption; cheating. In spite of some disadvantages, there is a list of an open exam advantages, prerogatively, stimulation of student intellectual vigour and application of theory into practice. An open book exam places the focus on higher abilities such as analysis, synthesis, compilation, interpretation, etc., making a student think deeply and creatively. The most important condition for successful open book exam is to outline the materials permitted for utilization in the classroom and insure their availability to the students, guaranteeing equality to every participant. It is proved that there is an urgent necessity to apply an open book exam as an assessment method at Master degree programmes in International Arbitration and Alternative Dispute Resolution.

Keywords: *open book exam, assessment method, Master Degree programme, international arbitration, arbitrator, alternative dispute resolution, knowledge, skill.*

INTRODUCTION

Effective student's learning outcomes assessment mechanism influences not only the educational process on the whole, but also affects the quality assurance of future specialist professional preparation. As a rule, assessment criteria and methods are regulated by relevant national authorities, accreditation bodies, and adopted by University administration through the Head of School or Course Leader. Basic information on the details of assessment procedure (methods, standard of marking, student work submission dates, exceptional circumstances etc.) is available to students in Academic Regulations or Assessment Guidelines as well as in Individual Module Requirements Handbooks (Course Handbook MSc Construction Law and Dispute Resolution, 2018).



Students who undertake LLM programmes in International Arbitration / Alternative Dispute Resolution are usually proposed a variety of assessment methods, such as tests, essays, reports, presentations, case studies, moot court, different types of exams, term papers, dissertation.

THE AIM OF THE STUDY

The aim of the article is to determine the meaning of the term “an open book exam”, and substantiate the necessity of its application at Master degree programmes in International Arbitration and Alternative Dispute Resolution taking into account advantages and disadvantages of this assessment method.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

As the quality of the assessment procedure and methods contributes much to educational process, many foreign and domestic researchers tend their scientific views to the problem of student’s learning outcomes assessment in establishments of higher education, consequently, great results were achieved in this area.

Native scientists devoted their works to different aspects of assessment process, problems of personality development, cognitive abilities enhancement, value orientation directing, etc.

Foreign investigators (C. Chan (2009); M. Gupta (2007); R. Cullen & R. Forsyth (2018); V. Kaur (2016); M. Weimer (2013) and et al.) analysed student performance assessment, evaluated its influence on teaching - learning environment, and benefits to University’s realization of the mission of preparing future professionals.

Nevertheless, the term “an open book exam” is seldom referred to in Ukrainian scientific-methodical literature, what explains the relevance of the issue under consideration.

The method of analysis and synthesis of methodological, social, pedagogical sources was used to reveal the state of the research problem readiness. The conclusions of the paper were made by the method of generalization.

RESULTS

Traditionally, learning outcomes of LLM students in International Arbitration and Alternative Dispute Resolution fall into several groups: knowledge and understanding of theory; cognitive / intellectual / thinking skills; practical / professional / subject skills; transferable / graduate and employability skills (LLM Alternative Dispute Resolution, 2018).

Therefore, there are different methods which help evaluate student’s performance and determine the level a student demonstrates. One of the most preferred methods which are used at Master programmes in International Arbitration / Alternative Dispute Resolution is an open book exam. It is a direct method given at the end of the term to check student’s knowledge and application of particular skills allowing examinees to use educational materials during the exam (Mohanani, 2001).

Thus, an open book exam differs from a closed book exam by the form of its realization, and what is more important, by the pedagogical targets. According to M. Gupta (2007) a closed book exam “places a premium on accurate and extensive recall, and unless carefully designed, its assessment of students’ knowledge is likely to be dominated by that ability”, an open book exam places the focus on higher abilities such as analysis, synthesis, compilation, interpretation, etc., making a student think deeply and creatively.

There are a number of requirements which must be followed by an examiner and a student to conduct such method of assessment effectively. The most important condition is



to outline the materials permitted for utilization in the classroom and insure their availability to the students, guaranteeing equality to every participant. In this aspect M. Weimer (2013) says that in the age of technology, students should be purposely taught how to access, organize, and apply information, not to simply memorize it.

An important task of an examiner is also to propose the questions (usually eight) relevant to the course content which stimulate students' intellectual vigour. Actually, the very preparation for such an exam is an indispensable practice for future arbitrators (Khodykin, 2008).

It should be noted that, as above mentioned terms should not be violated, students must be familiarized with the proposed format and provided with concrete rules and recommendations (for example, foreign students who got used to a closed book exam could be surprised by absence of such questions as defining a term, describing a notion, providing a characteristic, etc.).

Famous researchers of an open book exam peculiarities (Chan, 2009; Cullen & Forsyth, 2018; Gupta, 2007) recommend minding the following instructions before using an open book exam in class:

- adapt students to the tasks and assignments proposed at an open book exam beforehand;
- supply students with necessary guidelines on how to revise for an exam and to complete its tasks;
- determine the possibility to apply an open book exam separately from other assessment instruments;
- outline the targets which should be achieved;
- set up appropriate marking criteria with the weight placed on knowledge, comprehension and critical thinking, rather than just recall (Weimer, 2013);
- establish the principles for reference materials selection;
- concentrate on the sources with relevant information;
- structure and analyse the data available;
- outline the methods of materials' verification;
- propose extended time for exam completion, etc.

According to C. Chan (2009), an open book exam can be divided into the following formats:

1. Students are permitted to use reference materials during the exam.
2. Exam questions are given to students before the exam, allowing them to prepare resources individually.
3. Students are allowed to complete the tasks at home within a specified time period.

But only the first category fully meets the outlined requirements, that is why, the second and the third format can be referred to seen and take-home exams correspondingly.

Very often, thus, it is paramount to combine an open book exam with other assessment instruments, such as, for instance, a closed book exam to verify students' knowledge and skills deeply and broadly.

So, there are obvious advantages for both teachers and students which benefit teaching-learning process at Master programmes in International Arbitration / Alternative Dispute Resolution:

- flexibility in developing exam tasks;
- involvement of problem-oriented, multi-step questions;



- reduction of stress;
- implication of cognitive / intellectual / thinking skills;
- less focus on memorization;
- practical application of theoretical material;
- successive learning;
- usage of broader, deeper information;
- development of information retrieval skills;
- application of different sources of information;
- achievement of precise learning outcomes;
- development of new teaching-learning tactics.

While organizing an open-book exam it should be remembered that certain problems can still arise, for instance:

- complete reliance on the prepared material;
- poor time management;
- unfair competition (falsification of the material);
- corruption;
- cheating.

CONCLUSIONS

An open book exam as a method of students' learning outcomes assessment allows usage of reference materials during an exam completion what can sound odd to those whose performance has never been evaluated in such a way. This method aims not only to check students' theoretical knowledge and application of particular skills, but also to estimate certain personal traits such as ability to plan time effectively, to work in the team, to retrieve necessary information, to transform data into information, etc. Taking into account advantages and disadvantages of an open book exam, there is an urgent necessity to apply this assessment method at Master degree programmes in International Arbitration and Alternative Dispute Resolution as preparation for this exam and its completion benefits professional development of future arbitrators.

A separate research can be devoted to investigation of such exam formats as seen and take-home exams which are also rarely used at Law Schools of Ukraine.

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DOI: 10.2478/rpp-2018-0051

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COMPARATIVE RESEARCH ON INCLUSIVE EDUCATION IN ENGLAND, GERMANY, FRANCE AND TURKEY FROM THE PERSPECTIVE OF PHYSICAL ACTIVITY

ABSTRACT

Different countries differently address the physical education needs of disabled children. Some focus only on the classroom learning hence equipping the children with little knowledge on physical education. Others lack the facilities to facilitate the physical education of the disabled. This has led to an increased number of the disabled with little or no knowledge about their talent in the field of sports. This paper compares access to the physical education by the disabled in England, Germany, France and Turkey. The countries were determined by taking into consideration the population and geographical conditions. Data is collected from secondary resources and compared for the countries. The paper also sheds light on the factors that hamper the provision of physical education to the disabled in the three countries. It is concluded that the education systems in Germany and England do not favor the provision of physical education to the disabled. Special educational needs are recognized in the French education system and hence the reason behind the increased number of disabled children majoring in sports. The second barrier to the provision of physical education to the disabled is the lack of facilities. In Germany, for example, there are inadequate facilities for use by disabled students while doing physical exercises. In England, the focus is on classroom learning. It is only in France where the government has provided adequate equipment for use by the disabled during physical education classes (Ardoy, et al., 2014). In Turkey there is a need to further encouragement of participation in physical activity of people with disabilities. Finally, there has been a belief that the disabled have no place in the field of sports hence leading to poor financing of the special needs education by the government.

Keywords: comparative inclusive education, disability and sports, physical activity.

INTRODUCTION

According to the Salamanca Statement, every child is entitled to the right to education (Kuru & Cooc, 2018). The disabled children are not excluded from the statement. The Salamanca Statement further declares that the unique abilities, interests, learning needs, and characteristics of the children should be recognized in the provision of education to the children. This implies that the unique abilities and characteristics of the disabled children should be recognized so as to ensure that they have equal access to education just like the other children. The term education, as used in the Salamanca Statement, does not only refer to the basic subjects that are taught in school but also includes physical education and all the other subjects which equip students with knowledge and skills for use in



addressing different problems in life (Winzer, & Mazurek, 2014). To fulfill the requirements of the statement, countries need to ensure that all the children, regardless of their uniqueness, have access to all subjects which are capable of equipping them with basic knowledge and skills for handling different problems in the future life.

THE AIM OF THE STUDY

The paper seeks to answer the questions below: 1. Currently, what is the state of access to physical education for disabled children in England, Germany, France and Turkey? 2. What are the potential barriers hampering access to physical education by the disabled children and hence poor performance in sports in these countries?

THEORETICAL FRAMEWORK AND RESEARCH METHODS

To ensure that the disabled have access even to education, some countries have focused on such basic subjects as Mathematics, English, Religious Education, technical subjects, and humanities (Pillay, Smit, & Loock, 2013). This is evident in the fact that there are schools for the disabled in the many parts of both the developed and developing countries. The teachers employed in these schools have specialized in special needs education. They end up using the best strategies in ensuring that the students have understood what is in the curriculum. Also, exams for disabled children are also set and examined by qualified individuals in the field (Engelbrecht, 2013). This is an indication that both the developed and the developing countries have tried to ensure that the disabled have equal access to education. However, there is one area where both the developing and developed countries have failed in the improvement of access to education by the disabled children. There have been little or no efforts, in both the developed and developing countries, to ensure that the disabled have had access to physical education (Fernández-López et al., 2013). This is the reason behind the fact that very few countries across the world organize sports events for the disabled.

Just as it is argued for the case of non-disabled children, not all children are talented in education; there are also disabled children who are talented in football, running, playing table tennis, and other physical activities (Darling-Hammond, 2017). If the focus is only directed to the basic subjects, some children end up not recognizing their talents. Physical education is not only concerned with going out and doing exercises; it also involves the equipment of the students with the knowledge of movement so as to ensure that they are physically competent (Ennis, 2014). It is through the increased physical competence that the students end up recognizing what they are capable of doing hence entering the sport of their choice. For the students to develop the competence they should not only be taken out on the field and allowed to engage in different physical exercises; they should also be taught in class how the exercises are done and what one should do so as to become more active and physically fit. According to P. Altbach (2015), this is not done in many of the countries and hence an indication that the disabled children who are not good in education have not yet recognized their talents in the field of sports.

Different scholars have carried out research on the access to education by the disabled children in both the developed and the developing countries. As a result, sufficient information has been provided on the extents at which the different countries have gone in the effort to ensure that the basic right to education by the disabled children has been observed. Also, the challenges in both the developed and developing countries which reduce the ability of the available school to provide the best education to the disabled children have been provided (Schwab et al., 2015). However, researchers have not carried out a thorough comparative research of the different countries based on how physical



education has been provided to disabled children. This paper offers a comparative analysis of access to physical education by disabled children in England, France, Germany and Turkey.

The method used in this research is a highly preferred document analysis and document analysis in comparative research. Document analysis covers the analysis of written materials containing information about the facts or facts intended to be investigated (Patton, 2002). All positive and negative criticisms about this method are accepted from the beginning. Data was obtained from primarily related to education of the country's official webpage journal articles and reliable sources from reputable websites and research repositories. The online resources reflect information collected over the past 10 years, some with earlier references.

RESULTS

The rationale for comparing England, Germany, France and Turkey

England, Germany, and France are best known for football sports. However, they are not active in sports involving the disabled. For example, these countries have organized the best football leagues in the world. In England, they have the English Premier League which has most of the best football clubs in the world (Lechner, & Downward, 2017). In Germany, they have Bundesliga which is well funded and organized (Hoppe et al., 2015). France has League 1 which has the most expensive players in the world such as Mbappe and Neymar. Under these major leagues, the countries have organized other competitions in not only football but such as fields as hockey, ice hockey, volleyball, rugby, and tennis (Scelles et al., 2013). All these leagues involve non-disabled individuals. As for the Turkey it seems to be the most popular sport is football. But this interest also includes disabled football. Turkey's football federation particular show much interest in soccer with disabilities and share their facility. It can be said that there is a need for some more support for disabled people in terms of physical education and sports training. Comparison of access to physical education among the countries will help to identify the country which has been more reluctant in providing access to physical education by the disabled and the available barriers preventing full access to physical education which can be addressed to ensure that the disabled recognize their talents in the field of sports and progress to the same levels with the enabled students. As seen in Graph 1, it is seen that there are differences in the proportion of individuals with disabilities according to gender. Statistical data shared by the European Union and Turkish Statistical Institute reported that women's disability rates higher than men (Eurostat, 2017; Turkish Statistical Institute, 2011).

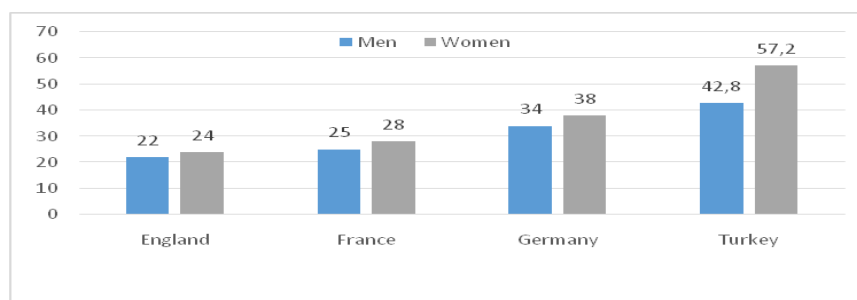


Fig. 1. Percent of people with disabilities by gender



History of Physical Education for the disabled in England, Germany, France and Turkey.

In England, the government has been responsible for providing special needs education since the passing of the Universal Declaration of Human Rights in the year 1948 (Cook, & Odom, 2013). Since then, special education has been provided with the aim of enabling children in need of additional provision to make significant progress in their life. The children provided with the special needs education are those with severe or moderate difficulties of learning, sensory disabilities, neurological disabilities, physical disabilities, and any mental disabilities. Children who qualify for the provision of the special needs education have been provided with additional interventions of education. There have been Waves 2 and 3 interventions where different areas of difficulties for the children have been focused within the classroom. Wave 3 intervention has been done with the aim of accelerating the disabled children's progress (Chowdry et al., 2013). It is clear that the focus has been directed to the classroom work. Physical education among the disabled children has not been historically given emphasis in England and hence the reason behind the fact that the sports events for the disabled are not organized. The disabled students end up not recognizing their talents due to lack of knowledge, sports facilities, and the support is given to the non-disabled children (Eyles, & Machin, 2015).

In history, Germany's education system has been focused on the production of employees with technical skills of the highest order (Reuter et al., 2013). This has resulted in a situation whereby physical education is not given the priority it deserves for both the disabled and the non-disabled students. However, there are many private sports academies in the different major cities of the country. The academies have developed in the recent past providing most of the successful footballers in the history of the sport (Güllich et al., 2014). However, none of the private academies in the history of Germany has ever enrolled a group of disabled children. The government has not so far filled the gap left. This has left the disabled children without an option of enrolling in an academy or school in which their talents can be identified and nurtured (Wedgwood, 2014). Germany has lagged behind in the provision of special needs education compared to England and France due to its huge focus on producing technically skilled students to take part in the manufacturing sector of the country.

France has excellently provided special needs education in the past decades (Ruffié, Perez, & Lantz, 2014). Children with special educational needs have been recognized in the French education system. The government has established schools for the disabled in the different parts of the country where disabled children are provided with specialists for developing their competence. Even in the schools for the non-disabled children, the government has provided and has been maintaining the different facilities for the disabled hence putting the schools in the best position to accommodate some disabled students (Oller, & Glasman, 2013). However, the disabled students in these schools are not helped to achieve higher physical competence levels as more efforts are directed towards the helping of the non-disabled children. The students who enroll in the schools for the disabled have been equipped with education in all the areas. This has led to the production of physically competent children with enough knowledge about their talent and how they can develop it. According to H. Gispert (2014), in history, France has developed the best strategies for equipping disabled students with physical knowledge compared to Germany and England. This has been achieved through the recognition of the special educational needs in the French education system.

Turkey has begun a systematic way to support the education of individuals with special educational needs in early 1950 as a professional. Firstly, the idea that disabled



individuals constitute a health problem has been avoided. It is accepted that disabled individuals are the subject of education. Then the responsibility of the disabled individuals was transferred from the Ministry of Health to the Ministry of National Education. Departments for the education of disabled individuals in universities have been established in Ankara the capital city of Turkey. In 2005 changes in the law are made about people with disabilities. The existing official structures of public institutions and organizations, all existing roads, pavement, pedestrian crossing, open and green areas and sports areas have been accepted as being obligatory for access to disabled people. The special education teaching department for disabled people has been in the faculties of education for many years in Turkey (Melekoğlu, 2014; Konar, & Yildiran, 2012). Physical education and sport activities for the disabled were used as a course in the departments until 2010. After 2010, the Turkish Higher Education Council established a separate department for physical education and sports teaching for the disabled. Potential barriers hampering the access to physical education by the disabled children

Education System

One of the factors behind the poor access to physical education by the disabled children in England and Germany is the education system. The education systems in these countries do not give a higher priority to the provision of special needs education (Freina, & Ott, 2015). In England, Universal Declaration of Human Rights of the year 1948 is taken into consideration when only making the decision on the role and responsibility of the government in the provision of the special needs education. The government takes it as a responsibility in the provision of special needs education. However, it only concentrates on the classroom work hence giving little concern to the physical education of the disabled children. In Germany, the education system is focused only on producing students who are technically fit to work in different manufacturing industries. France is the only country whose educational system is more focused on increasing the competence of disabled students (Quennerstedt, & Larsson, 2015). As for the education of disabled Turkey it has been neglected for many years. However, after the 2000s, the inclusion of people with disabilities was accelerated. Physical facilities have been increased.

Lack of facilities

The French government has provided facilities in both the schools for the disabled and the ordinary schools. This provides a favorable educational environment for the disabled who end up identifying their talent and learning how to develop it. In Germany, the focus is more on the development of facilities for improving the technical skills for the disabled so as to make them capable of participating in the industry-based economy. This has helped developed technically skilled disabled students with little knowledge of physical education and who have no place in the field of sports (Hills, Dengel, & Lubans, 2015). In France, the government has provided adequate facilities for the disabled that help them identify and work on their talents.

Beliefs

Historically, it has been believed that the disabled have no place in the field of sports (Hoyle, 2018). This has led the different countries in the diversion of their focus to the development of disabled individuals capable of doing work on their own so as to earn for their living. It should be understood in the three countries that physical education enables students to identify their talents and the best ways in which they can improve it and be competitive even in sports organized for the disabled. Exercise and physical activity are important for the development of each individual as well as are important for the disabled.



Physical education is differently prioritized in Germany, France and England and Turkey. Each country has an important economic power in its region. Also, the proportion of disabled children in the school is low. This implies that the countries are capable to provide the best facilities for the inclusive education so as to equip them with enough physical knowledge. Comparing the four countries, difficulties encountered in the rate of people with disabilities achieve their basic activities in Turkey is 60 %. In England, the rate of difficulty faced by people with disabilities in achieving basic activities is 25 %. Germany difficulties encountered in the rate of people with disabilities achieve their main activity is said to be a ratio of over 25 %. The difficulty in reaching the basic activities of persons with disabilities in France is reported to be around 20 % (European Commission, 2018). However, its government has channeled enough funds for use in the development of the special needs education (Kirkegaard, 2015). This has led to the establishment of institutions with enough facilities for use by the disabled in learning. As a result, the disabled are equipped with enough knowledge of physical education. In Germany, the focus is on the development of the individuals fit to work on the manufacturing industries hence having poor facilities for equipping the disabled with adequate physical knowledge. England focuses on the provision of the special needs education in a classroom setting. This has led to disabled children with little or no knowledge of physical education.

The education systems in Germany and England do not favor the provision of physical education to the disabled. Special educational needs are recognized in the French education system and hence the reason behind the increased number of disabled children majoring in sports. The second barrier to the provision of physical education to the disabled is the lack of facilities. In Germany, for example, there are inadequate facilities for use by disabled students while doing physical exercises (Kohl, 2015). In England, the focus is on classroom learning. It is only in France where the government has provided adequate equipment for use by the disabled during physical education classes (Arday et al., 2014). In Turkey there is a need to further encouragement of participation in physical activity of people with disabilities. Finally, there has been a belief that the disabled have no place in the field of sports hence leading to poor financing of the special needs education by the government.

CONCLUSIONS

France has been excellent in the provision of physical education to the disabled compared to Germany and England. As for Turkey do not yet see that people with disabilities are currently in the process of being included in social life. The work carried out after the 2000s should be continued by increasing. The English government is very active in the financing of the physical needs education but only focuses on classroom education rather than physical education. In Germany, the government emphasizes on the equipment of the disabled with technical skills so as to make them fit to work in the industry-based economy. Lack of facilities for use by the disabled, education systems that do not recognize the physical educational needs of the disabled, and the negative belief that the disabled do not have a place in the field of sports are the factors that have been hampering the provision of physical education to the disabled children in England, Germany, and France.

Further studies should be focused on the problem of inclusive education in Scandinavian countries.

