

sciendo

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

ХМЕЛЬНИЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ЦЕНТР ПОРІВНЯЛЬНОЇ ПРОФЕСІЙНОЇ ПЕДАГОГІКИ



---

**ПОРІВНЯЛЬНА  
ПРОФЕСІЙНА  
ПЕДАГОГІКА**

---

**9(1)/2019**

*Науковий журнал*

*Англо-українське видання*

Київ – Хмельницький  
2019

 sciendo

**NATIONAL ACADEMY OF PEDAGOGICAL SCIENCES OF UKRAINE  
IVAN ZIAZIUN INSTITUTE OF PEDAGOGICAL AND ADULT EDUCATION**

**KHMELNYTSKYI NATIONAL UNIVERSITY  
CENTER OF COMPARATIVE PROFESSIONAL PEDAGOGY**



---

**COMPARATIVE  
PROFESSIONAL  
PEDAGOGY**

---

**9(1)/2019**

*Scientific Journal*

*English-Ukrainian Edition*

Kyiv – Khmelnytskyi  
2019



## CONTENTS

<b>Tymofiy Desyatov</b> ADAPTING MECHANISMS FOR MANAGING QUALITY OF PEDAGOGICAL EDUCATION IN UKRAINE TO INTERNATIONAL EDUCATIONAL STANDARDS: COMPARATIVE ANALYSIS.....	7
<b>Nina Zhuravska</b> METHODOLOGICAL APPROACHES TO CONSTRUCTING A DIDACTIC MODEL OF SPECIALIST COURSES: COMPARATIVE ASPECT.....	19
<b>Nataliya Mukan, Margaryta Noskova, Iryna Zinchuk</b> TEACHERS' DIGITAL COMPETENCE DEVELOPMENT: ESTONIAN STATE POLICY IN THE FIELD .....	26
<b>Olesia Sadovets</b> ACADEMIC ENGLISH AS A COMPONENT OF CURRICULUM FOR ESL STUDENTS (FOREIGN EXPERIENCE) .....	33
<b>Tetiana Zorochkina</b> FINANCIAL SUPPORT OF HIGHER EDUCATION DEVELOPMENT IN UKRAINE AND THE UK .....	44
<b>Oksana Hubina</b> PROFESSIONAL AND PEDAGOGICAL ASPECT OF DEVELOPING OPEN EDUCATION IN THE FIELD OF FUTURE SPECIALISTS' TRAINING AT BRITISH UNIVERSITIES.....	53
<b>Marianna Marusynets</b> CONTINUING EDUCATION AS A FACTOR OF PERSONALITY SOCIALIZATION (IN THE CONTEXT OF AUSTRIA'S EXPERIENCE).....	59
<b>Olha Yuzyk, Iryna Mazaikina, Halyna Bilanych, Mariia Yuzyk</b> QUALITY OF HIGHER EDUCATION IN UKRAINE AND POLAND: COMPARATIVE ASPECTS.....	66
<b>Ihor Roskvas</b> CONCEPTUAL ASPECTS OF PROFESSIONAL TRAINING FOR ENGLISH LANGUAGE TEACHERS: THE UK EXPERIENCE .....	75
<b>Sergiy Yashchuk</b> ORGANIZING THE EDUCATION PROCESS IN FRANCE: THE EXPERIENCE OF REGIONAL INSTITUTE OF SOCIAL WORK AQUITAINE, BORDEAUX .....	81



**Olena Moshenets**  
GOALS, OBJECTIVES AND CONTENT OF PROFESSIONAL TRAINING  
FOR INTERNATIONAL COMMUNICATION SPECIALISTS IN THE UK ..... 88

**ІНФОРМАЦІЙНІ ПОВІДОМЛЕННЯ**

ПРАВИЛА ОФОРМЛЕННЯ І ПОДАННЯ РУКОПИСІВ .....97



DOI: 10.2478/rpp-2019-0001

Postdoctoral Researcher of Pedagogy, Full Professor, **TYMOFIY DESYATOV**  
Bohdan Khmelnytskyi National University at Cherkasy  
Address: 81 Shevchenko Blvd., Cherkasy, 18031, Ukraine  
E-mail: desyatov50@ukr.net

**ADAPTING MECHANISMS FOR MANAGING QUALITY  
OF PEDAGOGICAL EDUCATION IN UKRAINE  
TO INTERNATIONAL EDUCATIONAL STANDARDS: COMPARATIVE  
ANALYSIS**

**ABSTRACT**

*The article proves that the influence of integration processes of the growth of the role of globalization requires the necessity of using and adapting international educational standards and criteria of assessing the quality in the field of national education. It is noted that contemporary European practice involves the development of culture of quality through the introduction of quality management. The emphasis is placed on the fact that in the conditions of the transformation of the socio-political system, the formation of a civil society and market relations in the process of entering our country into a single educational European space, the search for ways to ensure the quality of higher education and the creation of mechanisms for its management are updated. It is investigated that the complexity of creating quality management mechanisms is not only to coordinate the development of the concept at all levels of state government, but also to coordinate the views of various government institutions. It is emphasized that adaptation is considered as a two-way interdependent process of adapting education (institutions that teach) to the student's personality, as well as his active inclusion in the design of an adaptive informational-and-educational environment and the development of individual educational routes. It has been found out that the main tools for determining the quality are internal and external evaluation. It is emphasized that the mechanism of quality management, in addition to assessing the provision of educational services, i.e. the process of teaching itself, focuses on the effectiveness of the functioning of higher education, i.e. the assessment of a specialist's professional training. The necessity of participation of stakeholders (employers) in the system of management of quality of higher pedagogical education is emphasized.*

**Keywords:** adaptation, management, stakeholders, management mechanism, competence, intellectual capital, international standards, monitoring, internal self-assessment, external independent assessment.

**АНОТАЦІЯ**

*У статті доведено, що вплив інтеграційних процесів зростання ролі глобалізації вимагають необхідність використання та адаптації міжнародних освітніх стандартів і критеріїв оцінки якості у сфері національної освіти. Зазначено, що сучасна європейська практика передбачає розвиток культури якості шляхом впровадження менеджменту якості. Акцентовано увагу на те, що в умовах трансформації суспільно-політичного устрою, формування громадського суспільства й ринкових відносин у процесі входження нашої країни до єдиного освітнього європейського простору актуалізується пошук шляхів забезпечення якості вищої освіти, створення механізмів управління нею. Досліджено, що складність створення механізмів*



*управління якістю полягає не лише в тому, щоб скоординувати розробку концепції на всіх рівнях державного управління, а й у тому, щоб узгодити погляди різних державних відомств. Наголошено, що адаптація розглядається як двобічний взаємообумовлений процес пристосування освіти (інституції, які навчають) до особистості студента, а також активного включення його в проектування адаптивного інформаційно-освітнього середовища та розроблення індивідуальних освітніх маршрутів. З'ясовано, що основними інструментами визначення якості виступають оцінювання внутрішнє та зовнішнє. Підкреслено, що механізм менеджменту якості, окрім оцінки надання освітніх послуг, тобто самого процесу навчання, акцентує увагу на результативності функціонування вищої школи, тобто оцінюванні професійної підготовки фахівця. Наголошено про необхідність участі стейкхолдерів (роботодавців) у системі менеджменту якості вищої педагогічної освіти.*

**Ключові слова:** адаптація, менеджмент, стейкхолдери, механізм управління, компетентність, інтелектуальний капітал, міжнародні стандарти, моніторинг, внутрішня самооцінка, зовнішня незалежна оцінка.