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DOI: 10.2478/rpp-2018-0052

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PROFESSIONAL TRAINING OF CHOREOGRAPHY STUDENTS IN EUROPEAN UNIVERSITIES

ABSTRACT

The article deals with the analysis of professional training of choreography students in European universities. It is indicated that choreography education is a certain system of dancing training, which cultivates students' artistic, physical and technical skills necessary for the dancing profession, as well as develops their special knowledge. It is found that an indispensable component of learning is character and national dance. It is specified that the prospects of using foreign experience to modernize choreography education include different levels, namely the European level (an intensification of cooperation with international educational organizations, promotion of intercultural education and international relations through participation in cultural exchange programmes and international dance competitions and festivals), the national level (elaboration of appropriate legal and regulatory acts, design of national cultural and educational programmes for developing choreographic culture, introduction of new models of choreography training (theater dance, choreotherapy, modern dance), formulation of modern requirements for future specialists, allocation of budget on choreography development), the institutional level (administrative support of international scientific projects, introduction of appropriate strategies for developing choreographic industry, introduction of new courses, modernization of existing training programmes, introduction of innovative choreographic training programmes, creation of special programmes for students with special educational needs, Europeanisation of lecture content, introduction of innovative elective modules at departments of choreography, organization of international workshops).

Keywords: *choreography, choreography education, choreography student, European universities, professional training.*

INTRODUCTION

Under the modern conditions, the development of choreography education is determined by integration, humanistic and information challenges. In Europe, the tendency to recognize choreography courses is becoming an important factor in involving children and young people in European culture in the process of developing European identity taking into account the national background. Awareness and understanding of the links between art and science give grounds for allocating a new, scientific and artistic paradigm that is choreography education.

Modern transformations in cultural paradigms result in dramatic changes in social self-affirmation of the individual and the shift towards developing his/her technical capabilities and skills to increase his/her "human qualities". In choreography education, this process is somewhat slow, but still develops. First of all, this relates to its most problematic



scientific component, namely research methodology in choreography and development of choreology. Secondly, modern dancing changes not only the range of expressive means, expanding their search due to non-dancing elements and synthesis of traditional movements in various types of choreographic art, but also affects techniques of choreographic work and principles of its stage existence, creating conditions for the emergence of new choreographic forms.

THE AIM OF THE STUDY

The main aim of the article is to analyze professional training of choreography students in European universities.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

In scientific discourse, some theoretical and methodological aspects of choreography education, professional training of choreographers were considered by such scholars as W. Lawson, J. Parviainen, B. Sierra-Janik (aesthetic and art aspects of choreography education); A. Brudnowska, O. Chepalov, Z. Pędzich, D. Sharykov, M. Strzelecka, & E. Szubstarska (the term “choreology”, “choreotherapy”, “choreotherapy” education); J. Dubaj, T. Hanna, A. Soczyńska & M. Osipowicz, A. Zofia (methods and techniques of teaching choreographers).

The term “choreology” was first used by Rudolf and Joan Benesch, the inventors of Benesh notation or choreology that is a dance notation system used to document dance and other types of human movement. However, the term “choreology” later became more widely interpreted and now interpreted as a study of choreography (similar to musicology). The Great Dictionary of Foreign Languages (2003) interprets “choreology” as theory of dancing. Most post-Soviet researchers (N. Sargsian, V. Romm, O. Chepalov et al.) share similar views and suggest that the scientific and aesthetic system should be mainly mastered based on the consideration of various forms of human movement. O. Chepalov (2007) defines choreology as a science about dancing, which now required that its theoretical basis be expanded and research objects and the means of their linguistic embodiment be specified. D. Sharikov considers choreology as a universal science about theory, history and artistic practice of choreographic culture in general, as well as in the context of artistic culture and art studies, which greatly extends the limits of modern research.

Nowadays, art studies still do not single out choreology as a special branch of science. It, however, studies theory and history of choreography, scenic and everyday practice, ballet criticism, choreographic methods, choreographic system of organization and management in the ballet theater, ensembles, dance groups. In the UK, they have *Trinity Laban Conservatoire of Music and Dance*. *Laban Dance Center*, which offers a course in dance science (PhD thesis), creative practice in dance and synthesis of arts, a science about dance, dance pedagogy. In France, there is *Le Conservatoire national supérieur de musique et de danse de Paris* (National Superior Conservatory of Paris for Music and Dance) with research faculty “Dance Performance: Classical and Modern Dance. Notation of Dance Movement” (Sharykov, 2013).

The above-mentioned aspects single out the problem areas in modern choreography education, which have not been properly studied yet.

While researching, such methods as analysis and synthesis, induction and deduction, systematization and generalization were used.

RESULTS

The research singled out the main trends and promising areas in the development of modern choreography education in the European educational space. In the modern



European scientific discourse, choreography (its theory, history, practice, methods) and, in particular, choreology are represented in art studies and its scientific achievements are now systematized (gradually changing and being supplemented by conceptual framework) and scientifically promising. This opens new opportunities for improving professional training of future choreographers in the context of interdisciplinary and cross-cultural integration, the range of study on choreology in choreographic education, including new scientific fields (epistemology, kinetics, phenomenology, somatics, etc.); methodology of study on choreography training is based on the use of systematic approach; methodology of choreographers' professional training is based on the principle of "pluralism of dance", which allows one to acquire professional skills in different areas of dance techniques, styles and schools; introduction of somatic learning in choreography training, which is rather promising and necessary for further development of modern choreography; dynamics of choreography education as a sphere of cultural self-creation is an indicator of "ontological correlation" between spiritual values in society, their historical expedience and relevance, as well as its relation to universal culture.

Within the limits of choreology, ones studies the problems of choreotherapy, namely health improvement by means of dance. In Poland, it is represented by such scholars as A. Zofia, A. Brudnowska, W. Dubaj, Z. Pędzich. In the country, choreotherapy education is offered at the University of Humanities and Economics in Łódź through a course in rehabilitation of dancers and choreotherapy and at the University of Social Sciences in Lublin. Training programmes include theory and practice of dance therapy, analysis and observation of current specialists' activities, the main areas in psychotherapy, psychotherapeutic diagnostics, developmental psychology, experimental anatomy, psychopathology, ethics, etc. Thus, theoretical and most practical training allow students to acquire skills in different types of dance (classical, national and folk, ballroom and modern dance). Graduates obtain professional knowledge of music and its forms, composition of music, as well as the knowledge of rhythmic, costume design, scenography, art, acting, fitness, gymnastics, etc.

The European practice of professional training for future choreographers is based on the principles of "authors' schools", "dance pluralism", and "workshops", which contribute to developing professional skills in various areas of dance techniques, styles and schools. Professional training in European educational institutions is based on the freedom to choose one's style, school, technique, trend to create an individual style of creativity. Such famous personalities in the modern world of dance as J. Balanchine, M. Graham, M. Kenningham, P. Bausch, U. Forsyth) offered and offer their own choreographic technique, creative process and techniques for its implementation. Each of them in a certain way appreciated the dance culture of their time and embodied the corresponding reaction in their works, which in turn influenced the modern choreographic art.

The method of creating a new dance language not related to some outdated "content" and "ideological" connotations is a bodily phenomenon, which is understood as a study of simple physical actions and related kinesthetic sensations. The main theme of the dance becomes "here and now" presence of the body rooted in the empirical reality of everyday life. However, the absence of psychological and artistic "events" is offset by the awareness of the very movement as a physical and kinetic event. The dancer perceives the feelings and images of the movement, its meaning, quality, shape, texture, that is the visual and kinetic form. Modern American researchers believe that the movement reflects all forms of kinetic organization of the creative structure (Parviainen, 2002).



Despite that fact that dance is not less rational than conceptual thinking, all dancers are distinguished by the level of bodily knowledge, which is primarily perceived by verbal means. When it relates to non-verbal factors, the problem addressed by P. Bausch becomes significant: “I am less interested in how dancers move, more important is what forces them to move in this way” (Lawson, 2002).

Taking into account the fact that “modern dance becomes a way of non-verbal, plastic “comprehension”, turning “to the body and the physical, tactile perception of the world”, the search for new forms of movement have resulted in new approaches in movement education. One of the approaches reflecting the imminent qualitative changes in the attitude towards the body is somatic practice (Soczyńska, & Osipowicz, 2009).

Particular attention should be paid to the methods and techniques of teaching choreography based on bodily experience at the institutional level. S. Fraleigh indicates that “the skill of the dancer is one of the forms of his/her knowledge, but one can speak of the kinetic component of intelligence as an aspect of the artist’s skill” (Parviainen, 2002).

The introduction of somatic practices in choreography education is caused not only by mastering practical lessons in somatic disciplines, but also by integrating the principles of somatic education into dance practices. In the context of somatic disciplines and somatic learning, the term “embodiment” is used to describe the creation of a bright and “personalized” image. In choreographic practice, the embodiment involves all the participants into staging a multilevel process of materialization, which manifests itself in all means of expressiveness, peculiar to the specifics of such a spectacle. In this case, the embodiment is characterized by an extended interpretation and goes beyond physical characteristics of the movement suggested by the choreographer. The use of an image as a psychological activity that defines physical characteristics of an absent object or a dynamic event is at the heart of many somatic practices, since visualization is a powerful tool in combining processes of mind and body at the time of programming the “correct” (planned) action without excessive exhausting physical exercises. It is a modern multifunctional strategy in dance practices, which implies a conscious attitude towards breathing, general awareness of the body (a sense of vertical position and interdependent work of joints), a dynamic use of space.

The term “somatic” was first used by T. Hanna (1970), who developed a methodology for developing somatic thinking, which included providing sensory feedback, developing deliberately delayed attention, introducing movement education through internal experience rather than simulation. Somatic learning pays more importance to sensory awareness than movement. In the process of somatic learning, the ability to explore (analyze) and understand the meaning of internal sensations stimulates “sensory control”. Sensory control enhances movement autonomy / self-control as the ability to self-organize movement from the inside, in contrast to the usual external factors such as teacher correction and mirror. Kinesthetic awareness is an effective practice for reprogramming neuromuscular “habits”.

Many European universities (the Paris Conservatory, the Laban Centre for Movement and Dance, dance schools in Amsterdam, Vancouver, Berlin, etc.) widely use innovate methods, including ideokinesis (an approach to transforming movement skills with the help of kinetic aesthetic images used for obtaining specific muscle reactions), the Feldenkreis method, the Alexander technique, Body-Mind Centring. The use of these methods encourages students to engage in self-directed study and self-education and develop their internal awareness.

In Germany, the specificity of higher choreographic schools consists in a creative combination of modern dance, improvisation and classical dance, where the latter is the



leading element. Considerable attention is paid to additional disciplines such rhythmic, the principles of music theory, psychology and anatomy, the history of dance and music. German choreography students study dance as a holistic process. Improvisation is aimed at expressing one's individuality and, therefore, occupies a special place in the learning process. In this regard, art projects and trips are rather efficient and effective, since they enhance students' dance skills and expand their knowledge in the field of art. Students master the programmes developed by the leading choreographers. Educational practice is mostly provided at ballet troupes of local theaters. It should be noted that German artistic institutions closely cooperate with theaters, both local and national.

In the country, modern choreography education involves several graduate programmes, namely a bachelor programme in stage dance (Bachelorstudiengang Bühnentanz), a bachelor programme in dance pedagogy (Bachelor – Studiengang Tanzpädagogik), a master programme in choreography (Masterstudiengang Choreographie), a master programme in dance pedagogy (Master – Studiengang Tanzpädagogik). The master programme in dance pedagogy offered by Palucca University of Dance in Dresden should be considered in more detail. This programme requires preliminary special artistic, choreographic training or long-term dancing experience. It allows students to master the fundamental knowledge of dance pedagogy. The combination of theoretical training, in particular professional subjects and their practical application is an integral part of higher choreography education in Germany. Students can choose the profile themselves: either classical or contemporary choreography. Some disciplines (kinetics, methodology of approaches to the human body and movement, music, improvisation and composition) play an important role in training undergraduate students. The study of anatomy, physiology, traumatology, the history of dance and art, philosophy, aesthetic theory, drama and pedagogy, psychology form the basis of theoretical and scientific activities in Palucca University of Dance in Dresden. This master programme is designed for professional dancers who wish to obtain a diploma with a qualification of a lecturer in choreographic disciplines or a ballet dancer. It covers two years and upon its successful completion students receive a degree of Master of Arts (M.M.) in dance pedagogy (Palucca Hochschule für Tanz Dresden, 2018; Tanzplan Deutschland, 2018).

The John Neumeier Ballet School of the Hamburg State Opera is a modern set of rehearsal studios, ballet school and boarding school. The school was founded in 1978 with the aim to train young people from all over the world for a professional dance career. The curriculum includes all aspects of academic classical dance, for example, pas de deux (step of two), dance on pointe, classical and contemporary variations, and the Neumeier style. Classes devoted to the techniques of contemporary and stage dance are complemented by pilates and form part of the training. Strong emphasis is placed on choreographic composition classes. The academic programme includes a series of disciplines, namely anatomy, music theory and dance history. All classes are held at the Balletzentrum Hamburg. Admission exams for schoolchildren are held annually in spring. Applicants are tested for physical abilities, artistic and improvisational skills, as well as the level of classical ballet technique according to their age. There are several levels of learning in the School: preparatory classes for children aged between 7 and 10; junior professional classes for children aged between 10 and 16; theater classes for adolescents aged between 16 and 18.

The most famous and popular dance choreographies in Germany are Palucca University of Dance in Dresden (Palucca Hochschule für Tanz Dresden), the University of Music and Theater Munich (the Hochschule für Musik und Theater München), the State



School of Ballet and the School of Artistry in Berlin (Staatliche Ballettschule Berlin und Schule für Artistik), Higher School of Music and Theater in Munich (Hochschule für Musik und Theater München), State Ballet School and School for Artistry in Berlin (Staatliche Ballettschule Berlin und Schule für Artistik), Mannheim University of Music and Performing Arts (Staatliche Hochschule für Musik und Darstellende Kunst Mannheim), Ernst Busch Academy of Dramatic Arts in Berlin (Hochschule für Schauspielkunst Ernst Busch Berlin), Justus Liebig University Giessen (Justus-Liebig-Universität Gießen), The Cologne University of Music and Dance (Hochschule für Musik und Tanz Köln) and Folkwang University of the Arts (Folkwang Universität Folkwang in Essen).

In Poland, the modernization of professional training for choreographers involves reorganization of old centers and creation of new ones for choreography education (child development centers, dance schools, choreography schools, cultural centers, dance studios and centers, dance clubs and contemporary dance sets, choreography clubs, dance courses, dance centers, ballet schools, studios, universities, academies, the Frederik Chopin University of Music), which are authorized to independently solve content and organizational issues, develop and implement authors' programmes into the education process. Modernization processes are characterized by a gradual transition from classical to contemporary dance and the emergence of the latest models of choreographic training (theater dance, choreotherapy, modern dance) (Strzelecka, & Szubstarska, 2010).

It is found that the content of choreographers' higher professional education is modernized in accordance with the demands of society and requirements of the labour market. The curricula are updated in accordance with the innovative trends in training (degree courses). It must be noted that syllabi are most actively updated due to the introduction of new subjects containing intercultural, modern and therapeutic components.

Stanisław Staszic Higher School of Skills (Wyższa Szkoła Umiejętności im. Stanisława Staszica) deserves special attention since it is ranked 22th in Polish rankings (Wyższa Szkoła Umiejętności im. Stanisława Staszica w Kielcach, 2018). Students have many opportunities for scientific, cultural and physical development. They participate in various student organizations (student self-government, sports associations and scientific associations), publish their own newspapers, etc.

Higher School of Social Skills in Poznań (Wyższa Szkoła Umiejętności Społecznych w Poznaniu) founded in 1997 offers a classical modern of choreography training. The School hosts guests of the University of the Third Age, as well as pupils from lyceums in Poznań, Kuyavian-Pomeranian and Łódź Voivodeships. The School offers the opportunity to study in eight areas, which are accompanied by four faculties: art faculty, law and social communication faculty, dance faculty and non-resident faculty in Konin. Upon completing a 3-year course in dance, graduates obtain the right work in the following positions: a dance artist, a choreographer at dance music institutions, a journalist and an editor in specialized magazines, a dance animator and a manager in centers for dance and culture. The student must have a CEFR B2 level of a foreign language proficiency and know the relevant dance vocabulary so that he/she can cooperate with international partners (Wyższa Szkoła Umiejętności Społecznych w Poznaniu, 2018).

The Frederic Chopin Music University in Warsaw trains specialists in art and is the only higher education institution in Mazovian Voivodeship that integrates musical (rhythmics) and choreographic sciences. The University is entitled to award the degrees of Doctor of Arts and Doctor of Musical Arts in five areas (Uniwersytet Muzyczny Fryderyka Chopina w Warszawie, 2018).



CONCLUSIONS

Choreography education is a certain system of dancing training, which cultivates students' artistic, physical and technical skills necessary for the dancing profession, as well as develops their special knowledge. An indispensable component of learning is character and national dance. The following are the prospects of using foreign experience to modernize choreography education at different levels: at the European level – an intensification of cooperation with international educational organizations, promotion of intercultural education and international relations through participation in cultural exchange programmes and international dance competitions and festivals; at the national level – elaboration of appropriate legal and regulatory acts, design of national cultural and educational programmes for developing choreographic culture, introduction of new models of choreography training (theater dance, choreotherapy, modern dance), formulation of modern requirements for future specialists, allocation of budget on choreography development; at the institutional level – administrative support of international scientific projects, introduction of appropriate strategies for developing choreographic industry, introduction of new courses, modernization of existing training programmes, introduction of innovative choreographic training programmes, creation of special programmes for students with special educational needs, Europeasation of lecture content, introduction of innovative elective modules at departments of choreography, organization of international workshops.

Further research should be aimed at studying innovative experience in training future choreographers in the system of continuing choreographic education and improving the content and optimizing the structure of choreography education.

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DOI: 10.2478/rpp-2018-0053

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TRAINING SOCIAL EDUCATORS TO ORGANIZE CULTURAL AND LEISURE ACTIVITIES: BRITISH AND UKRAINIAN EXPERIENCE

ABSTRACT

The article analyzes the process of training social educators how to organize cultural and leisure activities. It was specified that analysis and thorough study of British experience was a fundamental source required to define relevant strategies and areas to solve the problem of training social educators to organize cultural and leisure activities. The article reveals the peculiarities of social educators' scientific training, examines the ways of supporting and developing these specialists in the UK and Ukraine. It was noted that conceptual foundations of these specialists' training to organize cultural and leisure activities should be justified taking into account the following components: the level of their spiritual development, life experience, active social and cultural activities, continuing education, the principles of comparative pedagogy, etc. It was concluded that professional training of social educators in foreign experience was similar in the fact that complex functions of recreational, leisure, cultural potential were realized only by specialists who obtained university education and also received additional knowledge in the field of social work, social pedagogy and other related disciplines. It was specified that the complexity of training social educators in British experience consists in the fact that these specialists should have the knowledge of various issues: from the principles of social and cultural state policy, general organization of social security system, specificity of cultural and leisure infrastructure functioning, demographic peculiarities to relevant methods of working with different groups of population. It was clarified that prospects for further research should be aimed at analyzing educational scientific and methodological recommendations of international experience in training social educators.

Keywords: *leisure, spare time, leisure activities, cultural and leisure activities, school counsellor, organizer, theoretical and practical experience, the UK, Ukraine.*

INTRODUCTION

The rapid entry of Ukraine into the European Higher Education Area and the development of spiritual and national priorities have led to actualization of reform of the national education, in particular in the context of organization of cultural and leisure activities. Therefore, higher education institutions should aim to train such specialists who can contribute to spiritual, cultural and moral development of the younger generation and provide children and young people with socially positive leisure. This aim should be achieved taking into account the principles of the Bologna Declaration of the European Union, the Laws of Ukraine "On Education", "On Higher Education", "On Culture", "On Social Work with Families, Children and Youth".

It must be noted that changes in the national higher education caused by the Bologna Declaration have contributed to the emergence of new approaches, goals and objectives of organization of cultural and leisure activities.



The analysis of documentary and literary sources and the study of Ukrainian experience in training social educators in higher education institutions show that there is a number of problems that should be addressed. They include scientific justification of conceptual principles in professional training of social educators as leisure organizers, quality assurance of specialist training in the context of leisure activities, update of legal, organizational and pedagogical and scientific and methodological support, etc.

THE AIM OF THE STUDY

The aim of the article consists in defining strategies for ensuring professional development of future social educators in organization of cultural and leisure activities taking into account the innovative ideas of British experience.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of training specialists able to organize and manage leisure activities of children was studied by many scholars. Some ways of training future educators to organize leisure activities were described by Yu. Bardshevska, I. Boicheva, O. Holika, N. Yaremenko, L. Zarembo et al. General problems of organizing cultural and leisure activities and children's leisure were defined in a range of fundamental researches. V. Bocheliuk and N. Yaremenko addressed the problem cultural and leisure activities and leisure organization. I. Petrova and A. Ryzhanova considered professional training of specialists in the social sphere abroad, including cultural and leisure activities. Theoretical and methodological principles of training social educators for professional activities were highlighted by O. Bezpalko, A. Kapska, O. Karpenko, S. Kharchenko, L. Mishchuk, N. Oleksiuk, V. Polishchuk, Zh. Petrochko, S. Savchenko, R. Vainoli et al.

Foreign scholars explain the relevance of studying pedagogy of leisure with the crisis of culture and morality, social non-adaptability, alienation and infantilism of most of the population, contradictions and deformations in spiritual life, inconsistency between the objectively developed pedagogical potential of leisure and the extent of its implementation, an unjustified advantage of entertainment over education, which makes it impossible to solve educational and sociocultural tasks. Some foreign scholars believe that these disadvantages can be effectively eliminated provided that pedagogy of leisure is being developed and aimed at motivating the individual to spend his/her spare time efficiently. The problems of leisure and leisure specialists' training were considered by many foreign scholars such as A. Barber (1989), R. Bauer (1959), G. Chick (1998), F. Colater (1997), T. Kiseleva (2000), Yu. Streltsov (2002), G. Torkildsen (1983) et al.

The following research methods contributed to solving the aim of the study: theoretical and comparative analysis, generalization of foreign scientific literature, systematization and definition of conceptual principles of the research.

RESULTS

Presently, cultural and leisure activities occupy a significant place in the education process. The existing diversity of their forms makes it possible to cultivate a harmonious individual. Thus, readiness to organize such activities is a fundamental component of future social educators' professional competency. Its distinctive feature consists in the ability to organize the education process efficiently, to employ pedagogical principles of gaming activities, which in turn contributes to personal development of pupils.

Over the past few decades, the paradigm of sociocultural education has changed significantly due to the orientation towards a fundamentally new understanding of culture and its role in the education system. As rightly noted by Javier Perez de Cuellar in his opening speech at the World Commission on Culture and Development (1993), education



links culture and development. Development is possible only if education and culture together cultivate the personality of the individual rather than his/her social and professional potential. Any developmental activity must be harmoniously combined with culture (Kiseleva, & Chizhikov, 2000).

The modern theory of leisure is characterized by interdisciplinarity based on the findings of many sciences, namely psychology, pedagogy, sociology, philosophy, geography, economics. Since the second half of the 20th century, leisure has been, however, viewed as an independent branch of knowledge, which deals with the role of spare time in life, its content characteristics and impact on personality development. Before considering theoretical principles of leisure in foreign contexts, it should be noted that in Ukraine the concept of “cultural and leisure activities” is understood as the use of free time to enhance one’s creativity, culture, etc. In contrast, cultural and leisure activities in foreign contexts are perceived as follows: “leisure industry”, “entertainment and recreation” (the USA, the UK), “leisure time” (Germany), “animation” (Italy, Turkey, France). Such terms are historically predetermined and depend on social, political, cultural, and economic policies of a particular country (Petrova, 2005).

Modern foreign systems of leisure define the concept of leisure in different ways. In particular, it is considered by foreign scholars as synonymous with progress and liberalization (J. Dumazedier, J. Pronovost et al.); social value that is necessary for full-fledged development of personality (N. Anderson, T. O’Brien, M. Carter et al.); the meaning of life, a universal value (M. Kaplan et al.); relaxation (M. Harington, R. Krauss et al.); modern embodiment of freedom (D. Volpicelli); compensation for something (J. Friedman, E. Mayo et al.); free time when one is not working or attending other duties (J. Kelly) (Barberm 1989; Bauer, 1959; Coalter, 1997; Ariarkiy, 2000).

Professional training of leisure specialists overseas is carried out through special courses in educational institutions. Personnel policy is decentralized and is subject to education authorities (public, municipal, regional ones) and, therefore, has its differences (Mandi, 2002). We believe that Ukrainian scholars and practitioners should analyze the problems in foreign science, which directly influence educational activities, since the consistency of the education process with the latest scientific advances in leisure sector is an important factor in determining education policy.

Therefore, foreign countries pay considerable attention to the integration of theory and practice, namely theoretical courses offered in educational institutions and practical ones provided in sociocultural institutions, residential institutions and social work agencies. This is a necessary condition for professionalization of the specialist. When practical training focuses only on updating existing methodological documentation, rather than introducing novel practical methods, such a model of training does not ensure the achievement of expected outcomes. Practical training develops students’ motivation towards self-development, self-realization and personal growth. In general, training should be based on such principles as consistency; specialization of scientific courses; optimal balance of general, special and specialized courses; rational distribution of academic hours (optional and compulsory classes, individual and practical activities, creative activities, self-directed study) (Petrova, 2005).

In the UK, there is an extensive network of specialist courses for training social educators to work with children and youth in community centers and leisure facilities. There are 3- or 6-month courses of youth leaders, which are aimed at improving the



qualifications of the individuals with higher education, who work in the Youth Service and intend to deepen their knowledge. Those individuals who complete 1- or 3-year courses are entitled to receive a certificate or diploma of a professional employee of the Service (Pichkar, 2002).

In the UK, a leisure specialist is referred to as “a social worker”, “a youth-specialist in the community”. J. Torkiltsen (1983) notes that in the country there is no system of special training for organizing leisure activities, which adversely affects professional training of managers in leisure facilities.

The Institute for the Management of Sport and Physical Activity (IMSPA) formed through a merger of the Institute of Sport Recreation Management (ISRM) and the Institute for Sport, Parks and Leisure (ISPAL) in 2011 provides professional training in the leisure sector. The IMSPA consists of many institutes and associations, which offer specialized training in the leisure sector. The Institute of Park and Recreation Administration trains organizers of leisure in parks. The Institute of Municipal Entertainment trains specialists, who organize leisure activities in charity organizations and cultural and leisure municipal facilities. The Association of Recreation Managers trains specialists, who are competent in organizing sports competitions, providing spectators with services, supervising work in bars, cafes, etc. The Institute of Baths and Recreation Management is engaged in designing and constructing swimming pools and sports centers (Torkildsen, 1983, pp. 457–460).

The curricula for youth associations management developed by the UK universities are of great interest. They are divided into the following subject-specific sections: 1) psychological, pedagogical, medical and social principles of youth development; 2) patterns and trends in the development of modern society; 3) principles of youth leadership.

The first group of subjects provide knowledge of psychology and pedagogy of children, adolescents and youth; theory and methodology of youth movements; the Youth Service history. The second group of subjects involves studying the history of public associations development, legal framework for regulation of their activities, social and economic conditions of young people’s lives, impact of social institutions on youth, familiarization with the youth policy adopted in the country. The third group of subjects is aimed at applying the acquired knowledge in practice under the lecturer’s supervision. Students work in various leisure facilities, community centers, children’s and youth associations (Petrova, 2005).

In the UK, despite the multifaceted nature of activities of youth organizations managers, their professional training is a complex, which combines a range of professional knowledge, skills and abilities. It is based on a sociocultural programme for youth, covering all types of youth activities. Therefore, the process of implementing a youth project systematizes theoretical and practical knowledge, stimulates students’ interest in a particular kind of professional activity, gives the opportunity to develop theatrical art, oratory skills, organize competitions, club meetings. Thus, the process of acquiring professional knowledge consists of three stages: mastering theoretical fundamentals, studying specialized subjects, acquiring practical experience in youth associations.

In Ukraine, professional training of social educators for organizing cultural and leisure activities is based on a certain system. The network of higher education institutions makes it possible to train specialists with higher education. However, the rapidly changing sociocultural situation and the new ways and priorities in social development urge universities to search for novel teaching methods. It should be noted that every higher



education institution has its own scientific and methodological findings, positive experience, vision of prospects in training social educators for work in the leisure sector, unique features, since the education process should be creative and meet individual interest of every student (Slozanska, n.a.).

In the UK, the framework of the Institute of Leisure and Amenity Management organizes seminars and advanced training courses in park administration and recreation. In addition, it provides scientific and methodological support for parks and recreational facilities by preparing and disseminating thematic publications for relevant specialists, organizing lectures and training courses, systematically carrying out research on park and recreational development (Barber, 1989). It must be noted that British scholars view continuing professional development as an effective means of improving leisure practice. This has led to the adoption of professional development programmes in the country, as well as the development of mechanisms for determining the level of professional competency (registration, licensing, certificates, etc.).

In the UK, continuing education of leisure specialists is based on problem-oriented approach rather than subjective or content ones. According to some foreign scholars and practitioners, such an approach is fully justified and is explained by recognition of professional needs of adult students who need to reconsider their acquired skills and renew their knowledge. Therefore, problem-oriented approach allows one to master the methods, which meet the current demands of society, acquire the necessary knowledge and skills. Training programmes involve such forms of activities as courses, seminars, meetings, social and cultural events, conferences, etc. In addition, they allow one to monitor the sociocultural changes occurring in the external environment and the personnel policy and to respond to topical problems in a timely manner.

Continuing education programmes are based on a systematic study of public opinion about the level and quality of leisure activities, assessment of leisure activities in individual areas, offers of leisure services consumers. Thus, an ineffective organization of youth leisure, adolescents and youth's complaints about uninteresting entertainment programmes, leisure specialists' disregard to the needs of the younger generation prove the need to improve the quality of youth leisure (Petrova, 2005). Yet, British scholars indicate that once specialists have gained professional experience, they are reluctant to improve their qualifications. However, when doing so, they risk facing a situation of "incompetency".

Any leisure, social or recreational institution mainly develops due to professional growth of its employees. The source of growth and effective activity of every leisure institution is intellectual potential and practical experience of leisure specialists. The main principles of leisure specialists' professional growth are activity, development, and improvement.

The multifaceted creative, pedagogical nature of leisure activities should adequately determine the structure of professional educational technologies. Consequently, when accumulating ideological, scientific, theoretical and practical ideas of cultural and leisure activities, educational institutions should create optimal conditions for training, which will allow future specialists to achieve professional mastery.

The way students spend their spare time is rather important for their professional training. In the UK, they establish academic student societies, forums, geography clubs, choreography studios, animation clubs, computer clubs, programming clubs, sports sections (Pichkar, 2002).



Having analyzed the UK experience in training leisure specialists, it can be concluded that their system education is based on culture-oriented model aimed not only at consuming and transferring knowledge, but also teaching students how to renew the knowledge in various forms of leisure practice.

This experience can be implemented in Ukraine with the aim to improve professional training of social educators and better prepare them for organizing cultural and leisure activities. It should be emphasized that copying of foreign educational technologies is inappropriate and inefficient, since education is primarily a source of its own culture and uniqueness.

We believe that in Ukraine professional training of social educators is complicated by the lack of initial training in organizing leisure and cultural activities. It mainly involves students' participation in amateur associations, clubs and their organization and implementation of small cultural and leisure events.

CONCLUSIONS

Therefore, it can be concluded that professional training of social educators in foreign experience is similar in the fact that complex functions of recreational, leisure, cultural potential are realized only by specialists who obtained university education and also received additional knowledge in the field of social work, social pedagogy and other related disciplines.

The complexity of training social educators in British experience consists in the fact that these specialists should have the knowledge of various issues: from the principles of social and cultural state policy, general organization of social security system, specificity of cultural and leisure infrastructure functioning, demographic peculiarities to relevant methods of working with different groups of population. Social educators must possess professional skills which can solve problems in sociology of culture, pedagogy, psychology, social work. In the UK, the model of training social educators differs from other related fields by its creative character. Therefore, it is important that social educators are able to apply the acquired knowledge in practical situations, synthesize it, solve educational tasks creatively.

Prospects for further research are aimed at analyzing educational scientific and methodological recommendations of international experience in training social educators.

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DOI: 10.2478/rpp-2018-0054

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POLICE TRAINING IN THE SYSTEM OF PROFESSIONAL TRAINING FOR FEDERAL POLICE FORCE IN GERMANY

ABSTRACT

The article is devoted to the analysis of the peculiarities of organizing and conducting trainings in the system of professional training of personnel of the Federal Police of Germany (BPOL). The main focus is on the organization of training on the use of weapons, coercive means, situational training. It has been found out that during the exercises of firing proficiency not only the skills of marksmanship are worked out, but also various complex situational trainings are carried out, which reflect the situations of daily activities of the police and require them to take appropriate action (the correct contention resolution in terms of tactics of action and the lawfulness and decision making on the use or non-use of weapons). As a result of the use of general scientific methods for the analysis, synthesis and generalization of information of directive / documents, orders, scientific and didactic sources as well as studying and generalizing the pedagogical experience of organizing trainings for BPOL personnel, it was found that in the development of situational trainings and training on the use of weapons, coercive means and own security, the trainers of BPOL were guided by both traditional “linear” and “nonlinear” pedagogical principles for organization of training exercises. On the basis of the generalization of the research results, it has been established that the situations that are developed for such trainings are constantly updated and correspond to the realities of time. At the heart of all scenarios, there are nine standard police cases: police communication, personal identification, detention, search of persons, transportation of detainees, vehicle control, first medical aid, collection of materials for identification and its entry into the database, search of premises and belongings. While assessing the actions of a policeman in solving a situation, the trainers take into account: communication skills (both with the partner and with the “opponent”), tactics of action, compliance with the requirements of self-defence, the correct use of coercive means, the lawfulness of all measures taken, the provision of first medical care, achievement of a goal (solution of a situation).

Keywords: *police training, situational training, professional training, Federal Police of Germany.*

INTRODUCTION

The Federal Police of Germany (BPOL) established in 1951 as a Federal Border Guard has undergone a complex and long-term development from an agency with a military structure to a federal police force and has extensive experience in training highly skilled personnel. These are the BPOL representatives who are involved in foreign police missions,



are consultants on issues of visas and travel documents, the immigration policy of embassies of the Federal Republic of Germany in other countries

Experts, trainers and instructors from the training centres and the BPOL Academy repeatedly conducted classes and trainings of various directions with the personnel of the State Border Guard Service of Ukraine (SBGS), in particular, on the examination of travel documents, detection of counterfeits, identification of persons, methods of application of certain technical means, service dogs in the border protection, and representatives of the Bohdan Khmelnytskyi National Academy of SBGS of Ukraine visited educational establishments of the BPOL in order to get acquainted with various aspects of personnel training in course of implementation of the cooperation programs between the BPOL and the SBGS. This testifies to the fact that the SBGS responsible executives are interested in the experience and advanced technology of personnel training in the BPOL.

THE AIM OF THE STUDY

The purpose of our research is to analyse the peculiarities of organization and conduct of trainings in the system of professional training of the personnel of the BPOL in order to further substantiate the possibilities of using advanced ideas in the training of SBGS personnel.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Many well-known national scholars have made a significant contribution to updating the content, forms and optimization of professional training of law enforcement agencies in Ukraine, including the use of efficient and reliable training technologies: V. I. Barko, V. O. Lefterov, V. S. Medvediev, L. I. Moroz, H. V. Popova, S. M. Synov, A. V. Timchenko, S. I. Yakovenko and others.

The scientific and methodological researches of German and European experts in the field of professional police training: D. Bogatinov, L. Colin, S. Caljouw, G. Faber, S. Geerts, S. Jansen, S. Körner, P. Lameski, A. Landman, M. Leijsen, A. Nieuwenhuys, R. Oudejans, P. Renden, G. Savelsberg, B. Schmeits, G. Savelsbergh, M. Staller, A. Visser, B. Zaiserand others make up the theoretical and methodological basis of this study.

In the research, we used general scientific methods – analysis, synthesis and generalization – to study the directive documents regulating the organization and procedure for conducting police trainings in the BPOL, the scientific works of national and foreign, in particular German, scientists on the problem under investigation; empirical methods – observation, survey, study and generalization of pedagogical experience accumulated by teachers and trainers of educational centres and the Academy of BPOL.

RESULTS

For a long time, the SBGS developed as a special law enforcement agency, but in its system of professional training, the emphasis was not placed on preparing personnel for activities in stressful situations, practicing the methods of personal weapons handling and using physical force until they become second nature. With the change in the situation at the state border of Ukraine in 2014, the approaches to border guarding and, accordingly, training of SBGS personnel were changed. More and more attention is paid to improving the skills of physical training, accurate fire, solving complex situational tasks, and conducting various types of trainings in the educational process.

The English term “training” includes many meanings: education, upbringing, preparation, practice. This is due to the fact that from the 19th century, the training technology developed in many areas of science and practice – in psychiatry, in various fields of psychology as well as in pedagogy, in particular, in professional pedagogy.



The foreign practice of training specialists differs by the wide application of trainings. In particular, the system of compulsory communicative, anti-stress and other training courses to be taken by the police have been established in the police force of the USA, Germany, and United Kingdom. 80–90 % of the study time is allocated for the practical training of theoretical knowledge obtained by the employees through business and role games, trainings, exercising scenarios of specific service situations and tasks, group discussions, etc.(Moroz, 2005).

The program for Police training in the BPOL (Konzeption: Polizeitraining in der Bundespolizei) includes: “Polizeisport” – physical training, “Schießaus- und fortbildung” – training in firing proficiency, “Einsatztraining” – a complex of trainings on personal safety, the use of coercive means (handcuffs, batons, pepper spray) and “Situationstraining” – situational trainings.

The main requirement for conducting the Police Training Program in the BPOL is “the organization of a training system based on the Real-Action-Marker in the units, the Academy and training centres of the BPOL, which should simulate as much as possible the real situations of service activities of policemen, including the use of fire arms”.

Within the framework of the BPOL personnel training, approximately 600 academic hours from a total training load of 4,428 hours are given for conducting police trainings of the lower grade personnel during the period of 2.5 years (Ausbildungsplan für den Vorbereitungsdienst für den mittleren Polizeivollzugsdienst, 2014).

At the BPOL Academy, which provides training for the middle grade police personnel, 292 hours are allocated for the police trainings within 3 years of study, of which 265 hours – actual exercises/trainings and 27 hours – examinations (*Diplomstudiengang (Diplomverwaltungswirt)* (Modulhandbuch, 2010).

In the system of personnel training, the BPOL police training is scheduled for 84 hours per year, where there are 46.5 hours of situational trainings, 30 hours of physical trainings, and 7.5 hours of trainings in firing proficiency. Trainings are conducted to prepare policemen for performing their service duties and hitting qualifying standards: solving the standard police situation (once a year), sprint and endurance run, fulfilling qualifying standards in firing service pistols (every three months) and assault rifles (every six months). The results of examinations for qualifying standards are recorded in the personal files of policemen.

The aim of the weapons training in the Federal Police of Germany is to refine the skills of confident handling of service weapons. The theoretical and practical components of fire proficiency training are closely interrelated and contain legal and tactical issues as well as physical, psychological and ethical aspects of weapons engagement.

The system of weapons training in the Federal Police involves: studying the materiel equipment, mechanisms of small arms and the processes taking place during the shooting, types of ammunition and their actions; practicing the basic skills of weapons handling until they become second nature (positions of arms and fingers, muzzle control, identification of targets); practicing the movements in handling of weapons in compliance with the standards of personal security (fully equipped with all specified means of influence); continuous improvement of shooting skills; fixing and regularly checking the skills of confident weapon handling and shooting accuracy, including the conditions of physical load; gaining competence in the use of weapons depending on the situation.



In accordance with the “Order on Shooting Practice in the Framework of Training and Career Development of Policemen” 211 (PDV 211, 2005), the fire proficiency training involves two phases:

– Phase I (levels of training 1-3): development and improvement of skills of basic weapons manipulation, practicing basic movements in the use of weapons until they become second nature, training of accurate fire during standard exercises and simulation exercises with situations close to service ones);

– Phase II (Level 4): in real life service situations, a policeman is required to take a timely decision on engagement of small arms, carry out any activities, timely assess their expediency, know legal and psychological aspects, take into account and observe the requirements for providing personal security. In this regard, when conducting trainings and training courses, trainers are not limited only to working out the skills of accurate fire. At the second stage, personnel are offered a variety of complex situational trainings that reflect the situations of daily activities of policemen and require them to take appropriate actions (tactically and legally correct resolving the conflict situation and making a decision on the use or non-use of weapons).

Situational training is aimed at the complex practicing of all elements of the previous training and best reflects the readiness of the policemen to perform official duties. Situations being developed for such trainings are constantly updated and correspond to the realities of time. At the heart of all scenarios, there are nine standard police situations: police communication, identification, detention, search of persons, transportation of detainees, vehicle control, first aid, collection of materials for identification and adding to a database, search of premises and belongings.

As shown by the analysis of scientific and didactic sources dealing with the issues of organizing and conducting situational trainings and trainings on the use of coercive means with police personnel, there are two main approaches to the organization of such trainings: the traditional one is “linear” and “nonlinear”. Even so far, a model of so-called traditional reproductive learning is used. Its essence is the “linear” sequence of exercises: 1) demonstration of elements to be practiced, 2) multiple repetitions of movements shown by a teacher / trainer (Chow et. al., 2016; Staller, Zaiser, & Körner, 2017). In this approach, the movements shown by a trainer are considered to be optimal and those who take part in the training are required to repeat the movements accurately which are then studied in isolation, “out of context” (Hooper, Butler & Storey, 2009; Moy et al., 2015; Körner, Staller, 2018). Critics of the traditional approach point out its disadvantages:

– it does not account for individual characteristics of trainees (Chow et. al., 2016);
– it does not meet the principle of training a creative policeman capable of thinking and solving a service situation independently (Staller, & Zaiser, 2015);
– such “context-free” trainings do not take into account the fact that in a real service situation, a policeman can be influenced by various external stimuli (Staller, Zaiser, & Körner, 2017).

A new “non-linear” approach to conducting trainings with police officers on the use of weapons and personal safety is based on the paradigm of “ecological dynamics” (Araujo, Davis, & Hristovski, 2006). The main condition of such an approach is the organization of such conditions for performing exercises, which would simulate the conditions as closely as possible for the use of trained elements in real service activities (Staller, 2015). This method is a real challenge for trainers, because when it is used, the



trainer should organize separate interconnected stages of training step-by-step in such a way that they are functionally varied and the individual characteristics of the trainees are considered. Another important task for the trainer is a thorough consideration of the conditions/tasks of exercises, since they should simulate the conditions of the actual service situation as closely as possible and take into account possible external stimuli (Staller, Zaiser, & Körner, 2017, p. 16).

While assessing the actions of a policeman on solving a given situation, the trainers consider: communication (both with the partner and with the “opponent”), tactics of actions, compliance with the requirements of self-defence, the correct use of coercive means, the lawfulness of all measures taken, the provision of first medical aid, achievement of the goal (solution of the situation).

Plans for conducting trainings are made by heads of units in accordance with the general plan approved by the Presidium of the Federal Police and taking into account the results of the service activities of its own unit and other units of the Federal Police.

CONCLUSIONS

Our study leads to the following conclusions:

1) in the system of professional training of the personnel of the BPOL, the stress is laid upon the conduct of police trainings, which include physical training and fire proficiency training, a complex of trainings on personal safety, the use of coercive means (handcuffs, batons, pepper spray) and situational trainings;

2) while conducting fire proficiency trainings, not only are the skills of accurate fire, but also various complex situational trainings that reflect the situations of everyday activities of the police and require them to take appropriate actions (tactically and legally correct resolutions of conflict situations and decisions on use or non-use of weapons);

3) during the development of situational trainings and training on the use of weapons, coercive means and personal safety in the BPOL, the trainers are guided by both traditional “linear” and “nonlinear” pedagogical principles of organization of training exercises.

Further directions of research may be in a more detailed study of the theoretical principles of nonlinear pedagogy in the organization of situational trainings and training on the use of coercive means and personal safety as well as in familiarizing with the practical experience of training and conducting such trainings by trainers in the BPOL in order to substantiate the use of advanced technologies in the professional training of law enforcement officers of Ukraine and the SBGS personnel in particular.