## INTRODUCTION

The purposeful entry of Ukraine into the world community requires a comprehensive analysis of the leading areas of the evolution of modern educational practice. The influence of integration processes and the increasing role of globalization lay the need for the use and adaptation of international educational standards and criteria of assessing the quality in the field of national education. Ensuring high quality of education is one of the key principles and the cornerstone of building the European Higher Education Area. At the Ministerial Conference, held in May 2018 in Paris, European education leaders reaffirmed the importance of this task, and also committed themselves to “supporting the further development of the system of assurance of quality of the educational process”.

Domestic pedagogical thought actively reconsiders the administrative heritage. After all, many classical issues, including quality management issues, are gaining new meaning. However, the Ukrainian system of pedagogical education, unfortunately, is not one of the leaders among the countries regarding the proper maintenance of the quality of the educational process. In this regard, observation and analysis of the assessment of European achievements as for assurance quality at the institutional, national and continental levels is undoubtedly valuable for Ukrainian research-and-teaching staff, which became the subject of our work.

## THE AIM OF THE STUDY

Taking into account the relevance of the identified problem, the purpose of the study is to conduct a comprehensive analysis of the leading areas of the evolution of modern educational practice. The need to use and adapt European experience in ensuring the quality of education in the Ukrainian system of higher education is undeniable.

## THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of assuring the quality of education through the use and adaptation of international educational standards and criteria of assessing the quality in the field of national education is the subject of scientific research of domestic and foreign scholars such as N. Avshenyuk, A. Sbrueva, S. Dombrovsky, A. Chmil, M. Korovkin, T. Finikov, A. Vasylyev, V. Yuskayev, A. Krykliy, S. Kubatov, I. Musienko. In foreign pedagogy, the problems of ensuring the quality of education are described in the works of A. Schleicher, E. Voznitsky, R. Bennet, M. Cheng, L. Matei, H. Döbert et al.



The comparative-and-search method was used in the study. We were able to identify the similarities and differences in determining the criteria of assessing the quality in the field of the national education and in education of the EU countries with the help of comparison.

### RESULTS

Over the past few years, improving the quality of higher education has taken a leading role in ensuring the competitiveness of Ukraine's educational system and training personnel of relevant qualification. The influence of integration processes and growing of role of globalization cause the necessity of using and adapting international educational standards and criteria for assessing the quality in the sphere of national education. However, the difference in the potential and resource provision of higher education in Ukraine in comparison with developed countries does not allow speaking about equal approaches to the issues of improving the quality of education.

However, domestic pedagogical thought actively reconsiders the administrative heritage. After all, many classical issues, including education quality management issues gain new meaning. In the conditions of the transformation of the socio-political system, the formation of civil society and market relations in the process of entering our country into a common educational European space, the search for ways to ensure the quality of higher education, the creation of mechanisms for its management, evaluative technologies, adaptation to international standards are actualized.

The concept of adaptability, in a certain sense, can be considered to be the most general notion of Pedagogy. For example, V. V. Kravetsky and O. V. Khutorsky define the content of education as "pedagogically adapted social experience". It is education that helps to "enter life" and adapt to it. But in order to become a specific adapter, education should be adapted to the realities of human life, to its needs. Therefore, on the one hand, through education, a person's adaptation to the new conditions of his life and work is carried out, and on the other hand, the adaptation of the education itself to the life of specific people takes place.

Thus, adaptation is seen as a two-sided interdependent process of adapting education (institutions that teach) to the student's personality, as well as the active inclusion of it in the design of an adaptive informational-and-educational environment and the development of individual educational paths.

A characteristic feature of the educational system of Ukraine is the preservation of an administrative management system with a high level of centralization. This model involves certain mechanisms for the implementation of management functions.

Centralization of management leads to an increase in the economic mass of the education system, causing an increase of its inertia and makes the rapid adaptation to changing external conditions impossible. At the same time there is an inevitable decline in the quality of education, because its management mechanisms lose their adaptability and do not meet the specific requirements of the labor market. This is confirmed by the research conducted by Razumkov's center. It is emphasized that the absence of an effective mechanism for quality control hinders the normal regulation of the development of the education sector. The analysis of the factors affecting the quality of education (level of financing, human resources, informational, material and technical support), shows a tendency to its deterioration (The system of education, 2002, pp. 2–36).

Independent assessments of higher education activities, accreditation and other procedures are aimed only at determining how well the teaching process meets established



criteria and requirements. The obvious advantage of these mechanisms is the completeness and detailization of accreditation criteria and valuation indicators.

At the same time, the other aspect of the assessment of the quality of higher education is not taken into account, i.e. a result as a final stage of educational activity. The indicators used in domestic educational statistics record the percentage of graduates' employment, but do not reflect employers' and trained specialists' opinion, do not take into account the requirements of the labor market, do not give an objective picture of the shortcomings in the training of applicants for higher education, and therefore do not allow to influence the elimination of gaps.

Obviously, the mechanism for management of quality of higher education should cover two subsystems – the control of quality of educational services and the quality of the result. Each of them is characterized by its indicators, which should turn into final products – competence.

One of the tasks of transformations carried out in recent years in Ukraine is the formation of the educational system, aimed at innovative development. However, as the scientific analysis shows, discrepancy of “challenges of modern times” with traditional approaches to education management became apparent. The new management paradigm in education needs to be formed as a way of qualitative breakthrough in knowledge and awareness of essence of management as a means of accumulation and use of intellectual capital. All this forces us to look for new ways and mechanisms of modernizing educational management.

Therefore, in modern conditions, the task of developing managerial models and methods that provide the development of personality through the use of its potential in creative innovation processes is updated. Actually, the process of managing an establishment of education, based on updating the innovative potential of the subjects of education, is built entirely in a special, personally-oriented way, which, in its turn, defines the requirements for the construction of modern management systems in the context of humanitarian technologies.

It should be noted that increasing the competitiveness of higher education involves the use of market mechanisms for managing the educational sphere and the quality of higher education, which are accepted in international practice. S.M. Dombrovska (2013) emphasizes that for the successful confrontation in the competition at the market of educational services, the introduction of international standards ISO Series 9000 is necessary (p. 55).