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DOI: 10.2478/rpp-2018-0055

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PROFESSIONAL TRAINING OF MEDICAL SPECIALISTS: INTERNATIONAL EXPERIENCE

ABSTRACT

The article deals with international experience in medical professional education and analyzes the modern trends in professional training of junior medical officers, specificity of their professional training in 1 and 2 accreditation levels institutions of higher medical education in the context of the European integration process. Subject Benchmark Statements of Ukrainian higher education were defined as a list of requirements for knowledge, abilities and skills in solving professional tasks. It is emphasized that targeted development of professional competency is viewed as the most important practical objective of an educational institutions. It is specified that professional training of future nurses in Ukrainian medical colleges is characterized by certain advantages and disadvantages. Ukrainian and international experience in medical education was comparatively analyzed. The American, Canadian and European systems of professional training for medical specialists were considered. It is found that American colleges provide comprehensive and multilevel training for nurses. It is highlighted that integrated three-hour classes are the leading form of the education process organization in Canada. It combines theoretical and practical training. Considerable attention was paid to determining the current trends in the organization and functioning of nurse education in Europe, the USA and Canada. Based on the analysis of professional training junior medical officers in some European countries, the USA and Canada, it is concluded that it is essential to take into account positive aspects of European, American and Canadian experience in nurse education while planning reforms in Ukraine.

Keywords: *professional competency, junior medical officer, medical specialist, 1 and 2 accreditation level institutions of higher medical education.*

INTRODUCTION

The development and reform of the Ukrainian health care system require that a new generation of highly qualified medical specialists should be cultivated and innovative methods and technologies should be introduced into their professional training (*Kontseptsiiia rozvytku*, 2008).

The process of developing professional competency in a medical graduate is rather complicated. Therefore, it is imperative that educational institutions should view this process as purposeful and practically significant. The Ukrainian system of medical education partially incorporates competency-based approach into professional training of medical specialists. There are established qualification characteristics (knowledge, skills), which medical specialists should possess, and the procedure for their attestation and certification.



Improving the current system of professional training for junior medical officers, one should take into account some positive aspects of developed countries' experience, namely wider recognition of nurse functional capabilities and responsibilities and their assignment to the primary level of health care. In the USA and some European and other countries, the nurse is considered to be not only the doctor's "right arm" but also as an independent medical specialist who is authorized to decide on a diagnosis, treatment appointment and rehabilitation on his own. In Ukraine, functional duties of doctors and nurses are strictly differentiated and nurses are mostly perceived as doctor assistants (Hrebenyk, 2014).

THE AIM OF THE STUDY

The article is aimed at analyzing modern trends in professional training of junior medical officers in higher education institutions in some European Union countries, the USA and Canada.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

International experience in professional training of junior medical officers was studied by Ukrainian and foreign scholars. The problem of developing professional competency of future medical specialists was highlighted by J. Buchan & L. Calman (2005), P. Benner & M. Sutphen (2010), M. Donahue (2010), W. Petro, J. Schulenburg, & J. Greiner (2005), A. Stromberg, J. Martensson & B. Fridlund (2001), J. Sullivan (1998) et al. The prospects for higher education development in Europe were determined by S. Berg, J. Woznicki et al. Modern scientific approaches to solving the problem of developing professional competency in future medical specialists were justified by Ya. Kulbashyna. The problem of competency management, professional development, employee motivation, culture and ethics was considered by T. Oleksyn.

The aim of this study was achieved based on the analysis and synthesis of empirical material (monographs, thesis abstracts, scientific articles), modern international experience in training junior medical officers, etc.

RESULTS

The research considers modern professional training of junior medical officers based on the experience of global educational and medical space. The scientific examination of literary sources proves that the nursing profession is sought after in the USA. American higher education institutions provide nursing education at various levels: a licensed practical nurse (LPN), an associate of science in nursing (ASN), a bachelor of science in nursing (BSN), a master of science in nursing (MSN) and a doctor of nursing science (DNS). Nursing education is mainly provided by colleges and involves professional disciplines, psychology, social sciences, humanities and natural sciences. Medical schools introduce new multidisciplinary and interdisciplinary such as critical thinking, communicative interaction, psychology of communication, digital technologies, foreign languages, etc. Relevant study programmes include in-patient training and supervised clinical practice in hospital. They aim to prepare graduates for professional medical activity. Therefore, they teach them how to provide patients with care under the guidance of doctors and certified nurses. The multi-faceted individualization of learning is more and more in demand. Study programmes integrate technology and use strategies for distance learning (Hrebenyk, 2014).

In the USA and Germany, they implement case management. This approach is rather common due to the fact that doctors in these countries usually have private practices and outpatient and hospital sectors are separated from each other. Nurses mostly conduct an initial examination and refer patients to appropriate health care facilities (Sullivan, 1998).



The Canadian system of nursing education is similar to that in the USA. Yu. Lavrysh indicates that integrated three-hour classes are the leading form of the education process organization in Canada. It combines theoretical and practical training. Practical tasks consist of situational tasks, problem situations and questions. In the country, interactive methods of problem-based learning are prevalent. They involve analyzing practical situations and other interactive teaching methods (discussions, graphical charting of topic, interactive lectures, laboratory work in simulation laboratories, etc.). Most skills are practiced only on simulators, and clinical practice is introduced during senior years of study (Lavrysh, 2009).

Nursing education in European countries is provided in accordance with relevant legal documents and takes into account the innovative processes taking place in the health care system. Nursing education is offered by nursing schools, colleges and institutes, universities and academies. In most European countries, licensed nurse qualification can be obtained in 3 years (Greece, Estonia, Spain, Sweden) or 3.5 years (Austria, Belgium, the UK, Denmark, the Netherlands). Subsequently, it is also possible to obtain Bachelor of Science in nursing. Upon completion of the master's degree in nursing, graduates may obtain a doctoral degree in the field (the UK, Greece, Poland and Austria). In Austria, they implement a course in nursing studies (Palasiuk, 2012).

Studying professional training of future medical specialists in France, Ye. Kharlashina (2015) notes that in France, a nurse is considered to be additional medical staff. Midwifery is more in demand and is equated with medical professions, which include doctors and dentists. Medical education institutions, which prepare additional medical staff, give preference to studying clinical and fundamental disciplines combined. However, attendance of lectures is not mandatory and students can search for the necessary information independently and engage in self-directed study. Attendance of practical classes is mandatory and is supervised by lecturers. Students can solve complex clinical problems and problem situations. In such a way, professional training develops professional and creative thinking of future specialists. Lecturers become mere observers and can either adjust or coordinate student performance.

Considering the Swedish system of health care, it should be noted that nurses play an increasingly important role in providing highly skilled care to patients with chronic or complicated conditions (diabetes mellitus, bronchial asthma, heart failure, mental illnesses). They also have a limited right to prescribe medicines (Stromberg, Martensson, & Fridlund, 2001). In Swedish medical centers, the patient is first examined by the nurse, who can then refer him/her to a general practitioner. A similar situation is observed in Finland, where 80% of patients are first examined by nurses, and then, if necessary, they are referred to doctors, and only 20% of patients are referred directly to doctors. In the Scandinavian countries, nurses also play a leading role in urban and rural health centers. In the Netherlands, care to patients in non-working time is provided upon the decision of the nurse with taking into account the established criteria. Nurses rely on clinical protocols and have the right to change medical therapy in these protocols (Benner, & Sutphen, 2010).

In Poland, higher education is characterized by the system of three-cycle training, namely a licentiate, a master's degree, a doctor's degree. Analyzing professional training of medical junior officers, N. Ernandes (2012) compared the models of professional training in nursing in Poland and Ukraine, "a bachelor's degree in nursing in Poland and a qualification of a junior medical officer (nurse) in Ukraine cover the same amount of study time. However, the Ukrainian model of training is allocated significantly more study hours than that in Poland. It must be noted that the Polish system of training prioritizes the



allocation of more study hours to clinical training as opposed to Ukrainian study programmes. In Ukraine, most institutions of higher medical education traditionally engage doctors in training nurses, whereas Polish methodology requires that Masters of Science in nursing should supervise professional training of future nurses”.

Among the ten most popular professions in the UK, there is the nursing profession with specialization in assisting patients with certain diseases (diabetes mellitus or bronchial asthma). Such nurses see, observe and teach patients or conduct field and educational activities aimed at further training other medical and social workers. In developed European countries, general practitioners generally do not visit patients at home, except in rare cases. Therefore, this is the responsibility of trained nurses (Donahue, 2010).

Paramedical personnel in this country are educated in medical schools and colleges. The curriculum includes 50% of theoretical training and 50 % of clinical training in hospitals or other health facilities. According to Yu. Hrebenyk, “theoretical course can be completed at year 3 or 4 of full-time study programme, depending on academic subjects and a degree in nursing to be obtained. Part-time study programmes cover from 4 to 6 years. The UK system of nursing education is characterized by narrow specialization. Nursing students can choose subjects, draw an individual plan of study and distribute study time. Considerable attention is paid to developing communicative culture in students. The emphasis is put on the communication between the patient and the nurse, as well as the latter’s behaviour in various communication situations. In addition, educational activities are considered to be a priority, since nurses should be able to inform the patient about his/her illness, their prevention and a healthy lifestyle (Donahue, 2010).

The generalized international experience in organization and functioning of nursing education, its identified peculiarities in Europe, the USA and Canada makes it possible to determine the following trends in its development: 1) adherence to integration policies in nursing education; 2) lack of standardization and unification, global integration of education systems; 3) coordinated theoretical and practical components of higher professional education; 4) the increasing role of research in professional training and professional activity of nurses; 5) gradual complication of professional education systems, expansion of nursing education with regard to adult population; 6) standardization and technologization of professional medical activity; 7) creation of a single information environment for the field, widespread use of the Internet with its information resources and intensive development of distance learning; 8) constant updating of educational goals, content and technologies in nursing education taking into account the achievements of technological and social progress and the requirements of global education standards (Hrebenyk, 2014; Lavrysh, 2009).

It must be noted that the EU has already taken certain actions to realize this goal. The European Credit Transfer System (ECTS) adopted between the EU countries facilitates cooperation between European educational institutions, widens opportunities for students, for example, internships abroad.

CONCLUSIONS

Therefore, comparative analysis of professional training for junior medical officers in some European countries, the USA and Canada makes it possible to conclude that each country has its own peculiarities in reforming nursing education. It would be impossible to single out one country, whose reform of nursing education is the most successful one. Since the Ukrainian system of professional training in nursing is being reformed, it is expedient to



analyze how nursing education development is regulated by government agencies in Europe and the USA in order to borrow some positive aspects of such experience and implement them in Ukraine.

Further research should deal with development of methodically justified approaches to promoting professional development of junior medical officers.

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DOI: 10.2478/rpp-2018-0056

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PROFESSIONAL TRAINING OF HOSPITALITY SPECIALISTS IN TURKISH AND UKRAINIAN VOCATIONAL SCHOOLS

ABSTRACT

The article analyzes the organization of practical training for hospitality specialists in vocational schools in Turkey and presents the specificity of collaboration between vocational education institutions and tourism enterprises, which are based on the principles of responsibility, expediency of using available resources at the appropriate level, support of youth and society, expanding of opportunities for education, etc. It also outlines the main objectives of collaboration between vocational education institutions and tourism enterprises, which are aimed at integrating theory and practice, adjusting learning to real-life conditions, developing professional skills, expedient using opportunities and resources of industrial sectors, etc. In addition, it proves that vocational education and institutions and tourism enterprises have certain common and distinct views on the goals of industrial training for pupils. Based on the analysis of researches by Turkish scholars, the model of practical training for hospitality specialists in Turkey is characterized. The key problems in the organization of practical training for students at enterprises are specified. They include some differences between graduates' expectations of career in tourism and real working conditions at tourism enterprises; lack of theoretical and practical knowledge required for effective professional performance; trainees' dissatisfaction with inflexible working hours; discrepancy between types of activity and a chosen specialization; violations of social rights to meals and accommodation, etc. Some relevant recommendations for improving practical training of future hospitality specialists in Turkey and Ukraine are outlined.

Keywords: vocational education, vocational lyceums, practical training, tourism sector, hospitality specialists, tourism enterprises, Turkey.

INTRODUCTION

Nowadays, the Turkish Republic constantly develops relevant strategies for improving the quality of modern vocational education, since the country is in need of skilled workers, who should be able to operate successfully under changing industrial conditions and apply new technological knowledge and modern working methods. Dynamic progress of industrial structures requires that education systems be upgraded, investment in technological infrastructure be attracted, world progress be carefully monitored and close cooperation with the private sector be ensured. In this context, vocational education should provide the knowledge, skills and competences, which are necessary to meet the goals of economy and global labour market (*Eğitimi araştırma*, 2009, p. 11).

In Turkey, the modern concept of tourism demands that the quality of tourism services should be assured and constructive relations between tourists and staff should be established. Therefore, the implementation of these two aspects largely depends on a high



level of vocational training of those who work in tourism sector (Christou, 1999). The latter, in turn, has the largest share in global industry of services in terms of value added, employment and investment.

THE AIM OF THE STUDY

The paper aims to analyze professional training of hospitality specialists in vocational schools in Turkey.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

In the context of studying practical training of hospitality specialists in vocational schools in Turkey, those researches that highlight the trends in development of vocational education abroad attract most interest. They include some trends in the development of vocational education in China (N. Paziura); some peculiarities of teacher training in the EU countries in the late 20th century (L. Pukhovska); the results obtained from analysis on the systems of training for skilled workers in Bulgaria and Poland during the late 19th century – the 20th century (A. Kaplun); theory and practice of vocational training for the unemployed in the USA (N. Bidyuk); practical training of hospitality specialists at US universities (L. Chorna); trends in development of transnational higher education in developed English-speaking countries during the second half of the 20th century – the early 21st century (N. Avshenyuk); trends in development in school education in the EU countries (O. Lokshyna), etc.

Particular attention should be paid to the study on the system of vocational education in Turkey and development of continuing education in Eastern European countries in the second half of the 20th century (T. Desiatov); the processes of shaping and developing the education system in Turkey (N. Korchyńska, S. Sapozhnikova, S. Usmanova, F. Yakubova et al.).

The peculiarities of practical training for hospitality specialists were disclosed by such Turkish scholars as Ağaoğlu (1991), Özkan (1992), Kızılırmak (2000), Küçüktopuzlu (2002), Kuşluvan (2000), Türüoğlu (2003), Kozak ve Kızılırmak (2001), Yıldırım (2002), Çapar (2002), Gürdal (2002), Güçer (2004), Boylu (2004), Ünlüönen ve Boylu (2005), Pelit ve Güçer (2006), Özekin (2010) et al. These scholars conclude that the most important problems in tourism sector include lack of qualified staff, inadequate social rights and privileges, low wages, seasonal work, irregular working hours, unhealthy living conditions in temporary accommodation for staff, the risk of losing one's jobs due to reduced volumes of business, employment of cheaper and unskilled staff, etc. Such circumstances lead to the outflow of skilled personnel from tourism sector. In addition, over the past few years the policy of reducing staff costs has led to the situation that many tourism agencies tend to hire trainees (Kozak, 2005).

The results obtained from comparative analysis on vocational education systems abroad serve as the basis for studying the peculiarities of practical training for hospitality specialists in Turkish vocational schools and formulating relevant recommendations, which can be used to improve practical training of hospitality specialists in the context of vocational education in Ukraine.

RESULTS

In Turkey, Anatolian vocational and technical lyceums are secondary education institutions, where skilled workers are trained for four years to learn a certain profession in accordance with the objectives of the Turkish national education. If necessary, graduates can continue their education in higher education institutions and, consequently, ensure development of the national economy (Ünlüönen, & Boylu, 2005).



The vocational programmes in Anatolian vocational schools train students according to the requirements of the sector: they receive theoretical and practical training at lyceum for six months annually (from October to March), and then they obtain internships at tourism enterprises once the tourism season has started (from the second half of April to September). In addition, when studying in vocational education institutions, students attend training courses at tourism enterprises on certain days of the week.

The subjects, which develop general knowledge and competences necessary for all branches of the economy, are taught mainly in grades 10-11. During this period, they are in training in tourism agencies from the first week of May to the last week of September. Grade 12 offers classes aimed at obtaining professional qualifications required for a diploma. At the end of grade 12, the student who completed a curriculum and received a diploma can go on to university. Graduates also have the right to receive a certificate of qualifications obtained in a given profession / industry.

Competences received by students during a given academic year are evaluated according to certification programmes (*Eğitimi araştırma*, 2009, p. 15). The procedure for their certification is based on compliance with the provisions of the Law on Vocational Education (No 3308), the Law on Higher Education (No 2547), the Law on Professional Qualifications (No 5544), as well as agreements on cooperation between vocational education institutions and enterprises.

In relation to technological innovations, the content of the knowledge, abilities and skills, which are necessary for learning new professions or enhancing skills in existing ones can vary. Therefore, the acquisition of learning information can be realized in two ways: 1) through mastering knowledge in the context of implementing training programmes in the institution where students are trained; 2) through training at tourism enterprises (Pelit, & Güçer, 2006, p. 144).

The cooperation between vocational education institutions and enterprises is aimed at enhancing the quality of vocational training, which is shown in high readiness of specialists to engage in professional activities, including in tourism sector. The programmes of cooperation, in turn, are based on the principles of responsibility, expediency of using available resources at the appropriate level, support of youth and society, expanding of opportunities for education, etc. (Gürol, 1997).

In the context of adherence to these principles, the main objectives of cooperation between vocational education and tourism enterprises are defined as follows:

- to make learning more meaningful and functional, to fill the gap between theory and practice, to associate classroom work with real working conditions,
- to secure the acquisition of general and special skills and knowledge, as well as necessary characteristics and behaviours;
- to coordinate the activities of educational institutions with real conditions at the workplace;
- to strengthen formal vocational training by creating relevant opportunities for vocational education in private and business sectors;
- to provide economic opportunities for students who cannot continue their education for economic reasons;
- to facilitate the transition from training to the workplace in order to use the existing opportunities and resources of society and manufacturing industries;
- to expand the scope of providing educational services to general education and vocational education and training institutions.



Turkish scholars indicate that today there are some problems in the organization of practical training between tourism enterprises and vocational education institutions due to different expectations of educational institutions and tourism enterprises regarding the results of internships. As rightly noted by some representatives of educational institutions, internships at enterprises are part and continuation of education (Hacıoğlu, Kaşlı, & Tetik, 2008, p. 67). As stated in the Law on Vocational Education (No 3308), those students who obtain vocational education at enterprises are entitled to health insurance.

The insurance premium to students for internships at enterprises is provided by Turkey's Ministry of National Education (MoNE) and the Council of Higher Education (COHE). These payments are lower than the minimum wage, which contributes to increasing the demand of tourism sector for trainee students in order to use them as cheap work force (Buluç, 1992). Such views of some representatives of tourism enterprises contradict educational goals as for students' application of theoretical knowledge in order to improve their vocational training, acquisition of experience in using and testing the obtained knowledge in real life, in other words comprehension and application of the received information in professional environment (Çetin, 2005).

Achieving coherence between vocational education institutions and tourism enterprises in terms of common views on the organization of practical training and its results is also a basis for ensuring graduates' opportunities of employment (Sarı, 2007).

The legal basis for organizing practical training at tourism enterprises in accordance with the programmes of Anatolian vocational lyceums, which provide tourism education includes two different legislative acts, namely the Law on Vocational Education (No 3308) and Regulations on Internships in Higher Education Institutions.

The model of internship in the workplace used in Anatolian vocational lyceums, which provide training in tourism and hotel management is an educational model that can be taken as an example not only in Turkey but also in other countries with high potential of tourism sector. Teaching skills and abilities begins with the completion of theoretical education in Year 1.

Vocational schools send students to enterprises so that they can acquire necessary abilities and skills. For this purpose, they appoint a special commission whose members correspond with hotel management. This correspondence includes the information about the hotel, the duration of the internship, the number of people required, the type of work, etc. In addition, a copy of the agreement is sent to hotel companies. Once the students have obtained an internship, they are provided with the information about the rules both they and the employer must follow. According to the characteristics of the industry, those students studying in Anatolian hospitality and tourism vocational schools are trained for six months from October to March. Once the tourism season (from April to September) has started, they are trained at tourism enterprises. Hospitality and tourism vocational schools tend to send students to four- and five-star hotels. However, if they are most occupied, students are sent to two- or three-star ones. With regard to the type of activity, students can work at the reception desk, provide room service or work in the bar or the kitchen. If the enterprise where the student is trained is located far from the area of his/her residence, free accommodation is provided and travel expenses are covered. It must be noted that the enterprises must pay at least 60 % of the minimum wage to trainees. In addition, trainees are entitled to one day off per week, as well as 15 days of paid leave. Year 1 students are trained in all the departments of the enterprise (in the kitchen, at the reception desk, room service). Year 2 students can choose which skills to acquire. Upon completion of the internship, all students must take a test to check the acquired practical skills. Also, Year 2



students must take a proficiency exam, whose results prove successful completion of vocational training in combination with learning outcomes from theoretical training. Year 3 and 4 students are expected to obtain theoretical knowledge for first six months. Upon successful completion of Year 4, students are entitled to a diploma. Students who failed to pass the proficiency exam must undergo practical training again (Şimşek, 2006).

As noted by some Turkish scholars (Dayıgöçlü, Aksu ve Köksal, Atıncı Olcay, İbrahim Yıldırım, Metin Sürme et al.), there are key problems in the organization of practical training for students at enterprises. They include some differences between graduates' expectations of career in tourism and real working conditions at tourism enterprises; lack of theoretical and practical knowledge required for effective professional performance; trainees' dissatisfaction with inflexible working hours, which negatively affects their professional motivation; improper use of trainees as cheap labour; discrepancy between types of activity and a chosen specialization; violations of social rights to meals and accommodation, etc.

Therefore, it is urgent to solve the above-mentioned problems and eliminate of the existing disadvantages in the organization of practical training for tourism students at tourism enterprises. Such scholars Atıncı Olcay, İbrahim Yıldırım, Metin Sürme have come up with specific recommendations for managers of tourism enterprises. They are the following:

- to encourage students to perform different tasks related to their specialization, to be responsible for the quality of their work and to reveal their professional potential so that they can be in demand in the labour market;
- to create relevant industrial conditions so that practical skills can be qualitatively perfected;
- to provide students only with tasks and duties, which correlate with practical training;
- to collaborate with vocational education institutions to better understand their role in improving vocational education and developing tourism education and tourism sector.