The mechanisms of management of quality of higher pedagogical education, based on these standards, involve the establishment of requirements of interested parties on the quality of services provided, the creation of effective tools for improving operations and control. A. I. Chmil (2006) specifies the principles laid down in international standards and which are used to develop mechanisms of management of education quality. They include: targeting consumers (students); increasing the role of leadership in the system of management of education quality; the involvement of pedagogical staff in the functioning of the system of quality management through increasing their responsibility and interest in the results of their activities; a process approach that involves managing educational structures as business processes; a systematic approach that takes into account the interconnection and interaction of higher education sub-systems to achieve greater efficiency and effectiveness; continuous improvement, in particular through the introduction of advanced methods and technologies; making decisions on the basis of undoubted facts and information (p. 75).





In addition to the international standards of the ISO series, the most common models of systems of quality management are models based on the principles of the business perfection model EFQM (European Foundation for Quality Management) and overall quality management model (TQM) (Total Quality Management).

Scientists rightly consider TQM as an approach to managing an organization, based on quality. At the same time, the fundamental principles are orientation towards the consumer, who defines the criteria for the quality of the goods and services he needs, and the involvement of the staff in achieving the goal (Korovkin, 2005, p. 63). Unlike the approaches used in the ISO and TQM standards, the EFQM business perfection model allows comparative analysis between different establishments of education. I. I. Musiyenko (2010) draws attention to the fact that the application of this model is based on the use of criteria of the results and capabilities of the higher education system, which involve the improvement of educational activities and raising the effectiveness of mechanisms for managing the educational system (p. 30).

In view of the above mentioned, it is possible to distinguish the basic principles that the quality management system of higher education should meet, namely:

- objectivity, i.e. the use of actual and reliable source information, which is based on indicators that fully characterize the teaching process and the effectiveness of higher education, for the adoption of managerial decisions;
- efficiency, i.e. providing effective mechanisms that allow by improving the quality of education to ensure the correspondence of the qualification of graduates and the expectations of employers and increase the competitiveness of higher education in the international market of educational services;
- realism, i.e. the development of practical recommendations and the sequence of stages of implementation of educational policy in the field of improving the quality of training specialists;
- adaptability, i.e. the ability of mechanisms of management of the quality of higher education to flexibly respond to changes of external conditions, labor market requirements, and thus offset the negative impact of inertia of educational processes;
- versatility, i.e. the formation of a system based on international quality standards that enhances the role of leadership, the involvement of scientific-and-pedagogical staff in the functioning of the system, orientation towards consumers of educational services;
- productivity, i.e. obtaining data for analytical work on monitoring the process of training of graduates, planning activities in the field of education, drawing up forecast indicators for adjusting educational programs, assessing the effectiveness of the functioning of higher education.

It should be emphasized that the proposed mechanism of quality management, in addition to assessing the provision of educational services, i.e. the process of teaching itself, focuses on the effectiveness of the functioning of higher education, i.e. the assessment of a specialist's professional training.

The system of management of quality of education for the implementation of these functions involves a certain algorithm of the construction.

Thus, the first stage covers the collection of primary information through the monitoring and self-assessment of the activities of the educational establishment. Initial data are qualitative and quantitative indicators that characterize the processes of education and employment. The sources of data are Results of internal self-assessment of an educational establishment, materials of external independent evaluation, data of international and



domestic statistics, employment services, personnel units of enterprises, ratings, expert assessments, sociological surveys and other analytical materials.

The second stage involves analyzing and processing the received data, correlating the results with the directions of the policy of establishments of higher education as for the quality of scientific researches and defining the goals of management of quality of education, steps of their implementation. This stage determines the role of leadership in determining the priority tasks of improving quality, formulating goals and strategic directions for the development of an establishment of education. At the same time there is an engagement of scientific-and-pedagogical staff by using motivation mechanisms to achieve the goal: to ensure effective quality management.

In the third stage there is an audit of quality, which, as noted by a group of scientists (Korovkin, 2005, p. 68), serves as an integral part of the management system, a mechanism for improving quality and cost structure. Its main difference from the self-assessment procedure is the independence of the conduct. The purpose of the audit is to determine the effectiveness of functioning of mechanism of management of quality of education, its compliance with its objectives of training specialists. In this case, the activities of all subsystems of higher education are assessed according to the criteria of efficiency and effectiveness. This work is carried out with the assistance of independent experts, who should include representatives of potential employers and interested organizations. Only under such conditions the objectivity of the assessment will be ensured, proposed measures for adjusting educational programs, the process of teaching and professional training will be suggested.

Participation of employers in the system of management of quality of higher education makes it possible to change the situation in which the planning of the number of required specialists in certain specialties, the level of their training and the needs of the economy do not coincide. In this aspect, the function of expert councils, with the participation of managers of organizations and interested in graduates of a certain qualification, is a kind of negative feedback on the object of management. Its corrective effect is aimed at reducing the influence of factors that lead to a deterioration in the quality of education. At the same time, the high school's adaptability to external changes increases and the negative influence of the inertia of its development is offset.

As the analysis shows, the objective conditions of social development drive to shift of the emphasis of government from state to public. It should become a powerful stimulus for the development of pedagogical education, contribute to the strengthening of public capacity in management, which, of course, will serve as the driving force for reforming the entire system of pedagogical education. In this context, the adaptation of mechanisms of management of the quality of pedagogical education of Ukraine to international standards creates conditions for the formation of a new system of relations with the public, social partners, employers, and local self-government bodies, which ultimately forms a culture of quality assurance.

The transition to a new paradigm of management of quality of pedagogical education requires a change in consciousness, culture and ways of activities of not only managers, but all employees of the educational establishment. The new school requires a fundamentally new organizational philosophy. The basis of this philosophy is the belief in the personality, the strength of the initiative of employees, the transition from individual and functional activities to the command and cross-functional ones. In practice, the new school demonstrates the benefits of delegation of authority from directors to direct performers, team leaders, and encourages their initiative. The basic principles of management at such a school are openness, transparency, the development of vertical and horizontal information flows, network interaction.



It is known that the effectiveness of educational processes, in particular, educational activities, largely depends on how competently the managerial component of didactic work, managerial culture, non-conflict management of human resources, awareness of managerial functions is implemented by the manager, since managerial culture characterizes the manager's professional image. It should be understood that the development of the management system not in all EU countries corresponds to the level of development of the object of management. In this context, one should take into account the fact that in these countries there are processes of transformation of national thinking into continental, which makes the traditional cult of the nation secondary.

Scientists and practitioners have proved that the higher the level of continuity of managerial influences is, the higher the effectiveness of management results is; the more stable the rhythm of management is, the higher the organization of the management system and more effective its activity is, since management is the activity over the activity.

In comparison with the countries of the world that have reached a high level of development through the processes of interpenetration of education into the economy, the latest technologies, the social sphere, the current system of pedagogical education of Ukraine functionally still weakly influences social development.

The discrepancy of the public inquiry about the results of pedagogical education and its actual proposals gives little encouraging predictions about the effectiveness of the processes involved in the development of the country. It is not enough to have declared intentions in documents. To do this, we must intensify the processes of qualitative changes in the content of education.

The uniting of European countries by Bologna Agreement requires the search for adaptive and unified methods of managing the quality of pedagogical education, introducing certain changes to them agreed upon with the European community, identifying the best among the available ones, and, if necessary, creating new methods based on generally accepted in Europe standards and rules, which would ensure the implementation of the main tasks of building an open European higher education space.

Improving the effectiveness of training specialists in the context of reforming the domestic system of higher pedagogical education involves rethinking of the purpose and the result of education; updating the content of pedagogical education through the introduction of a new generation of industry standards, based on a competence approach, which is important for providing the quality of education. In addition, the new generation of industry standards offers tools for transferring this approach to educational programs.

As it is shown in scientific studies, the philosophy of quality lies in the fact that the standard of living in the country is determined by the level of quality of products and services provided. Managing the quality of higher pedagogical education is a multifaceted problem, so it can't be argued that it has a purely managerial or pedagogical character. Separate applied but non-systematic efforts to ensure the quality of higher education cannot be effective without a credible philosophical basis created within the philosophy of education, the philosophy of management, which is now being further developed. One of the main problems of the philosophy of education is the problem of constituting education as a mechanism of the development of mankind, the problem of finding ways of advanced development of the system of education and mechanisms of its influence on other social structures.

However, the issues of the essence and content of management of quality of future teachers' training as one of the types of social management, specific ways of solving the problem of the quality of Ukrainian higher education, the awareness of which should affect



its position in Europe and in the world, remain poorly researched. There is a rather important problem of reviewing the provisions of management and educational management, developing a new modern methodology of management activities, adapting mechanisms of management of quality of Ukrainian pedagogical education to the standards of European countries.

Methodological principles of management of quality of higher education as one of the types of management in accordance with the modern theory of science and the field of management require permanent development and revision. Domestic researchers see the essence of governance in “the formation and implementation of purposeful managerial influences on people, their groups and social processes, which in their aggregate form the social system, as well as the impact on the course and nature of the joint activities of people in order to ensure compliance with the nature and desired results of this activity to certain, pre-selected strategic goals and objectives (Marmaza, 2004, pp. 98–99).

The object of management in this case was the motivation of employees and their relationships in small groups, management strategies were developed on the basis of extrapolation of experience in the future. The study of existing concepts and management theories shows that the development of conceptual approaches, principles and organizational structures of management goes from formal, rigid, centralized to flexible, constructed taking into account the development of democratic processes. As you know, the specificity of management activity is that, performing a certain set of functions that make up the content of management and have a clear sequence of their implementation, “it is not a part of the joint activities of people, but it serves as a unique means of its organizing and ensuring the desired effectiveness of this activity (Marmaza, 2004).

Therefore, it is logical to consider management of quality of pedagogical education as one of the types of social management, the object of which is the system of pedagogical education of Ukraine and participants of this process.

From the standpoint of the theory of systems and system analysis the management of quality of pedagogical education should be considered as a holistic, open, socio-pedagogical system that meets all the characteristic features of complex systems (Gnyezdilova, 2013, p. 111). Systemic, personally oriented and dialogical approaches to the theory and practice of management involve taking into account “trends in the development of pedagogical education, the influence of the environment on managed processes; modeling of integral pedagogical and managerial structures that synthesize a spontaneous and organized beginning; the use of dialogic forms of interaction, etc.” (Rahmenvereinbarung über die Ausbildung, 2013, p. 139).

Management of the quality of pedagogical education is defined as one of the types of management, the subject of which is the quality of higher education as a system, process and result, and as an independent part (directions) of the general process of management of higher education.

In such a status, management of quality defines the purpose, policy in the field of quality of pedagogical education and responsibility, which, in its turn, is achieved through the implementation of appropriate management mechanisms and other means, covers quality planning, its provision, operational management, evaluation, processes of improving the quality of higher education in terms of existing quality systems. At the same time, we consider the policy in the sphere of quality of higher education as a system of formation and implementation of targeted mutually agreed national, interregional, regional and local doctrines, strategies, concepts, programs and measures that are systematically implemented by governing bodies, state and independent institutions, representatives of the public and



aimed at achieving the public goal, i.e. to provide the country with a competitive quality of higher education that will make it possible to improve the quality of life of its citizens (Pazenyuk, 2003). The management of the quality of higher education is manifested in the joint, mutually agreed and complementary activity of state and non-state bodies, public institutions, associations, and public entities with an appropriate division of rights, duties, powers and responsibilities for their implementation between subjects of management, the subject of which is the competitive quality of higher education (as a system, process and result) and its relevance to actual and perspective needs of the individual.

One of the key factors for the success of the development of countries-world leaders, which are the United States, Japan, Germany, and countries that are now striking the world by their pace of development, which are China, India, Brazil, and South Korea is the proper attention of their governments to the issues of education and science.

Adapting the mechanisms of management of quality of Ukrainian pedagogical education to international standards enables, in its turn, to predict, plan and control changes of external environment around the system and the process of higher education. As it is known, the management of higher education is regulated by socio-economic, socio-political, market, social-managerial and other mechanisms of its development. Taking into account the modernization of economic structures, the specific features of market conditions, management of quality of higher education should be a flexible system of methods and principles of efficiency improvement, development of managerial labor.

We emphasize that in management one of the most important imperatives both for the subject and for the object of managerial influence is professionalism. Its level is evaluated from the standpoint of the effectiveness of managerial influence, the maximum achievement of the goal with minimal costs and losses. In conditions of increasing the general cultural and educational level of the population, the organizational dominant in social management is the human factor not only as a factor of the efficiency of production, but also as a prerequisite of a significant reserve of the further successful development of society (Panasyuk, & Chernyashchuk, 2016, pp. 163–171; International Standard, 1994).

Thus, the development of management of quality of higher education requires deepening of scientific knowledge in this and related fields, since the very essence of management, its tasks, content, characteristics are changing. Summing up the mentioned above, one can conclude that, despite a certain history, humanity only approaches the knowledge and practical creation of democratic, rational, effective management, since for the first time it has approached to such a state, when the problems and processes that provide them went beyond territorial and national boundaries, i.e. they have acquired a global scale (Panasyuk, & Chernyashchuk, 2016, pp. 22–26).