Based on the experience of Turkish vocational schools in organizing practical training, it should be noted that in Ukraine there is a similar model for organizing students' internships at enterprises, and thus there are similar problems as those which exist in Turkey.

Analyzing vocational training for hospitality specialists in Ukraine, it should be borne in mind that the potential of public private partnership regulated by legal principles of the Law of Ukraine "On Public Private Partnership" and international contracts is insufficiently used in relation to the organization of vocational training. In fact, it should assure the development of internship places, the exploitation of innovative enterprises at the existing vocational education institutions, the elaboration of modern technologies in vocational training and strengthen the role of enterprises, organizations, institutions in providing opportunities for vocational and practical training of students, etc. (Malysheva, 2017, p. 109).

CONCLUSIONS

So, the common trends in improving practical training of future hospitality specialists both in Turkey and Ukraine include the following: developing links between the system of vocational education and the labour market, strengthening social partnership in vocational education in order to reconcile the common goals of vocational tourism education in relation to training of skilled workers, who are able to ensure the integration of tourism into the area of international tourism. Therefore, it can be concluded that the specificity of collaboration between vocational education institutions and tourism enterprises is based on the principles of responsibility, expediency of using available resources at the appropriate level, support of youth and society, expanding of opportunities



for education, etc. In addition, the main objectives of collaboration between vocational education institutions and tourism enterprises are aimed at integrating theory and practice, adjusting learning to real-life conditions, developing professional skills, expedient using opportunities and resources of industrial sectors, etc. The conducted research proves that vocational education and institutions and tourism enterprises have certain common and distinct views on the goals of industrial training for pupils. It is specified that the key problems in the organization of practical training for students at enterprises include some differences between graduates' expectations of career in tourism and real working conditions at tourism enterprises; lack of theoretical and practical knowledge required for effective professional performance; trainees' dissatisfaction with inflexible working hours; discrepancy between types of activity and a chosen specialization; violations of social rights to meals and accommodation, etc.

Further studies should aim to disclose the specificity of organizing research training for future hospitality specialists.

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DOI: 10.2478/rpp-2018-0057

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HEALTH, HEALTH PRESERVATION AND HEALTH-PRESERVING COMPETENCY IN THE CONTEXT OF UKRAINIAN AND FOREIGN SCHOLARS' VIEWS

ABSTRACT

The article deals with theoretical and historical analysis of Ukrainian and foreign scholars' views on such concepts as "health", "health preservation" and "health preserving competency". It is specified that the problem of health is considered by medical specialists, philosophers, sociologists, psychologists, teachers and, thus, is covered in many sociological, philosophical, educational, sociological and medical studies. It is found that this problem became particularly topical in the second half of the 20th century. Based on the analysis of educational researches and practical experience of scholars from many countries, it is clarified that there is a growing interest in the issues related to health and health preservation. The requirements for fostering and strengthening health have significantly increased, too. However, there is no clear definition of this concept. This is caused, first of all, by lack of generally accepted understanding of health preservation. Secondly, theoretical and pedagogical principles and methodological and technological aspects of health preservation are insufficiently developed. Thirdly, there are no scientific and practical recommendations and methods of fostering health preservation. The meaning of this concept has gradually changed, since at different times, in different cultures, the definition of health and its derivatives differ substantially. Nowadays, life and health are defined as the highest human values. They indicate civilization, which characterizes a general level of socioeconomic development of society and serves as the main criterion of expediency and efficiency of all, without exception, fields of state policy. It is concluded that health preserving space, as a field of activity, is a specially organized system aimed at achieving the goal of professional activity through ensuring preservation and restoration of its participants' health.

Keywords: health, health preservation, valeology, competency, concepts, criteria, indicators, technologies.

INTRODUCTION

In recent decades, the problem of health has become particularly acute, since the state of health serves as an indicator of spiritual, socioeconomic, medical and biological welfare of the population, a level of development and civilization of the country. It must be noted that teachers, along with sociologists and doctors, pay considerable attention to the problems related to choosing the way of life and preserving health. There is no doubt about the importance of differentiated approach to creating a healthy lifestyle in different segments of the population and social groups.

In the light of the need to enhance productive capacity of Ukraine and increase its gross domestic product (GDP), declare martial law and reduce the outflow of highly skilled personnel abroad, it is necessary, on the one hand, to assure proper working conditions and provide perks, and on the other hand, to foster future specialists' internal motivation and



need to preserve health, and, as a result, expediently use and increase their own physical, psychological and professional resources, which will lead to successful professional performance and personal development.

The problem of a modern person, his/her health and psychological harmony consists in the loss of integrity and communication. Thus, awareness and activities of primitive people were syncretic. In addition, people believed in animism (the presence of the soul in inanimate nature), danced, sang and performed rituals, which in itself included motor activity, and the above-mentioned beliefs acted as a powerful motivational resource. All this was supplemented by the need for high physical and psychological fitness, which was required for hunting and defending the territory from other tribes. In essence, a sense of integrity and communication (involvement in events and phenomena of the world) were the most ancient, relict conditions under which original awareness of health preservation was shaped.

THE AIM OF THE STUDY

The aim of the study is to analyze theoretically and historically Ukrainian and foreign scholars' views on such concepts as "health", "health preservation" and "health-preserving competency".

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Theoretical framework of research encompasses modern conceptions of pedagogy and methodology, definition-based analysis, the essence and content characteristics of core concepts that made it possible to explore the process of developing health-preserving competency. Consequently, the main goal of the category "health – health preservation – competency", which includes such specific concepts as health, motor activity, health preservation, health-preserving technologies, valeological culture and educational space, was clarified. It was specified that the problems on health, health preservation and health-preserving competency were theoretically and historically analysed by many Ukrainian (I. Anokhina (2007), V. Balsevich (1990), M. Bobyreva (2008), B. Butenko (1988), V. Filinkov (2003), S. Kim (2005), P. Lesgaft (1987), B. Maksymchuk (2016; 2017), O. Moskovchenko (2008), N. Tamarskaya (2002), A. Verbytskyi (2008) et al.) and foreign (R. Bailey (2010), A. Hornby (2015), T. Hyland (2001), U. Jorgensen (2003), M. Karloven (1983), M. Knowles (1959), R. Kohen-Raz (1996), D. Kolb (1984), M. Lloyd (1925), D. McClelland (1973), E. Weiner (2008) et al.) scholars.

In the context of the above-mentioned aspects, health preservation is considered to be the main objective of education, especially higher education, which finalizes socialization and self-determination of the individual. It is clear that educators view health preservation and rehabilitation as the basis for enhancing the development of theoretical and practical abilities in rehabilitation, which most naturally occurs in the mode of optimal motor activity.

While researching, such methods as theoretical and historical analysis, generalization and systematization were employed.

RESULTS

After Ukraine became independent in 1991, certain laws and specific provisions related to improving health of the population in the context of education and beyond it were adopted. The main ones are as follows: a) not related to education – the Law of Ukraine "On Health Preservation", the comprehensive programme "The Health of the Nation"; b) related to education – the Law of Ukraine "On Education" (1991), the Law of Ukraine "On Higher Education" (2014), the State National Program "Education" ("Ukraine in the 21st Century") (1993), the National Doctrine of Education Development in Ukraine (2002),



the National Strategy for Education Development in Ukraine during 2012-2021; c) related to physical culture and rehabilitation – the Law of Ukraine “On Physical Culture and Sports” (1994), the State Programme for Development of Physical Culture and Sports in Ukraine (1994); d) related to educational and valeological issues affecting health of students and technical specialists – the Law of Ukraine “On Vocational Education”, the Draft Concept of Development of Engineering and Teacher Education (2004).

Health is an invaluable asset not only for every person, but for society as a whole. During meetings or when saying goodbye to dear people, we wish them good and excellent health, because this is a basic condition and a guarantee of a full and happy life. Health helps us fulfill our plans, successfully solve basic life problems, overcome difficulties and significant overloads. Strong health, which is cleverly preserved and strengthened by the individual himself/herself, provides him/her with a long and active life (Bailey, 2010).

Therefore, a very important element in preserving one’s own health is personal knowledge of health matters and harmfulness of certain factors and habits. However, the study shows that the concept of “health-preserving competency” has not been studied sufficiently, since it has emerged relatively recently in the context of competency-based approach launched in the USA in the 1970s. In addition, there is no definite definition of this concept.

D. McClelland (1973) believes that competence does not imply only professional skills, but also integral properties of a highly organized profession-oriented personality that allow him/her to perform professional duties most efficiently and solve any professional task creatively.

Studying the problem of fostering health-preserving competency of students requires that the main concepts constituting research terminology should be theoretically and historically analyzed. These concepts include health, healthy lifestyle, health preservation, health-preserving competency.

The very first theoretical views on health preservation reach antiquity and are based on philosophical thoughts of the ancient East. In the first European states (Ancient Greece and Rome), they cherished a cult of a healthy, beautiful and physically perfect body. The ancient Roman physician Hippocrates, who created a somewhat metaphorical, yet applicable, classification of human temperaments – choleric, sanguine, melancholic, and phlegmatic, first drew attention to a deterministic connection between mental and physical characteristics.

The ancient Chinese philosopher Confucius proclaimed the truth, which became the basis of many psychological, philosophical and valeological theories, namely “create yourself”. In general, the whole philosophy of the ancient East is anthropological. Ibn Sina (Avicenna) first indicated the connection between physical and mental aspects in preserving health in medicine. The scientist considered the range of behaviour and activity, namely tolerance – spirituality – hygiene – activity – healthy lifestyle, to be the conditions of health preservation.

Even when certain sciences developed outside philosophy, health (as a value and a component of personality) continued to remain an object of ideological theories. The prominent German philosopher G. W. F. Hegel carried out important anthropological observations within the framework of natural philosophy, which can be the basis of the principles of valeological and physical development. The philosopher defended organic integrity of all the natural things, including the individual, whose essence consists in the



unity of objective and subjective, theoretical and practical aspects. Nature develops gradually, with the next level deploying the truth of the previous one (gradualness and integrity of the activity).

In the era of the Enlightenment, the idea of a natural correspondence in shaping and preserving volition, character, practical skills, conditioning and health became rather common acquired in Europe (J.-J. Rousseau, Voltaire, J. Locke). Scientists suggested moving from education and training to strengthening and improving, that is, from valeology to physical culture.

In the Russian Empire's war with Napoleonic France, Russian soldiers were taught to develop the principles of physical culture, which were also considered as a means of fostering volition and military build. In the end of the 19th century – the early 20th century, P. Lesgaft started to promote physical culture. In accordance with its main principles, a success of life largely depends on conscious and flexible physical activity (Lesgaft, 1987). The following methodological concept has become the key basis of physical education within the framework of the then materialism: unless one trains, develops and improves, he/she degrades.

In the early 20th century, a holistic paradigm of natural organisms and systems reemerged. Thus, M. Lloyd (1925) proves that natural objects (people) are holistic substances both within themselves and in relation to nature. These are material subjects that are self-regulating and self-evolving. Therefore, physical activity does not require special stimulation, since it is immanent. Such anthropological theories became particular popular in Western Europe. C. Hall and G. Lindsay (1997) believe that a person or any natural structure cannot be studied partially, because they possess such characteristics of integrity, coherence and integrity.

S. Kim (2005) suggests that the term “health preservation” should be replaced with “health creation”. Indeed, health preservation as a combination of daily life activities and specially directed health-creating activity determines social welfare in the process of self-realization while preserving vital potential of health. It must be noted that healthy lifestyle stands out as a synonymous and at the same time complementary concept to “health preservation”.

Nowadays, foreign anthropology largely promotes Kolb's experiential learning theory. It is primarily applied to social work and consists in a relatively defined cycle of health creation. The first stage of a training valeological period involves acquisition of personal experience and the second one – reflexive learning and observation. The results obtained during the two stages should form a certain concept, based on which it is possible to conduct different experiments, solve contextual situations, valeological tasks and, as a result, organize professional valeological practice (Kolb, 1984; Maksymchuk, 2017).

Various aspects of fostering health preservation and healthy lifestyles were highlighted by different scholars from Canada, the United States, the UK, Sweden. They highlighted the problem of hypodynamia and the importance of physical activity and its connection with quality of life (Hornby, 2005; Hyland, 2001; Karloven, 1983).

Ukrainian educational researches pay particular attention to theoretical and practical aspects of valuable approach to fostering health (D. Davydenko, A. Ivaniushkin, V. Petlenko), healthy lifestyle (R. Raievskiy, V. Volkov), various aspects of cultivating culture of health in future specialists during physical education (S. Bielykh, T. Kyrychenko, V. Yakovliev) and health-preserving competency in students by means of physical education (M. Borisov, L. Hrytsiuk, A. Liakisheva, D. Voronin) (Maksymchuk, 2016).



N. Tamarskaya (2002) indicates that the essence of health preservation is manifested in the organization of preventive measures and the use of health-preserving technologies by those who are aware of the laws of health preservation. I. A. Anokhina (2007) considers health preservation as willingness to independently solve problems associated with strengthening and preservation of health, both one's own and others.

In relation to the above-mentioned views, various scholars have focused on the problems of cultivating students' activity and negative effects of educational and non-educational conditions and prospects for their optimization since the early 2000s.

Nowadays, general concepts of pedagogical and, more broadly, educational conditions for fostering health of future specialists are developed by such scholars as R. Hurevych, N. Kuzmina, O. Lavarenko, L. Mitina, I. Zimniia et al. Psychological and valeological aspects of health are studied by G. Ivanov, V. Prykhodko, I. Saluk, M. Sevriuk, M. Selezinka, I. Smoliakova, L. Stoliarenko. The aspects of destructive influence of professional conditions on students' health are explored by O. Domashenko, V. Filinkov, U. Jorgensen, L. Yevsieiev, Y. Zentsova et al. Optimization of educational conditions and improvement of students' health through physical education are analyzed by R. Bailey, V. Baronenko, L. Green, O. Hladoshchuk, H. Hryban, R. Vakhitov et al.

It is proved that a low level of future technical specialists' health negatively affects: a) productivity of learning and professional performance; b) motivation and creative activities; c) the main professional qualities of an engineer (concentration, rational approach, responsibility, personal safety); d) productivity and, as a result, competitiveness in the labour market (Filinkov, 2003). Thus, the above-mentioned views create theoretical basis for teachers and professional motivation for all the participants in the education process in order to include health preservation into the activities of other spheres.

It should be borne in mind that a medical concept of health prevailed in science for a long time. It implied the absence of diseases and viewed a disease as a certain autonomous essence. However, since the 1970s, diseases and health have been regarded as certain subjective states. Health is a functional state of the body and the psyche, which enables viability, development, reproduction, creative activity. The essence of health is confirmed by scientific and people's observations. According to the latter, health is the greatest value. Modern biophysical scientific approach, in turn, determines health as a dynamic balance, homeostasis of organs, systems and their functions in interaction with each other and with the external environment.

E. Weiner (2008) considers the concept of "health" as a fundamental factor in social development and even economic progress and proposes the concept of "public health". Personal health is its elemental component, since it not only constitutes the health of the community but also is compressed by social culture, values, political and other influences. The educator indicates that public health is a social, economic and demographic resource. Its main function consists in human reproduction and comprehensive development, beginning from a personal or family level.

B. Maksymchuk (2017) states that foreign medicine and valeology view an empirical component of measuring, assessing and preventing stressful, technogenic and other external factors as extremely important and topical.

R. Kohen-Raz, M. Himmelfarb, & S. Tzur (1996) suggest that one should not rely on subjective assessment of the individual's valeological state and better apply a general neurological method of stabilography, which, by means of special measurements,



determines general physiological, neurological and valeological state. The essence of this method consists in measuring coordination of movements and assessing the state of the vestibular apparatus by means of medical equipment, since it shows the state of exhaustion, fatigue and work capacity. The prognostic results are the following: physical stability and stress resistance, endurance, self-regulation, etc.

M. Knowles, & H. Knowles (1959) indicate that competency is the ability to professionally perform one's duties under changing conditions, which require that the individual should engage in life-long learning and interact with others within open information environment.

The views of Ukrainian researchers on the essence of health-preserving technologies are aimed at general "background" orientation towards preserving and improving quality of life of the participants in the education process, as well as organizing special rehabilitation activities; pedagogically expedient actions, techniques, means, which assure learning, development and further personal and professional activity of the individual provided that he/she is ready to preserve and enhance psychophysiological resources.

Some foreign researchers believe that a health-saving technology is the basic pedagogical tool of health preservation, since it is a set of specific knowledge, methods, practices and techniques, which can solve the following tactical tasks: to assess (diagnose), to organize and optimize a fragment of the educational process (within or outside the educational institution) in order to prevent a decrease, to preserve the existing condition and assure development of physical, mental and social potential of the individual (Moskovchenko, 2008).

Having analyzed relevant researches by Ukrainian and foreign scholars on health and health preservation and the ways of its assessment and contextualized the gathered information on the example of future technical specialists' professional training, it is possible to distinguish the following criteria for assessing the acquired health-preserving competency: axiological (the presence of valeological values and their place in the structure of personality), technological (the presence of knowledge, skills, techniques and means for solving valeological problems), creative (creative activity, the ability to take non-standard decisions in difficult situations), reflexive (the ability to self-analyze and adjust valeological technologies to personal needs), integrative (readiness to apply partial competencies, presented in the above-mentioned criteria).

CONCLUSIONS

Therefore, based on the analysis of educational researches and practical experience of scholars from many countries, it is clarified that there is a growing interest in the issues related to health and health preservation. However, there is no clear definition of this concept. This is caused, first of all, by lack of generally accepted understanding of health preservation. Secondly, theoretical and pedagogical principles and methodological and technological aspects of health preservation are insufficiently developed. Thirdly, there are no scientific and practical recommendations and methods of fostering health preservation. It is concluded that health preserving space, as a field of activity, is a specially organized system aimed at achieving the goal of professional activity through ensuring preservation and restoration of its participants' health.

Further researches on health, health preservation and health-preserving competency should take into consideration the process of shaping a valuable approach to fostering health and cultivating physical culture of students.



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DOI: 10.2478/rpp-2018-0058

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**PROFESSIONAL TRAINING
OF INTERNATIONAL COMMUNICATION SPECIALISTS:
THE EXAMPLE OF COVENTRY UNIVERSITY**

ABSTRACT

The article deals with professional training of international communication specialists in Coventry University. It is found that professional training of specialists in information communication in Coventry University takes into consideration today's challenges imposed by globalization, internationalization and integration processes and is characterized by flexibility, transparency of learning goals, clear learning outcomes and orientation towards practical application of the acquired knowledge, abilities and skills. It is specified that the scope of academic modules allows future specialists to understand the need to grasp the essence of communication, digital communication, reflexive communication, communication history, ethical communication, strategic communication, peace journalism, etc. It is clarified that they are trained to deal with communication in critical situations and come up with most relevant solutions. Based on the accumulated data, the following steps are suggested to enhance the quality of professional training for specialists in international communication in Ukraine: to reconsider the scope of expertise in international communication and take into account the most important aspects of the field to adjust them locally, regionally and nationally, so that future Ukrainian specialists in international communication can participate in the debates on topical issues in the international arena; to update the content of professional training in international communication so that it can correspond to global and European challenges of integration, globalization and internationalizations processes; to establish partnership relations between Ukrainian and European higher education institutions so that Ukrainian students can develop their learner autonomy and academic mobility; to equip classrooms with advanced technologies contributing to developing practical skills of international communication specialists; to involve future specialists in international communication in the organization of conferences, events and seminars related to the field of expertise.

Keywords: *international communication, international communication specialist, professional training, the UK, Ukraine, university.*

INTRODUCTION

The declaration of Ukraine's independence, modernization of political processes, globalization of social life have greatly actualized the knowledge of international communication as an instrument for preserving the statehood and improving the image of Ukraine in the international arena. This issue is relevant not only for specialists in the field of mass communication, but also for the international staff. Communication has become one of the central components of modern society. Not only economic indicators determine the status of the state, but also its role in the international information space. Modern



society has reached such a stage of its organization, which requires more efficient processes, both internal and external coordination. Indeed, the more developed the state is, the stronger it depends on information processes and technologies.

In the information and technology sector, there have appeared fundamentally new threats to states, organizations and individuals. The balance of forces in the international space has been violated. The problem of information security, which is based on the existing dependence of all spheres of society's life and the state on reliable functioning of information and telecommunication systems, technologies and means, has become more relevant than ever. The threat of national cultures deformation is rapidly growing. There appear new opportunities for expanding dialogue, cooperation and mutual understanding between the states. Without such cooperation, one cannot solve global problems of the present. International communication is directly related to all these problems and it itself can be seen as one of the most important global issues. Today's world cannot be closed within the same country and all specialists should be ready to interact and cooperate with international audience.

We strongly believe that it is vital for Ukrainian specialists in international communication to be able to correspond to the challenges of today and demonstrate vast knowledge and competence in dealing with the issues related to theory and practice of international communication through the prism of integration, internationalization and globalization processes. Currently, the UK is undergoing the period of reconsideration of all existed treaties and cooperations with the EU and has already gained recognition of its' specialists professionalism in the matters of international communication. Therefore, this study will attempt to outline the most positive aspects of the UK's experience in training such specialists so that they can be further implemented into the national practice.

THE AIM OF THE STUDY

The current research attempts to achieve the following: to analyze professional training of information communication specialists in the UK universities and outline relevant recommendations for enhancing the quality of professional training for these specialists in Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

International communication is a rapidly growing and complex area within communication and media studies. It is related to cultural commodification (when cultural products turn into commodities), informational diffusion by media empires globally, as well as the challenges the developing world currently deals with in the context of these processes. Within the context of such a New World Information order, it covers such issues as human and rights power, technologies and censorship. With regard to a concern with technology, it is focused on the roles of freedom, information and technology itself. It searches for some new ways of transnational communication. It monitors the activities of different international organizations (e.g. UNESCO) and non-governmental organizations (NGOs) (Mohammadi, 2005, p. 1).