Important is researchers' opinion that the attitude to knowledge clearly determines the direction of development of the world community and the ability of each country to occupy a certain place in the ranking of developed countries, and fixing the presence of a lack of knowledge in one or another country should make its managers focus on the presence of acute management crisis in the country.

“Thus, the lack of knowledge can be considered as a problem of its deficit, the solution of which is the paramount moment of the forms and pace of the country's entry into the modern world socio-cultural structure. If so, not information as such, but scientific philosophical knowledge is a strategic basis of the development of management of quality of higher education” (Panasyuk, & Chernyashchuk, 2016, pp. 82–92).

One of the cornerstone reasons of low efficiency of management as one of the types of social management in Ukraine is the very slow development of management education:



a small proportion of managers of all levels with special vocational education, the absence of short-term programs for mastering the basics of modern philosophy of management by heads of higher education management authorities, the lack of internships in the vast majority of faculty members in the governing bodies, a small proportion of successful managers among high school teachers (Panasyuk, & Chernyashchuk, 2016, pp. 135–140).

The analysis of the state of affairs shows that in Ukraine the tradition of directing efforts to solve tasks determined by the central education body continues to operate, while the desire to transform these tasks into regional and local conditions and needs is rather low. Regional educational policy in the conditions of decentralization of all spheres of society's life should combine the state policy in the field of education provided in this territory with the policy determined by the regional authorities.

The scientific analysis of the state of affairs and own practical experience show that the management of a significant part of the heads of establishments of education of all types and levels in Ukraine is implemented at the reproductive level, when the main thing is that the content and direction of management actions correspond to generally accepted and officially approved techniques and means of organizational work in establishments of education. In the process of implementing management activity at this level of activity, practically does not serve goals that would motivate the search for independent solutions to improve the management system. The head of the establishment of education must first direct efforts at increasing their own professionalism and professional level of practical activity. In this approach, you can identify new types of behavior of a manager of a comprehensive establishment:

- innovative-and-reproductive;
- innovative-and-creative.

In the latter management experience is transformed into professional-and-personal qualities, the principles of “high demands and high support” dominate.

Ukrainian educators need to create a mechanism of “translating the requirements of the sphere of work into the language of the sphere of education”, to focus on learning outcomes rather than learning. This means: the need to integrate education of Ukraine into the world educational system while preserving the development of the traditions of the Ukrainian school; continuity of the process of obtaining education; decentralization of education management; variability of education, which creates conditions for the free choice of forms and methods of teaching, curricula, programs, specialization.

Based on this, the effectiveness of the managerial component for the implementation of the identified tasks should be determined by: the number of teachers who work according to the new technology; availability of teaching-and-methodological support for the discipline in the specialty; international cooperation; the number of foreign international projects in which an establishment of education is involved; the number of students sent abroad for studying and internship; the number of students who participated and won in international student olympiads, competitions.

In other words, the managerial component must be transformed into professional-and-personal qualities.

In accordance with the National strategy for the development of education of Ukraine for the period of 2012–2021, the Concepts of the development of education of Ukraine for the period of 2015–2025, in the new Law of Ukraine “On Education”, the training of modern leaders of the educational branch of Ukraine has been updated.



Thus, the National strategy for the development of education of Ukraine for the period of 2012–2021 states that the modernization of the education management system involves the optimization of state administrative structures, the decentralization of education management; redistribution of functions and powers between central and regional education authorities, local self-government bodies and establishments of education; development of a system of measures (normative, scientific-and-methodical, financial-and-economic, etc.) concerning the implementation of the idea of autonomy of establishments of education (On the National Strategy, 2013).

According to the Concepts of the development of education of Ukraine for the period of 2015–2025, it is envisaged to reorganize the system of financing and management of education through decentralization, deregulation, introduction of institutional, academic and financial autonomy of establishments of education, observance of the principle of the responsibility of establishments of education for the results of educational and upbringing activities (On the National Strategy, 2013). All these changes are laid down in the new Law of Ukraine “On Education”.

A transition from administrative-and-managerial management to the system of educational management; the introduction of school-based management, the shift of the “center of gravity” in the decision-making process to the operational level (school level) is laid in the field of management.

In this case, the Bologna process as a kind of adaptation mechanism, the movement of educational systems to the common criteria and standards that are being created in Europe, must play an important role. Its main goal is to consolidate the efforts of the scientific and educational community, and the efforts of governments to significantly increase the competitiveness of European higher education. In this context, the top priority of Ukrainian higher education is its fastest adaptation to the single European criteria and standards.

### CONCLUSIONS

The presence of these problems does not indicate their integrity, but rather the lack of methodological understanding of the concepts of innovative development of education and the management of a new school that forms trends in the theory and practice of educational management. The unity of the theory and practice of educational management, their mutual complementation and enrichment will prevent us from wandering in the dark, from the method of trials and errors, will allow to organize and implement an effective, conscious transformation of the educational system into an innovative structure that provides high and competitive quality of Ukrainian education.

Thus, the adaptation of higher pedagogical education of Ukraine to international standards actualizes the study of the experience of those European countries that have made some progress as for the unification of their educational systems to the modern European model, and also successfully use new principles and methods of higher education. Taking into account the similarity of changes in the education of European countries and the transformations that are taking place today in the national system of pedagogical education, the generalized, theoretically meaningful experience of the introduction of the first can be valuable for Ukraine.

### REFERENCES

1. The system of education in Ukraine: the state and prospects of developments (Razumkov Centre analytical report). (2002). *National Security of Defense*, 4, 2–36.



2. Dombrovska, S. M. (2013). State Mechanisms for Management of Quality of Higher Education. *Management*, 2, 54–59.
3. Chmil, A. I. (2006). Principles of Forming the System of Management of Quality of education in the Conditions of Reform. *Postgraduate Education in Ukraine*, 2 (9), 75–76.
4. Korovkin, M. V. (2005). System of management of quality in the higher educational establishment. *Engineering Education*, 3, 62–73.
5. Musiyenko, I. I. (2010). Principal Differences of the Education System of Ukraine from the Requirements of the European Space of Higher Education. *Scientific papers. Governance*, 135, 147, 28–31.
6. Marmaza, O. I. (2004). *Innovative Approaches to the management of an educational establishment*. Kharkiv.
7. Gnyezdilova, K. M. (2013). Questions of the study of the components of the corporate culture of the teacher of higher school. *Scientific Treasury of the Education of Donetsk Region*, 2, 32–36.
8. *Rahmenvereinbarung über die Ausbildung und Prüfung für ein sonderpädagogisches Lehramt (Lehramtstyp 6) (Beschluss der Kultusministerkonferenz vom 06.05.1994 i.d.F.)*. (2013). Berlin, Bonn: Kultusministerkonferenz.
9. Pazyenyuk, V. G. (2003). Synergetics in the context of the emergence of a new ideological paradigm. *Higher Education of Ukraine*, 3, 29–37.
10. Panasyuk, N. L., & Chernyashchuk, N. L. (2016). Analysis of the educational system of management of quality of training of future engineers-teachers. *Scientific Notes of Volodymyr Hnatyuk Ternopil National Pedagogical University*, 1, 163–171.
11. *International Standard ISO 8402: Quality Management and Quality Assurance: Dictionary*. (1994).
12. *On the National Strategy of the Development of Education in Ukraine until 2021*. (2013). Retrieved from <http://zakon2.rada.gov.ua/law/show/344/2013>.