V. Gupta (2005) exemplifies the broad trends in international communication with the annual report of the advertising giant Saatchi & Saatchi and the statement of the Times editor Charles Douglas-Home. The first trend consists in the idea that an era of global communication has achieved the establishment of the global empire that is turning the world into one market place. Markets, products and services have become global and urge companies all over the world to compete in the global market place. Consequently, such globalization has affected advanced technologies and transformed information and



communication. The second trend relates to the electronic age and the need of publishing enterprises to support newspapers. Ch. Douglas-Home emphasizes the importance of news in the global scale and its power to create some sense of community about it (Gupta, pp. 27–28).

A. Kavoori (2009) states that international communication is an area dealing with debates within/across international politics, anthropology, sociology and comparative literature and mirroring all anxieties inherent in these fields. These include such issues as identity policies, globalization and policy formulations (p. 1).

It must be noted that the UK has been strengthening its international communicative capabilities since World War II. The British Broadcasting Corporation (BBC), the most representative media organization in the country, has become one of the most powerful media organizations in the world. Since 1994, white papers have been released to designate support of the BBC as for its participation in global competitions and reflect transparency and cultural variety of the UK. Consequently, the British media has occupied the most successful position in global media and enhanced the international image of the country. Today, the BBC is recognized for its powerful international communicative capacity and serves as a tool for achieving international political objectives of the country (Peng, 2017).

Given the presented views on international communication as a field it can be concluded that it encompasses many aspects related to information and communication technologies, broadcasting, interaction, cooperation, identities and policies. Having analyzed, generalized and systematized different sources such as the Subject Benchmark for Communication, Media, Film and Cultural Studies developed by QAA, programme specifications of individual British universities in international communication, we attempted to present relevant results on the problem of professional training of specialists in international communication in the UK and provide most clear recommendations to improve the quality of professional training for these specialists in Ukraine.

RESULTS

To begin with, it must be highlighted that QAA subject benchmark statements only characterize the essence and the academic standards expected to be achieved by graduates in specific fields. They describe what they are to understand, know and do (QAA, 2016).

The Subject Benchmark for Communication, Media, Film and Cultural Studies was revised for the third time in 2016 and includes modern views on the field of communication taking into account changes in the content of curricula and the essence of communication media. Thus, British educators indicate that social life mainly depends on constant developments and vast and varied use of communication in different contexts and, therefore, requires that degree programmes in Communication, Media, Film and Cultural Studies should emphasize the importance of communication, including international communication in the development of both local and global communities. In addition, they state that these programmes are intellectually related to humanities, social sciences, the arts and cover knowledge and competencies developed within professional practical areas (e.g. business, marketing, computing, design and advanced technologies).

It should be borne in mind that degree programmes in Communication, Media, Film and Cultural Studies are focused on communicative and cultural activities as the main factors in determining political and economic, social and psychological life. The names of the programmes may include the following: communication studies; media studies; digital,



film or screen studies; cultural studies; publishing and public relations; journalism; advertising; interactive media, etc. Interestingly, they are aimed at developing critical independence, creativity, reflexivity, flexibility of graduates.

These degree programmes also pay considerable attention to different concerns of the present and cover the following: 1) cultural, aesthetic and communicative systems and practices; 2) the key role of communication in people's individual and collective understanding of the past, the present and the future; 3) the importance of communicative and cultural processes in economic, political and social life; 4) the vital role of communication in economic and political national and international processes; 5) the links between public communication and culture and economic power, religion, age, gender, ethnicity, nationality, etc.; 6) the need for debates on legal, political and ethical aspects of communication in a democratic society.

In the UK, many universities offer degree programmes in International Communication. This research presents the experience of Coventry University, which, in our opinion, is the best example in the matter.

Thus, Coventry University is considered to be one of the most leading universities in the country and provides future specialists in communications with valuable experience of working for news corporations, national media outlets, etc. The University's bachelor programme in International Communications is aimed at providing future specialists with core communication skills required in public relations and journalism and teaches them to analyze the scope these fields globally. The programme can be either full-time (3 years) or part-time (4 years) (Coventry University, 2018a).

With regard to the content of the course, it familiarizes future specialists with a cultural context of communication, so that they can comprehend the functioning of communication processes and develop their own communication skills. Subsequently, future specialists are taught how to develop general and special skills in international communication with the help of various case studies and exercises, since it is important for them to understand modern communications industries. The final year of the study allows future specialists to study profession-oriented areas of communication to be competitive in the labour market. In detail, the modules within the BA in International Communications at Coventry University are as follows:

– YEAR 1: Introduction to Journalism; Introduction to Communicative Practice; Process of Communication; Digital Communication; Communication History; Reflexive Communicator.

– YEAR 2: Professional Experience; Communication and Technology; Ethical Communication; Communication in a Crisis; Media in Context; Journalism and Society.

– YEAR 3: International Communications Dissertation / International Communications Final Project; Media Lab; Strategic Communications; Optional modules (Investigative Journalism and Political Reporting; Peace Journalism; Entertainment and Lifestyle Journalism; Tech and Gaming Journalism; Health Communication) (Coventry University, 2018b).

Therefore, the Bachelor's degree programme in International Communications provides future specialists with traditional communication competencies, skills and values and prepares them to critically and comparatively interrogate the meaning of these internationally important competencies in the delivery of professional skills.

As for teaching methods employed within the course, the degree programme is a vocational course, which consists of two main layers (critical and analytical) and integratively combines theoretical and practical training. As a result, future specialists can



learn how to apply the acquired knowledge, abilities and skills in practice immediately, obtain feedback from both lecturers and peers and discover some novel and efficient ways of applying these knowledge, abilities and skills. The above-mentioned aspects of these specialists' training are complemented by modern assessment methods (reflective essays), since it is rather vital to integrate theory and practice to assist students in acquiring life-long learning skills. In such a way, they can be prepared to fulfill their needs for professional developed after graduation.

It must be noted that according to the strategy for assessment designed by Coventry University assures fair assessment of all courses and provides students with the opportunity to monitor their progress and check whether they are able to achieve expected learning outcomes. Assessment forms traditionally include examinations, individual or group assignments, projects.

Upon successful completion of the bachelor's degree programme in International Communications, graduates should be able to:

- 1) understand historical, philosophical, cultural, commercial and social practices that have shaped, and continue to shape, global communication practices;
- 2) demonstrate sophisticated research skills to locate, collate, organise and utilise data from a variety of sources in order to critically analyse and understand the range of contemporary global communication forms and practices;
- 3) work with regards to policy and regulatory frameworks, adhering to professionally-defined codes of practice and industry standards, in the production of a range of products for a range of audiences;
- 4) work independently and collaboratively on a range of projects in a variety of professional roles, demonstrating teamwork, negotiation, organisational and decision-making skills;
- 5) develop a range of technical and creative skills to inhabit a wide-range of roles in the contemporary media and communication industries;
- 6) demonstrate intellectual curiosity, creativity and the potential for continuing creative and professional development in the international arena;
- 7) develop professional competencies in relation to corporate communications and strategic management, relevant to the communications industry (Coventry University, 2018b).

It is important to note that the degree cultivates reflective skills of future practitioners and brings together theory and practice so that future specialists in international communication can critically understand professional, cultural and social processes, contextualize various environments of international communication. In addition, graduates are expected to find their place within the global landscape of professional activity and demonstrate a high level of critical and practical competencies.

CONCLUSIONS

Therefore, as one can see from the information presented above, professional training of specialists in information communication in Coventry University takes into consideration today's challenges imposed by globalization, internationalization and integration processes and is characterized by flexibility, transparency of learning goals, clear learning outcomes and orientation towards practical application of the acquired knowledge, abilities and skills. The scope of academic modules allows future specialists to understand the need to grasp the essence of communication, digital communication, reflexive communication, communication history, ethical communication, strategic communication,



peace journalism, etc. They are trained to deal with communication in critical situations and come up with most relevant solutions.

Based on the accumulated data, we can suggest the following steps to enhance the quality of professional training for specialists in international communication in Ukraine:

1. It is important to reconsider the scope of expertise in international communication and take into account the most important aspects of the field to adjust them locally, regionally and nationally, so that future Ukrainian specialists in international communication can participate in the debates on topical issues in the international arena.

2. It is vital to update the content of professional training in international communication so that it can correspond to global and European challenges of integration, globalization and internationalizations processes.

3. It is imperative to establish partnership relations between Ukrainian and European higher education institutions so that Ukrainian students can develop their learner autonomy and academic mobility.

4. It is essential to equip classrooms with advanced technologies contributing to developing practical skills of international communication specialists.

5. It is recommended to involve future specialists in international communication in the organization of conferences, events and seminars related to the field of expertise.

Further studies should be focused on the problem of international communication specialists' professional training in the EU countries (Germany, France, Switzerland, Austria, etc.).

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DOI: 10.2478/rpp-2018-0059

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THE ROOTS OF INDEPENDENT STUDY IN THE USA

ABSTRACT

This article presents the results of scientific-pedagogical research, which consisting in identifying of roots of independent study development in the USA in from the early 1900s to the moment of its extensive implementation in academic programs in the 1950s. The author began to investigate the independent study with aid of heuristic approach which allowed making a comprehensive analysis of the American experience in the field of self-learning systems of education. This allowed the author to come to the conclusion of the origination of the independent study in the USA. It is confirmed by scientific works published by Princeton University professor aimed to solve the issue of the ill-determination of the term 'independent study' which was falsely related to such terms as 'project work', 'self-learning', 'self-education' etc. We have distinguished the most appropriate definition for 'independent study' and distinguished its peculiarities distinct from other terms. One of the key tasks of our research was to explore the ways of implementation of independent study in the educational process of higher educational establishments and we have found the most fitting cases of its introduction which ranged from personal mentor work of the professors to help self-directed and self-motivated students to obtain skills and abilities to work independently over the material send by Universities teaching stuff by mail with feed-back to the broadcasting of the educational material of certain modules using radio stations which were in University disposal. The features of these techniques we observe nowadays in the use of the PCs in educational purposes for instance in the distance study implanted in academic plans of certain Universities in Ukraine. Our research is appointed to facilitate independent study introduction in Ukrainian educational system through investigation of its origination and development.

Keywords: *independent study, academic plan, distance-study, self-motivation, high technologies.*

INTRODUCTION

After conducted analysis of the scientific works of American researchers devoted to independent study (IS) of the students we were astonished by the amount of papers on the topic from 1921 to the 1950s which indicates on the significance of self-directed work provided by the students during their education. Nowadays "IS" is the integral part of education in every University worldwide.

There was more modern investigation conducted in 2013 by the staff of center of international expertise of Cambridge University which involved 1089 participants among professors from every corner of the globe (Cambridge Assessment International Education, 2014), which proved that nearly 96% responders believe in self-directed work as the most important personality trait of students to achieve academic progress. Other helpful skills of



the students include critical thinking, capability to analyze different information sources, self-provided researches.

We have to admit considerable amount of changes in the understanding of the “IS” and the ways of its organization. The term “IS” (independent study) is derived from the consideration that more gifted students must have more freedom of courses choice aimed at satisfaction of their wants as well as the possibility to work over the material independently. E. Henderson states that courses with inserted elements of “IS” are originated in 1923 from Princeton University and spread through American colleges firstly and schools a bit after.

THE AIM OF THE STUDY

We expect to facilitate the introduction of the “IS” in Ukrainian educational system through the research work of existing American experience. We figured out undoubtedly the origination of “IS” from the USA which directed us to the roots of independent study development.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

We have combined certain research methods to achieve more comprehensive and precise results; we united secondary data analysis method with heuristic one, when we have examined the scientific publications of American authors from the 20th century. We accentuated particularly on the works of the developers of “IS” methods as the object of our research while the “distance education” presents especial interest for us as the way of implementation of “IS” in the higher education

Our particular interest was preferred to E. Henderson who defined the term “IS” comprehensively and precisely, to R. Robinson who was the pioneer in the field of “IS” development and the one who had the authority and will to introduce “IS” in the education. H. Lowry was the professors who highlighted the motivation as the part of the “IS”. Famous scientists P. Dressel and M. Thompson accentuated the possibility to learn everywhere and at any time thanks to possibilities given by “IS”. C. Coren gave us the clue to understanding of interrelations between the “IS” providing at the University and the abilities to solve professional problems after graduation. Thanks to the studies of C. Kesten we obtained the possibility to differ the “IS” from any other related kind of self-education. P. Knight provided us with the main advantages of “IS” regarding to the academic plans. M. Moore made the great proposal to provide “IS” by means of e-learning along with mailing. Ch. Wedemeyer introduced “distance learning” in the education of Universities in the USA, which is essential for modern situation in Ukrainian educational system.

RESULTS

The main statement after E. Henderson on the term “IS” grounds on its interconnection with two technical approaches (Elson, 2017). The first approach based on the education at the institution of higher education itself and the second one on the outdoor work of the students. But the author emphasizes on the difficulties concerned with differentiation of these two technics due to their synchronized development regarding to the changes and innovations in the education which took place in the 1960-70s in the USA (Keller’s plan 1968 and Keller-Sherman plan 1974). These two plans have reduced total volume of class hours and increased the significance of outdoor work of the student thus emphasizing the personalization of education.

Swarthmore’s program introduced in 1922 united first and senior courses (Galina, 2005). It included seminars as the main component which was made of several interconnected disciplines or branches of disciplines combined in the course. For instance,



we have scanned the course of English which included the traits of such disciplines as English literature, modern history, philosophy etc.; social disciplines were inserted in social science, history, philosophy, political science, economics and so on; physics was combined with mathematics and astronomy. This program accentuated on the importance of providing “IS” in close cooperation with faculty professors. Requirements were inscribed in the student’s curriculum at the very beginning of the education. Lectures attendance was on freewill, examination was carried out by unacquainted examiner.

Important event in the field of “IS” has taken place in 1925 when it was implemented “Independent Study Plan” (ISP) in Stanford University under the guidance of the faculty-board. It was optional at the beginning but it became integral for some faculties at the end of the academic year (1924–1925). “ISP” was adopted by pedagogics, English language, German and Roman languages, history, mining and metallurgical engineering, philosophy, physics, political science faculties while the other departments have joined the “ISP” later.

Until the early 1920s the lecture was the only major form of the in-institution study of most American Universities including Stanford University. Lectures and laboratory works were carried out for first and second year students, seminars and self-guided laboratory works were conducted for third and fourth year students. The 1920s brought huge amount of changes in the study programs of Stanford University, when administration of the institution initiated the union of the lectures with “debating societies” (Chaszar, 2018). As a rule, the lectures were given once a week by professors when “debating societies” took place twice a week and were guided by professors’ assistants (graduates of the University). After the employee of the University – E. Robinson, who was the professor of Stanford University history, the amount of lectures has decreased from 90 in 1924 to 60 in 1925 academic year. Moreover, there existed such technics of education as consulting (advising). These changes were appointed on the responsibility transfer of gifted students advising to the departments.

In 1928 was elected the head of the Stanford-board E. Robinson who lead it until 1945. “ISP” implementation is related to his name undoubtedly. This plan was designed for gifted and ambitious students to provide them with possibility to learn training material individually instead of in-institution educational work. Such kind of “IS” required more efforts either from the student as from the professor. Students got rid of the obligation to attend classes getting possibility to provide “IS” instead under the guidance of the professor who was interested in new educational technics as well as in the educational achievements of the students.

“ISP” ran for 20 years and its advantages became evident, they are:

- 1) professors gained the possibility to operate within the small groups of students.
- 2) the educational work with gifted students brought satisfaction to professors.
- 3) the students were stimulated to go beyond their horizons.
- 4) the creativity and independency of students’ thinking were encouraged.
- 5) the students received additional information in the field they were interested in

(Mitchell, 1958).

The most effectiveness of this plan was reached not only in the field of social studies and English literature but also in the branch of laboratory practice which demanded individual teaching.

In 1944 the graduate of the Worcester college, Oxford, H. Lowry came to profess from Princeton University back to his native college, it has influenced the development of



“IS” in higher education. The first innovation made by H. Lowry after he has been elected as president of the college was the development and introduction of the “Independent study program” into the education process of first four courses, it was shortened from “Independent study” to “IS” (Oliver, Hodges, & O’Donnell, 2003). After this program, first year students had opportunity to choose particular topic of the research, ran this research at the laboratory or library and they were obliged to take part in the weekly conferences with their paper works on the topic guided by professors (3–4 times). Senior students conducted senior thesis – resembles Ukrainian “Master’s work”, under the strict guidance of the professors. Both programs have been followed by the exams on the particular subjects. H. Lowry noted that: “Independent study is made not only for intellectual elites. Any man or woman – is a potential candidate for reward. The students will be the owners of their education after the independent study program” while “Independent study program is like a creative experience or adventure in the field of self-discipline and self-actualization which in turn becomes the first such experience in their lives”.

E. Henderson noted that in the 1950-60s “independent work was the small part of the academic load and was compared to projects (project work). At this particular time, the term “IS” became the indication of the separation of students from the professors when the student received instructional material from the professor and worked over this material individually receiving minimal assistance. But, as we know, in the 1950s-60s the “IS” was regarded as an aid to intensify educational process at the Universities.

Next decade was marked by extensive use of more elaborated and ambitious plans of “IS” in the USA by certain Universities. According to which considerable part of the course had to be worked out individually by the student or under the guidance of the personal tutor. The book of American scientists P. Dressel and M. Thompson “Individual study” made great contribution in the field of the development and organization of “IS” they emphasized that: “attempts and efforts of the students to acquire certain competences individually reveals in possibility to provide education at any moment” (Dressel, & Thompson, 2003).

C. Koren (1974) made the analysis of Thompson’s investigation and came to conclusion that they termed “dependent study” as educational process under total guidance and management of the professors. They made the hypothesis that “IS” is available only for gifted students; it is high-costed and requires lot of time. The scientists have proposed two new characteristics for “IS”, they are:

- 1) “IS” is autonomous;
- 2) “IS” is self-directed.

We agree with that statement and accentuate the interrelations between the ability to find the ways to run the research along with to solve scientific problems and to employ this ability in professional life.

P. Dressel generalized the comparison of 253 education institutions providing “IS” and concluded the next:

- 1) 70 % stated that their “IS” has never been evaluated properly;
- 2) 82 % noted that “IS” consumed time has never been taken in account.

P. Dressel and M. Thompson noted that the main problem of “IS” implementation in the educational process is in the conservatism of the institution. The self-directed education meets the same obstacles on its way of progress. The statement of the authors that: “average students must also have the possibility for independent study” evoked opposition from the Universities teaching staff in the USA, but they were optimistic about



the development of the “IS” and marked out the “IS” as: “an integral experience which every student must obtain”.

We must admit that P. Dressel and M. Thompson accentuated on the consideration of the “IS” as: “the technique of intensification of the education instead of method of students’ independency development” in the early 1970s in the USA. Also they stated that: “the main aim of the study is in the development and stimulation of the independent, self-directed personalities, it becomes possible only after implementation of “IS” in the educational process” and we agree on this assertion.

C. Kesten (1987) is the researcher who stated that there are too much terms for “IS” in the literature which are synonymous, they are:

1. Autonomous learning
2. Independent study
3. Self-directed learning
4. Student initiated learning
5. Project orientation
6. Teaching for thinking
7. Self-instruction
8. Life-long learning.

The existence of enormous number of synonyms for “IS” is confusing and evoke misunderstanding in the determination of the “IS”, he proposed such determination: “Independent study – is the learning under professor’s moderation when the students study to make their own decisions to fulfill their own needs in the education”. But this is actual only for the independent, responsible, self-directed, self-motivated students who are voluntary and efficiently use available resources to make the actions on their education.

The scientist criticized the traditional technics concerning “IS”. He noted that: “Independent study – is not a set of competences which the student must possess before graduation and then use in professional life but also a constant process of development which depends on the needs, previous knowledge, personal traits, skills and inclinations of the person”. We agree on his statement that: “IS” is not the same as “Individualized instruction”. “Individualized instruction” differs from “IS” by its controlled character which is expressed in the aim of study defined by the professor and its accomplishment under professor’s supervision”. Such technics does not provide the development neither of independent thinking nor actions. After C. Kesten, the independency in learning does not force the students to work individually. In this case, it is foreseen by the author the independency of the student as that trait which allows them to define their own needs and abilities while they must also know when and where they might need guidance. The main peculiarity of the “IS” is student-aimed character when professors act as guides, mentors, facilitators. C. Kesten also was in contrary with the statement that only gifted students may provide self-learning, he associated “IS” with the students’ orientation to learning, their motivation and responsibility.

In the book written by famous author P. Knight “Guidance of independent study” (Knight, 1996) we found the comprehensive analysis of the status of the “IS” in the higher education along with abilities required for students to provide “IS”. The conclusion made by the author is quite precise and we agree on his statements that: “The development of individual study becomes disaggregated when there is no understanding of the notion “Independency in learning”. He deducted the advantages of the transition of certain modules in the field of “IS” such as:



- 1) economy of tutor's time;
- 2) facilitation of distance learning.

To develop skills of "IS" students require the guidance of qualified professor who realizes the personality and needs of self-learning student and what skills he expects to obtain after graduation. The author rethinks the part of the professor, accentuates on the significance of the defining objectives, structure of "IS" its planning and support. After his words: "independency – is the aim to be taught and learned".

M. Moore (1973) was the associated professor of the adult education department at the Wisconsin University who gave the following definition for "IS": "it is an education system when the student is autonomous, separated from the professor in time and space while contact with him occurs by the means of printed papers, e-sources etc. not related to the direct communication with professor". The "IS" is a system of education and self-directed work which consists of three subsystems:

- 1) student;
- 2) professor;
- 3) technics of communication.

American professor from Wisconsin University Ch. Wedemeyer (Moore, 1987), who is considered as the "father" of distance learning made the great contribution in the "IS" development. He was keen of modern technologies appliance in the field of education along with the idea of "open education" he conducted experiments at the Wisconsin University in the 1970s. He was the head of International Council for Correspondence Education at the Wisconsin University and the first who named "distance learning" as the branch of academic learning. Nowadays his ideas are actual according to extensive use of distance learning as the highest technics of education and "IS" organization worldwide, while Ch. Wedemeyer foreseen the occurrence of e-learning.

At the beginning of the 1930th Ch. Wedemeyer utilized Wisconsin University radio station to broadcast English language lessons for self-education of the auditory. Acting as the head of International Council for Correspondence Education at the Wisconsin University (1954-1964) he in cooperation with University graduates has developed the series of projects, devoted to theory and sociology learning by the self-learning students.