DOI: 10.2478/rpp-2019-0002

Postdoctoral Researcher of Pedagogy, Full Professor, **NINA ZHURAVSKA**  
National University of Life and Environmental Sciences of Ukraine  
Address: 16-a Heroyiv Oborony St., Kyiv, 03041, Ukraine  
E-mail: juravska@ukr.net

## METHODOLOGICAL APPROACHES TO CONSTRUCTING A DIDACTIC MODEL OF SPECIALIST COURSES: COMPARATIVE ASPECT

### ABSTRACT

*The article analyzes methodological approaches to constructing a didactic model of specialist courses in Ukraine and France. It is found that the main elements of higher education are knowledge, modes of activity (abilities, skills), creative search activities and emotional education. It is specified that knowledge is a system of determined acquired concepts, patterns of phenomena and objects of the objective world. It is clarified that the system of knowledge gained from specialist courses contains the following types of knowledge: scientific (scientific data on which a particular course is based); scientific and historical (the evolution of concepts, ideas and ways of their discovery); methodological (a set of knowledge about science methodology); philosophical, logical and interdisciplinary (the reflection of scientific connections in educational information); evaluative (the description of the individual's relation to the world and his/her system of values). It is stated that the modes of activity are viewed as general scientific, professional and specialist abilities and skills and in terms of psychology – sensory, motor, sensory and motor, intellectual ones. Intellectual skills and abilities include note taking, working with reference literature, writing abstracts and reviews, preparing simple projects (maps, diagrams). It is noted that creative search activities imply a readiness to find solutions to new problems. They also involve applying knowledge and skills in non-standard conditions, considering a new problem under normal conditions, combining well-known modes of activity independently and applying a fundamentally new way of solving the problem. It is highlighted that emotional education is characterized by evaluative knowledge and norms of relation to the world. It is proved that the difference between academic courses and science lies in the fact that it includes only the main principles of one or another field of knowledge within a particular science available for students to acquire.*

**Keywords:** *methodological approaches, methodology, knowledge, modes of activity, abilities, skills, creative search activities, emotional education.*

### АНОТАЦІЯ

*Проаналізовано методологічні підходи до конструювання дидактичної моделі фахових дисциплін в Україні та Франції. Визначено, що основними елементами вищої освіти є: знання, способи діяльності (уміння, навички), творча пошукова діяльність, емоційно-вольове виховання. Вказано, що знання – це система визначених засвоєних понять, закономірностей про явища, предмети об'єктивного світу. Зазначено, що система знань із фахових дисциплін містить наступні види знань: наукові (дані науки, на якій базується дисципліна), науково-історичні (еволюція понять, ідей, шляхи відкриття), методологічні (сукупність знань із методології науки), філософські, логічні, міжпредметні*



*(відображення в навчальній інформації між наукових зв'язків), оціночні (фіксують відношення людини до навколишнього світу, його систему цінностей). Вказано, що способи діяльності – це вміння, навички, які є загальнонауковими, професійними, фаховими; з точки зору психології – сенсорними, моторними, сенсорно-моторними, інтелектуальними; до інтелектуальних умінь і навичок належать: конспектування, робота з довідковою літературою, написання тез, рецензій, складання нескладних проектів (карт, схем). Зазначено, що творча пошукова діяльність – це готовність до пошуку вирішення нових проблем, завдань. Це застосування знань, умінь у нестандартних умовах, бачення нової проблеми в звичайних умовах, самостійне комбінування відомих способів діяльності, застосування принципово нового способу вирішення завдання. Наголошено, що емоційно-вольове виховання характеризується оціночними знаннями, нормами відношення до світу. Обґрунтовано, що відмінність навчальної дисципліни від науки полягає в тому, що до нього входять тільки основні положення тієї чи іншої галузі знань конкретної науки, доступні для засвоєння студентами.*

**Ключові слова:** методологічні підходи, методика, знання, способи діяльності, вміння, навички, творча пошукова діяльність, емоційно-вольове виховання.

## INTRODUCTION

The changes in production are constantly generating non-standard conditions which specialists regularly encounter in the workplace. Therefore, it is very important to teach students to apply their acquired knowledge when solving new problems. The specifics of higher agricultural education institutions consists in the fact that there are the widest opportunities to develop specialized knowledge, abilities and skills which can be applied under the changed conditions. Professional training of agricultural specialists and, in particular, lecturers of specialist courses, is a rather difficult task.

Given that agricultural production is a special kind of creativity in the field of organizing and implementing the production process, only those individuals who have good theoretical and practical training and relevant types of behaviour can actually teach specialist courses. In addition, they must teach those who are endowed by nature with certain personality traits. Indeed, professional training of lecturers of specialist courses can be considered effective provided that the scientific and methodological support of the education process is appropriate and incorporates practical training, including internships abroad. Finally, such training should be based on the relevant legal framework.

## THE AIM OF THE STUDY

The aim of the article is to analyze methodological approaches to constructing a didactic model of specialist courses in Ukraine and France.

## THEORETICAL FRAMEWORK AND RESEARCH METHODS

The methods of scientific knowledge and the development of its methodology were studied by such prominent scholars of the past as Aristotle, F. Bacon, G. Galilei, G. Leibniz, I. Newton et al. The peculiarities of specialists' methodological training were clarified by N. Bidyuk, F. Eisenberg, L. Ferry, P. Ladriere, M. Leshchenko, M. Marzano, O. Matviienko, S. Nikolaienko, N. Zhuravska et al.

In order to achieve the aim of the article, the following research methods were used: analysis and generalization of empirical and theoretical provisions contained in professional and reference literature from various scientific fields, as well as in the studies by prominent Ukrainian and foreign researchers.



## RESULTS

The requirements put forward by society for professional training of future specialists pay specific attention to autonomy since one cannot create a single algorithm which can be used to solve all the tasks. One cannot predict all conditions and types of actions which may occur in all production situations. It must be noted that the education process as the basis of any scientific research is rather complex and requires a conceptual approach based on a certain methodology. The term methodology comes from the Greek word “methogēs” (cognition) and “logos” (study). Thus, the concept of “methodology” has two meanings: firstly, it is the combination of tools, methods and techniques applied in a particular science; secondly, it is a branch of knowledge which studies means and principles of organizing cognitive and practical activities of individuals. A methodology is a scheme or plan for solving research objectives. When studying concrete methods of conducting experiments, observations or measurements, research methodology distinguishes those features that are inherent in any experiment.

Therefore, the development of methodology is one of the sides of science development in general. Any scientific discovery is characterized not only by substantive but also methodological content since it is related to a critical reconsideration of the existing concepts, preconditions and approaches to interpreting the object under study.

The current research proves that methodology acts as a separate scientific discipline, which studies the technology of conducting scientific research, describes and analyzes research stages and a number of other problems.

A methodology is a set of rules for defining concepts in all branches of science and at all stages of the research. It is a study about the system of scientific principles and methods of research activities. It contains fundamental and general scientific principles (being its basis), specific scientific principles (underlying the theory of this or that discipline or scientific branch), as well as a system of concrete methods and techniques (solving special research tasks).

It must be noted that many foreign scholars, including J. Carbonier and R. Cornuta, do not distinguish between methodology and research methods. Ukrainian scholars, in turn, consider methodology as a study about research methods and as a system of scientific principles on which the research is based and research means, methods and techniques are selected. According to B. Sheiko and N. Kushnarenko, a methodology is a conceptual presentation of the aim, content and methods of research which make it possible to obtain objective, accurate and systematic information about the processes and phenomena under study.

According to French experience, methodology as a science mainly aims to determine the research problem and subject, study and analyze methods, means and techniques through which one can obtain new knowledge both at empirical and theoretical levels and finally, verify the obtained results (Zhuravska, 2015, pp. 51–54).

The current research suggests that one should take into consideration the following functions of methodology when constructing a model of specialists:

- to select methods required to obtain scientific knowledge which reflects dynamic processes and phenomena;
- to select a certain way to achieve the research aim;
- to provide comprehensive information about processes or phenomena under study;
- to introduce new information to the fund of scientific theory;
- to clarify, expand and systematize scientific terms and concepts;



– to create a system of scientific information based on objective facts and a logical and analytical toolset of scientific knowledge.

The model of specialists should contain two blocks: the main (content) block which includes the content of the course and the procedural block which ensures the acquisition of knowledge and contributes to shaping scientific outlook, creative thinking, abilities and skills. Specialist courses can have several leading components, namely scientific knowledge and modes of activity, etc. Depending on the leading component, they can be characterized by different content and teaching methodology. It is proved that specialist courses are based on several sciences and are rather complex. This, in turn, determines their structure (Zhuravska, 2006, pp. 18–21). The system of links between the individual components of the course is the subject of research methodology as a science. The system of concepts of biology-oriented courses consists of biological and technological concepts. These concepts are the stage for further development of concepts that have emerged during the study of general academic courses. It must be noted that gnoseological notions (the study about knowledge) are related to biological and technological concepts. The course structure defines goals and objectives.

The author of the research believes that a model is an artificially created object in the form of a scheme and a drawing that reflects and reproduces the structure, quality and interrelations between the elements of the object under study in a reduced form.

Nowadays, there are several models of specialists. They are the following: hypothetical (theoretical); presentative (active specialists); prognostic (forecast for the future). A set of professional competencies can be considered as an example of a hypothetical (theoretical) model. Based on the study of foreign experience (Alquie, 2005; Ferry, 2013; Ladriere, 1991; Marzano, 2008), the current research proposes a presentative model of specialists, in particular a graduate from an agricultural higher education institution: 1. *The scope of activity*: joint-stock companies, agricultural companies; collective, leasing, contracting, farmer and agricultural enterprises; higher education institutions and research institutions; management of agricultural enterprises. 2. *The posts*: head of the enterprise; chief specialist, leading specialist, specialist, head of structural unit; manager, senior researcher, faculty member in higher education institutions. 3. *Functions*: organizational, technological, planning, accounting, forecasting, controlling, management, reporting, research and educational. 4. *Professional requirements*. 5. *Creative activities*: regular enhancement of one's professional image; promotion of leadership skills based on self-improvement and self-organization; further development of production training; enhancement of performance effectiveness; active participation in public life. 6. *Emotional profile* (one's reaction to the surrounding reality and vision of it): discipline, sociability, being good at noticing things, initiative, erudition, high moral qualities; higher expectations for oneself and employees, principality and respect for others; adaptability to market conditions.

The current research proves that the lecturer should possess the following personality traits: discipline, sociability, being good at noticing things, initiative, erudition, high moral qualities; higher expectation for oneself and employees, principality and respect for others, adaptability to market conditions.

P. Ladriere (1991) singles out the following personality traits: responsibility, kindness, devotion to the cause, unquestioning secularism. He also suggests such specialists' duties as respect for departmental policies and programmes, respect for others, non-discrimination, neutrality, awareness.



According to Aristote (1994), moral requirements determine any action. Unfortunately, the requirements are occasionally controlled by circumstances. Hence, two additional personality traits should be taken into consideration: requirements as a set that constitutes the need and the deep desire of human nature; requirements as a plurality with certain labels: what an individual or community expects from a person; whether this person will meet the requirements: the external constraint which he/she will obey, as well as an internal commitment manifested through the adherence to recognized rules (Alquie, 2005).

The term morality is defined as proper behaviour (acceptable or even exemplary) in this community (Zhuravska, 2015, pp. 38–42). Therefore, moral requirements for the individual include an ideal behaviour to which he/she aspires and the duty which society binds the individual by virtue of a certain recognition (Yashchuk, 2012, pp. 21–22).

P. Ladriere (1991) identifies a fundamental distinction between the two main types of moral requirements: values and standards. Aristote (1990) points out that values are moral requirements expressed positively. Values become forms of great goals, reach ideals, simulate models of proper behaviour. The current research attempts to rank the notion of “value”. Specific attention is paid to the expediency of attaching the concept of “lecturer’s value” to three main issues:

1. Which personality traits are relevant to you? According to the proposed model of specialists, French scholars offer honesty, generosity, responsibility, loyalty, courage.
2. What lifestyle do you prefer? According to the proposed model of specialists, French scholars suggest the life focused on love, family, friendship and creativity.
3. What kind of society would you build if you had such an opportunity? The examples include the society focused on solidarity, justice and respect for nature.

Thus, French scholars single out the following humanistic values of specialists: respect, autonomy, freedom, dignity, helpfulness, accessibility; adherence to professional qualities, tolerance, competence, loyalty, accessibility, frankness, honesty. They also focus on the values based on the law: discretion, confidentiality, secrecy, respect for individual and collective rights, protection of persons and property.

In the context of the model of specialists, French scholars identify the following democratic values: Republican values (freedom, equality, fraternity), social justice, secularism (distraction from religion as such in society, family, politics, etc.; the principle of secularism based on the reduction of the religion’s role in political, social and personal life), citizenship, social cohesion, social utility and general interest.