He published the report in 1957: "Spreading among the people", where he described his program of correspondence education at Wisconsin University which was designed for three groups of students, different in age and needs. The first group included courses for correspondence learning of pupils from high schools. The second group courses were designed for colleges. The third group was composed of correspondent learners who desired to continue their education after graduation. The courses were composed considering needs appropriate to the age, education degree and purposes of learning of the students. The main idea of this report was that: "Correspondence education was in a fact the personal tutoring conducted by the mail". Without regard to the age, purpose of learning or degree of the education of the student this technic aided adaptation to individual needs and distinctions.

CONCLUSIONS

There was a large amount of papers devoted to the issue of the "IS" in past century published by American researchers which must be carefully examined by modern Ukrainian scientists in the course of the introduction of "IS" in academic process of our Universities. We have distinguished the main peculiarities of "IS" which differ it from any other individual educational activity and they are in the students motivated by their own



needs and appointed on their own results guided by professors within the bounds of the learning course.

The prospects for further development could be seen in the research of existing scientific publications of fathers of “IS” and distance learning. There exists not only the successful experience of implementation of “IS” in the education which must be examined and used to solve our contemporary challenges but also the mistakes already being made in its introduction which we must avoid to make benefit educational system of Ukraine. We should base the implementation of “IS” in the Ukrainian education system on the existing experience of the foreign education due to the presence of large amounts of works devoted to “IS” studied from different points of view. 100 years ago “IS” was run into the education in Universities, colleges and schools USA and our actual task is to use their experience of its introduction amending the mistakes which they made and to smooth obstacles they met.

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УДК [378.093.2:614.253.5](100)

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ПРОФЕСІЙНА ПІДГОТОВКА ФАХІВЦІВ З МЕДИЧНОЮ ОСВІТОЮ: ЗАРУБІЖНИЙ ДОСВІД

АНОТАЦІЯ

У статті вивчено зарубіжний досвід медичної професійної освіти, на основі якого проаналізовано сучасні тенденції фахової підготовки молодших медичних спеціалістів, особливості фахової підготовки фахівців у вищих медичних навчальних закладах I–II рівнів акредитації в контексті європейських інтеграційних процесів. Визначено галузеві стандарти вищої освіти України, як перелік вимог до знань, умінь і навичок розв'язання завдань професійної діяльності. Наголошено, що цілеспрямоване формування фахової компетентності виступає значущим практичним завданням навчального закладу. З'ясовано шляхи підготовки майбутніх медсестер у медичних коледжах України й зазначено переваги та недоліки підготовки медичних сестер в Україні. Наведено порівняльну характеристику зарубіжного та вітчизняного досвіду медичної освіти, розглянуто приклади американської, канадської та європейських систем підготовки молодших медичних спеціалістів, зазначено, що американські вищі навчальні заклади здійснюють підготовку медичних сестер комплексно, різнорівнево, навчання здійснюється переважно в коледжах. Підкреслено, що подібною до американської системи підготовки медсестер є і канадська, де «провідною формою організації навчальних занять є інтегроване 3-годинне заняття, на якому вдало поєднуються лекційна форма викладу навчального матеріалу з практичною роботою над його закріпленням. Звернено увагу на визначенні сучасних тенденцій розвитку організації та функціонування системи медсестринської освіти в Європі, США та Канаді. На основі аналізу професійної підготовки молодших медичних спеціалістів у різних країнах Європи, США, Канади зроблено висновок, про необхідність системного використання позитивного досвіду медсестринської освіти в Європі і світі під час планування сучасних реформ в Україні.

Ключові слова: фахова компетентність, молодший медичний спеціаліст, фахівець медичного профілю, вищі медичні навчальні заклади I–II рівнів акредитації.

ВСТУП

Розвиток та реформування національної системи охорони здоров'я потребують підготовки нового покоління висококваліфікованих медичних працівників, упровадження інноваційних методів і технологій їх підготовки [4].

Процес формування фахової компетентності випускника медичного коледжу досить складний. Цілеспрямоване формування фахової компетентності виступає значущим практичним завданням навчального закладу. Для української системи медичної освіти компетентнісний підхід не є принципово новим. Вона має досвід розробки кваліфікаційних характеристик (перелік знань, умінь), якими повинен володіти фахівець, досвід проведення атестації та сертифікації медичних працівників.



Удосконалюючи існуючу систему фахової підготовки майбутніх молодших медичних спеціалістів, потрібно враховувати кращі надбання розвинутих країн світу, де медичні сестри складають основу первинної ланки охорони здоров'я та ширше розглядаються їхні функціональні можливості та обов'язки. У країнах Європи, США та інших країнах роль медсестри сприймається не лише як бути «правою рукою» лікаря, а й як автономний медичний працівник, котрий може і має право самостійно приймати рішення стосовно діагностування, призначення лікування та реабілітації хворого. Інша роль медсестри постає в Україні, де чітко розмежовані функціональні обов'язки лікарів та медсестер. Медичні сестри здебільшого сприймаються у нас як сестри милосердя, як помічники лікаря, хоча в усьому світі медична сестра посідає чільне місце поряд з лікарем [1].

МЕТА ДОСЛІДЖЕННЯ

Мета дослідження – аналіз сучасних тенденції професійної підготовки фахівців молодших медичних спеціалістів у вищих навчальних закладах країн Європейського Союзу, США та Канади.

ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ

Вивченням закордонного досвіду фахової підготовки молодших медичних спеціалістів займалися вітчизняні та зарубіжні науковці: Л. Білик, Ю. Гребеник, О.Кравченко, Н. Ернандес, Дж. Голді, А. Дові, П. Коттона та Дж. Моррісона, М. Кенсі та ін., в роботах яких розкриваються питання формування професійної компетентності майбутніх працівників медичного профілю; теоретичний аналіз та синтез перспектив розвитку вищої освіти у країнах Європи визначено у працях С. Берга, Я. Вожницького та ін.; механізм оцінювання навчальних досягнень студентів США розглянуто науковцями І. Булах, О. Волосовець, Ю. Вороненко. Для досягнення мети нашого дослідженнями використали емпіричний матеріал монографій, авторефератів, наукових статей, здійснили їх ґрунтовний аналіз, синтез; проаналізували приклади сучасної фахової підготовки молодших медичних спеціалістів на досвіді світового освітньо-медичного простору.

ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ

Для досягнення мети нашого дослідження ми використали емпіричний матеріал монографій, авторефератів, наукових статей, здійснили їх ґрунтовний аналіз, синтез; проаналізували приклади сучасної фахової підготовки молодших медичних спеціалістів на досвіді світового освітньо-медичного простору. Аналіз зібраного для дослідження матеріалу дозволяє засвідчити, що професія медичної сестри в США є престижною. Американські вищі навчальні заклади здійснюють підготовку медичної сестри комплексно, різних рівнів: ліцензована молодша медсестра (LPN), вчений ступінь у сестринській справі (ASN), бакалавр сестринської справи (BSN), магістр сестринської справи (MSN) та доктор філософії у медсестринстві (DNS). Навчаються медсестри переважно в коледжах і вивчають фахові дисципліни, психологію, соціальні, гуманітарні та природничі науки. У вищій медичній школі США вводяться нові навчальні предмети з багатопрофільної і міждисциплінарної підготовки таких як критичне мислення, комунікативна взаємодія, психологія спілкування, електронні технології, іноземні мови та ін.). Відповідні освітні програми включають стаціонарне навчання і контрольовану клінічну практику, що проводиться, як правило, в лікарні. Їх вивчення допомагає випускникам успішно працювати в лікарні і виконувати основний догляд за хворими під керівництвом лікарів та дипломованих медсестер. Усе більш затребуваною стає різнобічна індивідуалізація навчання. Навчальні програми посилено інтегрують технологію й



використовують стратегії вивчення на відстані [11]. У США, а також Німеччині впроваджені структуровані програми ведення захворювань для деяких станів (case management), такий підхід обумовлений тим, що лікарі в цих країнах найчастіше мають індивідуальну практику, а амбулаторний і лікарняний сектори відокремлені один від одного. Медичні сестри в багатьох випадках проводять первинне обстеження і скеровують пацієнта до відповідних закладів охорони здоров'я [9].

Подібна до американської система підготовки медсестер і в Канаді. Ю. Лавриш зазначає, що «провідною формою організації навчальних занять у Канаді є інтегроване 3-годинне заняття, в ході якого органічно поєднуються лекційна форма викладу навчального матеріалу з практичною роботою над його закріпленням. Практичні завдання складаються з ситуаційних задач, проблемних ситуацій та запитань. Серед методів організації навчання в університетах Канади превалюють інтерактивні методи проблемно-пошукового навчання, що ґрунтуються на аналізі практичних ситуацій та інших інтерактивних методах навчання (дискусії, обговорення, складання графічного плану теми, інтерактивні лекції, проведення лабораторних занять у симуляційних лабораторіях тощо). Практичні навички відпрацьовуються тільки на симуляторах, а практику в реальних клінічних умовах запроваджують лише на старших курсах [4].

Медсестринська освіта в європейських країнах здійснюється відповідно до окреслених нормативних документів та з урахуванням інноваційних процесів, що відбуваються в системі охорони здоров'я і надається медсестринськими школами, училищами, коледжами й інститутами, університетами, академіями. Термін навчання для здобуття рівня дипломованої медичної сестри в більшості країн Європи, становить три роки (Греція, Естонія, Іспанія, Швеція) або 3,5 роки (Австрія, Бельгія, Велика Британія, Данія, Нідерланди), а після його одержання існує можливість одержання бакалаврського рівня (BcN). Найвищим рівнем медсестринської освіти, за умови наявності ступеня магістра медсестринства, у деяких країнах (Велика Британія, Греція, Польща та Австрія) є можливість здобуття наукового ступеня доктора наук (DrN). З цією метою в Австрії виокремлено окрему наукову спеціальність «Сестринствознавство» [5].

Вивчаючи стан професійної підготовки майбутніх медичних спеціалістів у Франції С. Харлашина [6] зазначає, що «у Франції медсестра – є допоміжним медичним персоналом. Акушерка у Франції має значно вищий статус і прирівнюється до групи медичних професій, до яких відносяться також професії лікаря і дантиста. Під час навчання в медичних закладах, які готують майбутній допоміжний медичний персонал у Франції, віддається перевага вивченню клінічних дисциплін в порівнянні з фундаментальними». При цьому відвідування лекцій не є обов'язковим, студенти можуть самостійно знаходити інформацію, займаються самостійною і пошуковою роботою. Проте відвідування практичних занять є обов'язковим та здійснюється під керівництвом викладача. Студенти мають змогу розв'язувати складні клінічні задачі, проблемні ситуації. Саме таке навчання сприяє розвитку фахового й творчого мислення. Викладач на цих заняттях є спостерігачем і лише може коригувати та скоординувати роботу студента.

Розглядаючи шведську систему охорони здоров'я, слід зазначити, що медичні сестри відіграють все більшу роль, надаючи висококваліфіковану допомогу пацієнтам з хронічними і складними станами (цукровий діабет, бронхіальна астма, серцева недостатність, психічні захворювання); їм також надано обмежене право призначення лікарських засобів [7]. У медичних центрах Швеції пацієнта спочатку оглядає



медсестра, яка потім може скерувати пацієнта до лікаря загальної практики. Схожа ситуація спостерігається і в Фінляндії, де 80 % пацієнтів попередньо консультуються у медсестер, а потім, у разі необхідності, скеровуються ними до лікарів, і лише 20 % пацієнтів звертаються в подальшому безпосередньо до лікарів. У Скандинавських країнах у містах і на селі в центрах здоров'я також провідну роль відіграють сестри медичні. У Нідерландах рішення про надання допомоги пацієнтам лікарями у позаробочий час приймає медсестра на основі встановлених критеріїв. У своїй діяльності медичні сестри спираються на клінічні протоколи і мають право в межах цих протоколів змінювати режим медикаментозної терапії [10].

Вища освіта в Польщі має систему ступеневої підготовки, що складається з ліцензіата, магістратури, докторських програм. Здійснюючи аналіз професійної підготовки медичних молодших спеціалістів В. Стасюк порівняв підготовку медичних сестер у Польщі і Україні: «Терміни навчання у Польщі медсестри-бакалавра і в Україні медсестри- молодшого спеціаліста на базі повної середньої освіти є однаковими. Але зведені дані за бюджетом часу (кількість годин) підготовки нашої медсестри є суттєво більшими, ніж у Польщі. Також можна помітити, що в Польщі пріоритетною основою є впровадження в освітній процес великої кількості годин на практичне навчання на клінічних базах в порівнянні з вітчизняними освітніми програмами. У більшості вищих медичних навчальних закладів України підготовкою медичних сестер традиційно займаються лікарі, тоді як у Польщі методологією освіти медичних сестер займаються виключно медичні сестри-магістри [1].

Серед 10 найпопулярніших професій у Великій Британії є робота медичної сестри, яка спеціалізується на допомозі людям з певними захворюваннями (цукровий діабет або бронхіальна астма), у повсякденній діяльності ведуть амбулаторний прийом для спостереження і навчання пацієнтів або займаються виїздною та освітньою діяльністю, спрямованою на підвищення кваліфікації інших медичних і соціальних працівників. У розвинених європейських країнах лікарі загальної практики, як правило, не відвідують пацієнтів вдома, за винятком рідкісних випадків, тому це обов'язки підготовлених медсестер [1]. Середній медичний персонал у цій країні одержує освіту в медичних школах і коледжах. До навчального плану входить 50 % теоретичної підготовки та 50 % практики в лікарнях або інших медичних закладах. Як зазначає Ю. Гребеник, «теоретичний курс може бути закінчений за 3-4 роки за умови денної форми навчання, залежно від дисциплін та освітнього рівня, який планує одержати студент-медик. На заочному навчанні студенти навчаються від 4 до 6 років. Для Великої Британії характерна вузькопрофільність під час підготовки медичних сестер. Студенти-медики мають право обирати навчальні дисципліни, планувати навчальний курс і розподіляти час навчання. Під час підготовки медичних сестер значна увага приділяється формуванню комунікативної культури студентів. Акцент робиться на спілкуванні пацієнта з медсестрою, і на її поведінці в різних комунікативних ситуаціях. Також під час навчання майбутніх медсестер приділяється велика увага просвітницькій діяльності, адже медсестри мають розповідати пацієнтам про хвороби, їх профілактику та здоровий спосіб життя» [1].

Узагальнення світового досвіду організації та функціонування системи медсестринської освіти, виявлення її особливостей в Європі, США та Канаді уможливило визначення сучасних тенденцій її розвитку: 1) дотримання інтеграційної політики в медсестринській освіті; 2) відсутність стандартизації й уніфікації, інтеграція освітніх систем у світовому масштабі; 3) єдність теоретичних і практичних



складових вищої професійної освіти; 4) зростання ролі наукових досліджень стосовно професійної підготовки та професійної діяльності медичних сестер; 5) поступове ускладнення систем професійної освіти, розширення системи медсестринської освіти на контингент дорослих людей; 6) стандартизація і технологізація професійної діяльності фахівців з медсестринською освітою; 7) формування єдиного інформаційного середовища галузі широке застосування системи Internet з її інформаційними ресурсами та інтенсивний розвиток дистанційних форм навчання студентів; 8) постійне оновлення цілей, змісту і технологій у професійній підготовці медсестер з урахуванням досягнень науково-технічного та соціального прогресу й вимог світових стандартів освіти [8].

Зауважимо, що в ЄС певні дії для реалізації цієї мети вже здійснені. Між країнами ЄС була прийнята кредитна система ECTS (European Credit Transfer System), яка сприяє налагодженню співпраці між навчальними закладами різних країн, розширення можливостей для студентів, зокрема навчання, стажування за кордоном.

ВИСНОВКИ

Аналіз професійної підготовки молодших медичних спеціалістів у різних країнах Європи, США, Канади дозволяє зробити висновок, що кожна країна має свої особливості з реформування освіти в медсестринстві. Важко назвати одну країну, в якій реформування медсестринської освіти відбулося найвдаліше. Оскільки система підготовки медичних сестер в Україні знаходиться на етапі реформування, доцільно проаналізувати як саме відбувається державне регулювання розвитку медсестринської освіти в Європі та США і перейняти досвід успішних змін для себе. Перспективи подальших досліджень полягають у розробленні методично обґрунтованих підходів щодо сприяння професійному становленню майбутніх молодших медичних спеціалістів.

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УДК 378.147:37.037

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**ЗДОРОВ'Я, ЗДОРОВ'ЯЗБЕРЕЖЕННЯ
ТА ЗДОРОВ'ЯЗБЕРІГАЮЧА КОМПЕТЕНТНІСТЬ
У КОНТЕКСТІ ПОГЛЯДІВ ВІТЧИЗНЯНИХ ТА ЗАРУБІЖНИХ ВЧЕНИХ**

АНОТАЦІЯ

Дослідження полягає в теоретично-історичному аналізі поглядів вітчизняних та зарубіжних вчених на формування понять «здоров'я», «здоров'язбереження» та «здоров'язберігаюча компетентність» у зарубіжній та українській літературі. Визначено, що проблема здоров'я розглядається не лише фахівцями в галузі медицини, але й філософами, соціологами, психологами, педагогами й іншими фахівцями. В той же час не існує чіткої дефініції цього поняття. За останні десятиліття суттєво підвищилися вимоги до формування та зміцнення здоров'я. Поступово змінювався й зміст цього поняття. В різні часи в різних культурах визначення здоров'я та його похідних суттєво розходяться. Проблема формування здоров'язбереження студентської молоді достатньо ретельно висвітлюється в багатьох соціально-філософських, педагогічних, соціологічних та медичних працях. Особливої актуалізації ця проблематика набула в другій половині ХХ століття як в цілому в світі, так і в Україні. В сучасному суспільстві життя й здоров'я людини визначаються як найвищі людські цінності. Вони є показником цивілізованості, що характеризує загальний рівень соціально-економічного розвитку суспільства, головним критерієм доцільності й ефективності всіх без винятку сфер державної діяльності (резолюція ООН № 38/54 від 1997 року).

Ключові слова: здоров'я, здоров'язбереження, валеологія, компетентність, формування понять, критерії, показники, технології.

ВСТУП

Останніми десятиліттями особливо гостро постає проблема здоров'я людини, оскільки саме стан здоров'я є показником духовного, соціально-економічного та медико-біологічного добробуту населення, рівня розвитку та цивілізованості країни. Підвищену увагу до проблем, пов'язаних із взаємовизначенням способу життя людей і їх здоров'я, поряд із соціологами та медиками, проявляють і педагоги. Не викликає сумнівів необхідність диференційованого підходу до формування здорового способу життя в різних верствах населення й соціальних групах.

У світлі потреби нарощування виробничого потенціалу України та збільшення її валового продукту (ВВП), уведення військового стану, зменшення відтоку високопрофесійних кадрів за кордон необхідно, з одного боку, забезпечити належні умови праці та винагороди за неї, а з іншого, – сформувати в майбутнього фахівця внутрішню мотивацію, потребу в культурі здоров'язбереження, а, як наслідок – доцільного використання й примноження власних фізичних, психологічних і



професіональних ресурсів та здоров'я, що призведе до високих результатів праці, до особистої задоволеності її процесом.

Проблема сучасної людини, її здоров'я й психологічної гармонії – у втраті цілісності й зв'язку. Так, свідомість і діяльність первісних людей були синкретичними: люди вірили в анімізм (наявність душі в неживій природі), виконували танці, пісні, ритуали, що само по собі передбачало рухову активність, а вищезгадані вірування виступали потужною мотиваційною базою. Усе це доповнювалося необхідністю високого фізичного й психологічного тону для вполювання здобичі, відстоювання території перед іншими племенами. По суті, відчуття цілісності й зв'язку (причетності до подій і явищ світу) виступали найдавнішими, реліктовими умовами, в яких формувалася первісна здоров'язбережувальна свідомість.

МЕТА ДОСЛІДЖЕННЯ

Мета дослідження полягає у теоретично-історичному аналізі поглядів вітчизняних та зарубіжних вчених на формування понять «здоров'я», «здоров'язбереження» та «здоров'язберігаюча компетентність» у зарубіжній та українській літературі.

ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ

Теоретичну основу дослідження склали сучасні концепції педагогіки й методики, дефінітивний аналіз, сутність та змістова характеристика основних ключових понять, що дозволили дослідити формування здоров'язберігаючої компетентності. Згруповано в рамках експлікації ключова мета категорії (ЗДОРОВ'Я – ЗДОРОВ'ЯЗБЕРЕЖЕННЯ – КОМПЕТЕНТНІСТЬ), до якої входять конкретні поняття: здоров'я, рухова активність, здоров'язбережувальне середовище, здоров'язбережувальні технології, валеологічна культура, освітній простір. Теоретично-історичний аналіз проблем здоров'я, здоров'язбереження та здоров'язберігаючої компетентності проведений низкою вітчизняних (И. А. Анохина, В. К. Бальсевич, М. М. Бобырева, Б. И. Бугенко, А. А. Вербицкий, С. В. Ким, П. Ф. Лесгафт, Б. А. Максимчук, О. Н. Московченко, Н. В. Тамарская, В. І. Філінков та ін.) та зарубіжних (Э. Н. Вайнер, Р. Бейлі (R. Bailey), Ю. Йоргенсен (U. Jorgensen), М. Карловен (M. Karloven), М. Ллойд (M. Lloyd) та ін.) вчених.

Здоров'язбереження розглядається в світлі сказаного ключовим завданням освіти, особливо вищої, в середовищі якої відбувається остаточна соціалізація й самовизначення особистості. Зрозуміло, що педагоги вбачають основу здоров'язбереження й оздоровлення в прищепленні теоретичних і практичних компетенцій з оздоровлення, що найприродніше здійснюється в режимі оптимальної рухової активності.

Під час проведення дослідження використовувалися такі методи, як теоретично-історичний аналіз, узагальнення та систематизація.

ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ

З набуттям Україною незалежності було прийнято низку законів та конкретних положень, які торкаються покращення здоров'я населення країни в напрямку здобуття освіти і поза нею. Основні з них такі: а) поза освітні – Закон України «Про охорону здоров'я», Комплексна програма «Здоров'я нації»; б) загальні освітні – Закон України «Про освіту» (1991 р.), Закон України «Про вищу освіту» (2014 р.), Державна національна програма «Освіта» («Україна ХХІ століття») (1993 р.), Національна доктрина розвитку освіти в Україні (2002 р.), Національна стратегія розвитку освіти в Україні на 2012–2021 роки; в) фізкультурно-оздоровчі – «Закон України про фізичну культуру і спорт» (1994 р.), Державна програма розвитку фізичної культури і спорту в Україні (1994 р.); г) освітньо-валеологічні, що торкаються



здоров'язбереження студентів та працівників технічної галузі, – Закон України «Про професійно-технічну освіту», Проект Концепції розвитку інженерно-педагогічної освіти (2004 р.).

Здоров'я – безцінне надбання не лише кожної людини, але й всього суспільства. При зустрічах, розставаннях із близькими й дорогими людьми ми бажаємо їм доброго й міцного здоров'я, тому що це є основною умовою й запорукою повноцінного й щасливого життя. Здоров'я допомагає нам виконувати наші плани, успішно вирішувати основні життєві задачі, переборювати труднощі й значні переваженні. Міцне здоров'я, яке розумно зберігається й зміцнюється самою людиною, забезпечує їй довге й активне життя. Тому дуже важливим елементом у збереженні власного здоров'я є компетентність особи в питаннях здоров'я та шкідливості тих чи інших чинників і звичок. Однак в процесі дослідження виявлено, що суть поняття «здоров'язберігаюча компетентність» досліджена недостатньо, оскільки це поняття виникло відносно недавно в контексті компетентнісного підходу, який започатковано в Америці в 70-х роках ХХ ст. Крім того, однозначного визначення даного терміну не існує.

Мак Клеланд [22] вважав, що компетенція – це не просто професійні вміння, а інтегральні властивості високоорганізованої професійно орієнтованої особистості, що дозволяють виконувати роботу на найвищому рівні й нестандартно вирішувати будь-які виробничі завдання [10].

Вивчення проблеми формування здоров'язбереження студентської молоді передбачає здійснення історико-методологічного аналізу й конкретизацію основних дефініцій, які складають понятійно-термінологічний апарат. Такими науковими поняттями є терміни «здоров'я», «здоровий спосіб життя», «здоров'язбереження», «здоров'язберігаюча компетентність».

Найперші теоретичні узагальнення щодо основ здоров'язбереження сягають Античності та філософської думки Стародавнього сходу. В перших європейських державах (Стародавній Греції та Римі) існував і плекався культ здорового, гарного й фізично досконалого тіла. Вперше на детермінантний зв'язок психічних та тілесних характеристик людини за п'ять століть до нашої ери звернув увагу давньоримський лікар Гіппократ, який створив дещо метафоричну, проте застосовну й донині класифікацію людських темпераментів – холеричного, сангвінічного, меланхолічного та флегматичного.

Давньокитайський філософ Конфуцій проголосив істину, що стала основою багатьох психологічних, філософських і валеологічних теорій: «Людино, пізнай і сотвори себе». Узагалі вся філософія Давнього Сходу наскрізно людиноцентрична.

Уперше поза рамками філософії (в медицині) на взаємозв'язок тілесного й психічного у збереженні здоров'я людини вказав Ібн Сіна (Авіценна, 980-1037 рр.). Умовами здоров'язбереження учений називав діапазон поведінки й активності: толерантність – духовність – гігієна – активність – здоровий спосіб життя.

Навіть у часи розвитку окремих наук поза лоном філософії здоров'я (як цінність і складова людської особистості) продовжувало залишатися об'єктом світоглядних теорій. Так, видатний німецький філософ Георг Вільгельм Фрідріх Гегель в рамках натурфілософії здійснив важливі антропологічні спостереження, які можуть бути покладені в основу принципів валеологічного та фізкультурного розвитку особистості. Філософ відстоював органічну цілісність усього природного, в тому числі й людини, суть якої полягає в єдності об'єктивного й суб'єктивного,



теоретичного й практичного. Природа розвивається стрибкоподібно й ступенево, при чому наступний рівень є розгортанням істини попереднього (поступовість й цілісність діяльності).

В епоху просвітництва ідея природовідповідності в формуванні й збереженні волі, характеру, практичних навичок, загартовування й здоров'я набула в Європі масового характеру (Ж.-Ж. Руссо, Вольтер, Дж. Локк). Науковці пропонували рухатися від виховання й навчання до зміцнення й удосконалення, тобто від валеології до фізичної культури.

На теренах нашої держави (тоді – Російської імперії) під час війни з наполеонівською Францією вперше режим дня солдатів почав ґрунтуватися на фізкультурних принципах, які вважалися також засобом формування волі й військової виправки. Так, кінець XIX – початок XX ст. характеризуються масовими фізкультурними рухами, теоретиком яких виступив російський вчений П. Лесгафт. Відповідно до його принципів, успішна життєдіяльність можлива лише за свідомої й гнучкої до подій фізичної активності й діяльності [8]. Ключова методологічна теза цього науковця стала основою фізичного виховання в рамках тодішнього матеріалізму: «Все, що тренується – розвивається й вдосконалюється, що не тренується – розпадається».

На початку XX ст. знову відбувся поворот до цілісної парадигми природних організмів і систем. Так, представники Європейських країн XX ст. (Morgan C Lloyd, England) довели, що природні об'єкти (люди) – цілісні субстанції як всередині себе, так і в зв'язку з природою. Це суб'єкти матерії (subject-matter), що саморегулюються й саморозвиваються, а отже, фізична активність не потребує спеціальної стимуляції, вона є іманентною [23].

Особливої популярності такі теорії людини набули у Західній Європі. Так, С. Холл Келвін та Г. Ліндсей (організмична теорія) вважали, що людину або будь-яку природну структуру неможливо вивчити частково, оскільки вони володіють характеристиками цілісності, узгодженості, інтегрованості й когерентності (їдеться про здорову особистість) [14].

На вітчизняних теренах С. Кім пропонує замість терміна «здоров'язбереження» поняття «здоров'ятворення»: «ЗСЖ як сукупність способів щоденної життєдіяльності людини й спеціально спрямованої здоров'ятворчої діяльності визначає соціальне благополуччя в процесі самореалізації особистості при збереженні вітального (життєвого, прим. автора) потенціалу здоров'я людини» [7].

Синонімічним і водночас комплементарним поняттям до «здоров'язбереження» виступає поняття «здоровий спосіб життя».

Популярною нині в зарубіжній антропології є так звана «теорія Колба» або теорія досвіду, що навчає. Вона застосована передовсім до соціальної роботи й полягає у відносно визначеному циклі здоров'ятворчості. Так, навчальний валеологічний період складається на першому етапі з засвоєння особистого конкретного досвіду, на другому – з рефлексивного навчання й спостереження. На вищому рівні здобує у двох попередніх етапах має переосмислитися у певну концепцію, а вже на основі неї можливі виважені експерименти, вирішення контекстних ситуацій, валеологічних завдань і, як результат, організація професійної валеологічної практики [20; 10].

Різні аспекти вирішення проблеми здоров'язбереження та здорового способу життя висвітлювалися науковцями Канади, США, Великої Британії, Швеції, які акцентували свою увагу на проблемі гіподинамії та на важливості фізичної активності та її



взаємозв'язку з якістю життя (М. Karloven, 1983; Р. Clarke, 2001; К. Cooper, 2005; Т. Nyland, 2001; А. Hornby, 2005 та інші) [17, 25, 26].

У вітчизняних педагогічних дослідженнях особлива увага приділяється теоретичним і практичним аспектам ціннісного ставлення до здоров'я, здорового способу життя, різним аспектам формування культури здоров'я майбутніх фахівців у навчальному процесі фізичного виховання та здоров'язберігаючої компетентності студентів засобами фізичного виховання та ін. [9].

На думку російських дослідників Н. В. Тамарської та співавторів, суть здоров'язбереження проявляється в проведенні профілактичних заходів і застосування здоров'язберігаючих технологій людьми, які знають закономірності процесу здоров'язбереження [12]. Тоді, як І. А. Анохіна розглядає здоров'язбереження як готовність самостійно вирішувати завдання, пов'язані з підтримкою, зміцненням та збереженням здоров'я, як свого, так і оточуючих [1].

У зв'язку з вищевказаним з початку 2000-х років науковцями різних галузей почала приділятися увага проблемам середовища формування й діяльності молоді, вивченню негативного впливу освітніх й позаосвітніх умов та перспективам їх оптимізації.

Загальна концепція педагогічних і, – ширше, – освітніх умов формування здоров'я майбутнього фахівця наразі розробляється такими науковцями, як І. Зязюн, Р. Гуревич, О. Лавіренко, І. Зімня, Н. Кузьміна, Л. Мітіна та багатьма іншими. Психологічним та валеологічним аспектам здоров'я присвятили свої роботи Г. Іванов, В. Приходько, І. Салук, М. Севрюк, М. Селезінка, І. Смолякова, Л. Столяренко. На аспектах деструктивного впливу професійних умов на здоров'я студентів технічного напрямку зацентрували свої дослідження Л. Євсєєв, Ю. Зенцова, О. Домашенко, В. Філінков, У. У. Йоргенсен (U. Jorgensen) та ін. Оптимізація освітніх умов і покращення здоров'я студентів засобами фізичного виховання вивчали О. Гладощук, Г. Грибан, В. Бароненко, Р. Вахітов, Р. Бейлі (R. Bailey), Л. Грін (L. Green). Вітчизняними науковцями доведено, що низький рівень здоров'я майбутніх працівників технічної та інформаційної сфери негативно відбивається на: а) продуктивності навчання й праці; б) мотивації перетворювальної й креативної діяльності; в) основних професійних якостях інженера (зосередженість, раціональний підхід, відповідальність, особиста безпека); г) на продуктивності діяльності та, як результат, конкурентоспроможності на ринку праці та послуг [13].

Вищенаведені міркування створюють теоретичне підґрунтя для педагогів і професійну вмотивованість для усіх учасників освітнього процесу, щоб перетворити здоров'язбереження наскрізною діяльністю усіх інших людських життєвих і перетворювальних сфер.

Довгий час у науці домінувало медико-біологічне поняття здоров'я, в основі якого лежала теза про «відсутність хвороби», а хвороба – як певна автономна сутність, проте з 70-х – 80-х років ХХ століття і хвороба, і здоров'я розглядаються як певні стани часто суб'єктивного характеру. Здоров'я – функціональний стан організму та психіки людини, за якого можливе здійснення життєздатності, розвитку, відтворення, креативної діяльності при переживанні доброго самопочуття. Сутність здоров'я, як стану, підтверджують наукові й народно-побутові спостереження. Згідно з останніми, здоров'я – найбільша цінність, а абсолютно здорових не буває. Сучасний біофізичний науковий підхід, у свою чергу, визначає здоров'я як динамічну рівновагу, гомеостаз органів, систем та їхніх функцій у взаємодії між собою та з зовнішнім середовищем.



Відомий валеолог Е. Вайнер розглядає категорію «здоров'я» як фундаментальний чинник суспільного розвитку і навіть економічного прогресу й пропонує оперувати поняттям «громадське здоров'я». Особисте здоров'я є його елементарним компонентом, оскільки не лише конститує здоров'я громади, а й зазнає компресії з боку суспільної культури, цінностей, політичного та іншого впливів. Педагог наголошує, що громадське здоров'я – соціальний, економічний і демографічний ресурс, який має чарункову природу. Його головна функція – відтворення людської популяції та її всебічний розвиток, починаючи з особистого чи сімейного рівня [5].

Б. Максимчук [10] у докторській дисертації зауважує, що в зарубіжній медицині та валеології важливим і актуальним є емпіричний компонент вимірювання, оцінки й попередження стресогенних, техногенних та інших зовнішніх факторів. Так, зарубіжний дослідник Р. Коен-Рац радить не покладатися на суб'єктивну оцінку валеологічного стану людини, а застосовувати загальноневрологічний метод стабіліографії, який засобами спеціального вимірювання визначає загальний фізіологічний, неврологічний та валеологічний стан людини. Суть методу полягає у вимірюванні засобами медтехніки координації рухів, стану вестибулярного апарату тощо, що у валеологічній інтерпретації показує стан виснаження, втомлюваності, працездатності людини. Прогностичний результат – здатність людини до фізичної стійкості та стресостійкості, витривалості, саморегуляції тощо [19].

М. Ноулз вважає, що компетентність – це здатність людини професійно виконувати свої обов'язки в мінливих умовах, які потребують щоразу нового навчання й включення у відкрите інформаційне середовище [18].

Погляди вітчизняних педагогів на сутність здоров'язбережувальних технологій спрямовані у загальній «фоновій» орієнтованості на збереження й підвищення якості життя суб'єктів освітнього процесу, а також в проведенні окремих спеціально організованих заходів з реабілітації, корекції; педагогічно доцільних актів, прийомів, технік, які забезпечують навчання, розвиток і подальшу особисту та професійну діяльність індивіда за максимального збереження й примноження його енергетичних психофізіологічних ресурсів.

На думку російських дослідників, базовим педагогічним інструментом здоров'язбереження виступає здоров'язбережувальна технологія, яка в окремому вияві є сукупністю конкретних знань, методів, практик та прийомів, що комплексно вирішують триєдине тактичне завдання – оцінити (продіагностувати), організувати й оптимізувати фрагмент освітнього процесу (в межах навчального закладу чи поза ним) з метою попередження зниження, збереження наявного стану й забезпечення розвитку фізичного, психічного та соціального потенціалу особистості [11].

Проаналізувавши праці вітчизняних та зарубіжних науковців, які вивчали питання здоров'я та здоров'язбереження особистості та шляхів їх діагностики, й екстраполюючи ці дані в царину підготовки майбутнього професіонала технічної галузі, доцільно виокремити такі критерії оцінювання набутих здоров'язбережувальних компетенцій: аксіологічний (наявність валеологічних цінностей та їх місце в структурі особистості), технологічний (наявність знань, навичок, прийомів і технік вирішення валеологічних задач щодо себе та інших); креативний (творчої активності, здатність приймати нестандартні рішення в загрозливій для здоров'я ситуації), рефлексивний (здатність самомоніторингу й препарування валеологічних технологій під особистісні потреби), інтегративний (готовність комплексно й нерозривно застосовувати часткові компетентності, представлені у вище перелічених критеріях).



ВИСНОВКИ

Виходячи з аналізу педагогічних досліджень та практичного досвіду науковців багатьох країн, можна стверджувати, що інтерес до питань, пов'язаних із здоров'ям та здоров'язбереженням, постійно зростає, але при цьому все одно залишається проблема з формуванням понять, що досліджуються. Це пов'язано, в першу чергу, з відсутністю загально визнаного розуміння здоров'язбереження. По-друге, спостерігається недостатня розробленість теоретико-педагогічних основ та методико-технологічного аспекту, відсутність науково-практичних рекомендацій, методик формування здоров'язбереження. Здоров'язберігаючий простір, як поле діяльності, є особливим чином організованою системою, яка спрямована на досягнення мети професійної діяльності із забезпеченням збереження та відновлення здоров'я учасників здоров'язберігаючого простору.

Перспективу подальших досліджень проблем здоров'я, здоров'язбереження та здоров'язберігаючої компетентності становить питання формування ціннісного ставлення до здоров'я в фізичному вихованні студентів технічних закладів освіти.

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

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

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

Для публікації статті просимо надсилати:

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

ВАЖЛИВО!

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

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

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

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- **ВИСНОВКИ / CONCLUSIONS** (у висновках також слід вказати *перспективи подальших досліджень*);
- **ЛІТЕРАТУРА / REFERENCES** (не менше 10 джерел).

Вимоги до оформлення літератури в англійській мові статті викладені наприкінці інформаційного листа і повинні відповідати міжнародному стилю Американської психологічної асоціації (APA).



При оформленні бібліографічних посилань в україномовній статті слід дотримуватися «ДСТУ 8302:2015. Бібліографічне посилання. Загальні положення та правила складання», що набрав чинності 01.07.2016.

Зверніть увагу, що статті англійською мовою мають цифровий ідентифікатор DOI, який надається кожній статті редколегією журналу. Що стосується україномовних статей, автори повинні самостійно вказати УДК.

СТАТТІ ПРОХОДЯТЬ ПЕРЕВІРКУ В МІЖНАРОДНІЙ СИСТЕМІ АНТИПЛАГІАТ.

ЗА ДОСТОВІРНІСТЬ ВИКЛАДЕНИХ ФАКТІВ, ЦИТАТ І ПОСИЛАНЬ НЕСУТЬ ВІДПОВІДАЛЬНІСТЬ АВТОРИ.

Аспіранти подають статті з **рецензією наукового керівника**; автори без наукових ступенів – із рецензією доктора або кандидата наук із відповідної спеціальності.

Наукові праці докторів наук друкуються в журналі безкоштовно.

Оплата за статтю здійснюється після повідомлення редколегії про відповідність статті вимогам та дозволу до друку. Вартість публікації однієї сторінки – 60 грн.

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



Приклад оформлення англomовної статті (скорочено)

DOI: 10.1515/rpp-2017-0004

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

ABSTRACT

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

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

INTRODUCTION

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



THE AIM OF THE STUDY

The aim of this paper is to report the results of comparative scientific-pedagogical research, which consisted in identifying what are the best strategies of stimulation of students' interest in the teaching by competency-based approach studying the works of Latin American scientists.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

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

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

RESULTS

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

CONCLUSIONS

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

Perspectives for further studies...

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Приклад оформлення україномовної статті (скорочено)

УДК 398-043.86:378.4 (477:100)

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

АНОТАЦІЯ

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

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

ВСТУП

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



МЕТА ДОСЛІДЖЕННЯ

Здійснити аналіз тенденцій розвитку фольклористики в науково-освітньому просторі університетів України та зарубіжжя на основі урахування надбань теоретичного і практичного досвіду вивчення фольклорної традиції в умовах університетської освіти, сформованого в історичній ретроспективі, та сучасних векторів розвитку гуманітарних, філологічних, антропологічних науково-освітніх галузей.

ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ

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

ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ

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

ВИСНОВКИ

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

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

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

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

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

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

Наприклад:

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

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

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

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

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

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

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

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

Наприклад:

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

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

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

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

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



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

Наприклад:

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

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

Посилання на роботу кількох авторів (редакторів/укладачів)

Внутрішньотекстове посилання на роботу кількох авторів залежить від їх кількості:

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

Наприклад:

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

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

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

або

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

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

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

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

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

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

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

або

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

О. Величко та ін. (2005) стверджують: «Біологія – це система наук...» (с. 10).

Посилання на декілька робіт різних авторів (одночасно)

Якщо парафраз стосується кількох робіт різних авторів, тоді після парафразу необхідно вказати прізвище автора однієї книги і рік видання, після знаку «;» вказати прізвище автора другої книги і рік видання.



Наприклад:

Many researchers consider literary editing to be one of the most important stages of text processing (Feller, 2004; Rizun, 2002).

Чимало дослідників вважають літературне редагування одним із найважливіших етапів обробки тексту (Феллер, 2004; Різун, 2002).

Посилання на роботу невідомого автора

Якщо автора (редактора/укладача) праці встановити неможливо, слід процитувати джерело за його назвою або використати перші два слова в дужках. Назви книг і доповідей слід указати курсивом або підкреслити; назви статей, розділів і веб-сторінок узяти в лапки.

Наприклад:

A similar study was done of students learning to format research papers (“Using APA”, 2001).

Аналогічне опитування було проведено серед студентів, які вивчають формат наукових праць («Using APA», 2001).

Якщо автором виступає організація або державна установа, слід указати назву цієї організації або взяти її у дужки, коли цитують уперше.

Наприклад:

According to the American Psychological Association (2000), ...

Згідно з вимогами Американської психологічної асоціації (2000), ...

Посилання на декілька робіт різних авторів з однаковими прізвищами

Якщо два або більше авторів мають однакові прізвища, у внутрішньотекстовому посиланні необхідно вказати також перші ініціали (або навіть повне ім'я, якщо різні автори мають однакові ініціали).

Наприклад:

There are different opinions on the effects of cloning (R. Miller, 2012; A. Miller, 2014). Існують різні думки щодо наслідків клонування (Р. Міллер, 12; А. Міллер, 46).

While some medical ethicists argue that cloning will lead to ... (R. Miller, 2012), others point out that the benefits of medical researches deny such reasoning (A. Miller, 2014).

Хоча деякі медичні фахівці з етики стверджують, що клонування призведе до дизайнерських дітей (Р. Міллер, 2012), інші відзначають, що переваги медичних досліджень перевершують це міркування (А. Міллер, 2014).

Упорядкування списку використаних джерел

Список використаних джерел подається після основного тексту статті і повинен містити інформацію, необхідну для того, щоб знайти й отримати будь-яке процитоване джерело. Кожне процитоване в роботі джерело повинно з'явитися у списку використаних джерел. Відповідно, кожен запис у списку використаних джерел повинен бути згаданим у тексті роботи.

Цитований матеріал подається в алфавітному порядку за прізвищем автора (редактора/укладача, якщо немає автора). Якщо матеріал не має автора, його необхідно розподілити за першою літерою його назви.



Якщо в бібліографічному описі зазначено кілька робіт одного й того ж автора, редактора або упорядника, тоді записи розташовуються за роками видання в порядку зростання.

Правила бібліографічного опису для списку використаних джерел

Якщо в публікації зазначено не більше семи авторів (редакторів/укладачів, якщо книга без автора), то в посиланні необхідно вказати усіх авторів.

Якщо в публікації зазначено вісім та більше авторів (редакторів/укладачів), у посиланні необхідно перерахувати імена перших шести авторів, а потім вставити три крапки (...) та додати ім'я останнього автора.

Назви книг, журналів зазначаються без скорочень.

1. Книга: 1–7 авторів

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

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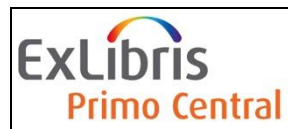
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Підп. до друку 29.11.2018. Ум. друк. арк. – 9,07. Обл.-вид. арк. – 9,21.
Папір офсетний. Друк різнографією.
Наклад 100, зам. № 213/18

Віддруковано у редакційно-видавничому відділі
Хмельницького національного університету.
29016, м. Хмельницький, вул. Інститутська, 7/1, тел. (0382) 77-33-63.
Свідоцтво про внесення в Державний реєстр, серія ДК № 4489 від 18.02.2013