In their theoretical studies, French scholars define the concept of “standards” as moral requirements expressed in the imperative mode (the imperative method of legal regulation involves organizing the behaviour of the subjects of social relations by its categorical and detailed regulation of legal rules and depriving them of the possibility to establish other rules of conduct). This mode may, among other things, include order, demand combined with a denial, ban.

It must be noted that one pays specific attention to the standards which provide sanctions. The most severe sanctions can be criminal, but there are other less obvious types such as condemnation, indifference, exclusion (Marzano, 2008).

An important role in the model of specialists is played by the norm (Alquie, 2005). French scholars indicate that norms play a vital role in the lives of groups and individuals. They ensure the functions of communication, acculturation (the process of mutual influence of cultures, the perception of one nation in whole or in part of the culture of other peoples) and modelling. They also pay considerable attention to the processes of rupture in



standardization processes that operate “blindly” in the centre of professional and institutional practice.

French scholars disclose the concept of “ethics” as a set of proper conduct rules that the profession approves to guide its activities in relation to its mission (Ferry, 2013; Marzano, 2008). However, some scholars note that these rules are not only moral but also technical or legal. The state may consider it necessary to adopt rules of ethics by means of decrees (Yashchuk, 2012, pp. 21–22). As evidenced L. Ferry (2013), every profession can determine its rules. For one, French researchers submit code of ethics for social service assistants, which was developed by L. Anas in 1949 and introduced in 1981 and 1994 (Yashchuk, 2016, pp. 333–339).

Therefore, the specifics of modern higher education consists in the fact that the scientific and technological progress requires that modern graduates should be prepared to navigate under the new conditions of production with which they invariably encounter in the workplace. Indeed, it is very important to teach students to apply their acquired knowledge when solving new problems.

### CONCLUSIONS

Based on the analysis of scientific and reference sources, it is found that it is possible to manage professional training of various specialists on condition that the person’s suitability for the education process at different stages of specialization is professionally identified; vocational guidance and early professional selection in schools are organized; relevant conditions for the admission of the selected applicants to higher education institutions are created and their theoretical and practical adaptation to such conditions is ensured; targeted programmes aimed at developing diligence in future specialists are implemented; theoretical training of specialists is combined with practical one due to interdisciplinary connections; creativity is incorporated into the education process.

The analysis of French experience makes it possible to conclude that activity-based approach to constructing the didactic model of specialists taking into account knowledge and skills is achieved through the selection of educational information aimed at professional activities of specialists and the complex of production and pedagogical situations. In the context of activity-based approach, the selection of educational information can occur on the basis of semantic thesaurus approach (based on knowledge) and empirical approach (the quality of practical training: professional and official responsibilities) used to identify the gaps in specialists’ knowledge through the content of related educational branches.

### REFERENCES

1. Alquie, F. (2005). *La morale de Kant*. Retrieved from <http://www.gallimard.fr/Catalogue/Table-Ronde/La-petite-vermillon/Lecons-sur-Kant>.
2. Aristote. (1990). *Les Politiques*. Trad. P. Pellegrin 1990. Paris: GF-Flammarion.
3. Aristote. (1994). *Ethique à Nicomaque*. Trad. Jules Tricot révisée en 1994. Paris: J. Vrin Poche.
4. Ferry, L. (2013). *Une brève histoire de l'éthique*. Paris: Flammarion.
5. Ladriere, P. (1991). L'éthique, soi et les autres. *Informations sociales*, 9, 10–18.
6. Marzano, M. (2008). *L'éthique appliquée*. Paris: PUF.



7. Yashchuk, S. P. (2012). Konstitutsionnoe i mezhdunarodnoe pravo: sovershenstvovanie osnovnogo zakona. *Suchasni napriamy teoretychnykh i prykladnykh doslidzhen*, 18, 21–22.

8. Yashchuk, S. P. (2016). Formuvannia profesiino-pravovoi kompetentnosti studentiv. *Naukovyi visnyk Natsionalnoho universytetu bioresursiv i pryrodokorystuvannia Ukrainy. Serii: Pedagogika, psykholohiia, filosofii*, 253, 333–339.

9. Zhuravska, N. S. (2006). *Teoriia i metodyka profesiinoho navchannia*. Kyiv: Vydavnychy tsestr NAU.

10. Zhuravska, N. S. (2015). *Metodyka navchannia ta vykhovannia u vyshchykh navchalnykh zakladakh krain Yevropeiskoho Soiuzu ta Ukrainy. Porivnialnyi aspekt*. Nizhyn: Lysenko M. M.



DOI: 10.2478/rpp-2019-0003

Postdoctoral Researcher of Pedagogy, Full Professor, **NATALIYA MUKAN**  
Lviv Polytechnic National University  
Address: Stepan Bandera St., 12, Lviv, Ukraine, 79013  
E-mail: nataliya.v.mukan@lpnu.ua

PhD in Pedagogy, **MARGARYTA NOSKOVA**  
Lviv Polytechnic National University  
Address: Stepan Bandera St., 12, Lviv, Ukraine, 79013  
E-mail: margaryta.v.noskova@lpnu.ua

Teacher, **IRYNA ZINCHUK**  
Lviv Polytechnic National University  
Address: Stepan Bandera St., 12, Lviv, Ukraine, 79013  
E-mail: irynaz2009@i.ua

### **TEACHERS' DIGITAL COMPETENCE DEVELOPMENT: ESTONIAN STATE POLICY IN THE FIELD**

#### **ABSTRACT**

*The article reveals the results of the content analysis of Estonian legislative and normative documents, which define the state educational policy regarding the development of both professional and digital competences of school teachers at the current stage of the education reforming of the country. The main objectives are defined as the theoretical analysis of scientific-pedagogical literature, which highlights different aspects of the problem under research; identification of the main features of Estonian legislative framework for professional development of public school teachers, especially in the field of digital competence formation. Teachers' professional development has been studied by foreign and Ukrainian scientists: L. Chance, A. Hollingsworth, N. Klockar, N. Mukan, V. Oliynyk, D. Ross, E. Villegas-Reimers etc. The paper, in particular, focuses on the provisions of the National Strategy for Continuing Education 2014–2020, the Professional Standards of the Teacher; The Law on Basic Schools and Secondary Schools, the State Program of Competent and Motivated Teachers and School Principals, which regulate goals, content and expected result of the development of the teacher's digital competence and its importance for the development of education and the state. The analytical references and results of the research of the Organization for Economic Development and Cooperation, dedicated to Estonian education, have been summarized. The research methodology comprises theoretical (logical, induction and deduction, comparison and compatibility, structural and systematic, analysis and synthesis), and applied (observations, questioning and interviewing) methods. The analysis has been carried out through the prism of expediency of borrowing the Estonian positive experience for the educational system of Ukraine, in particular, in the field of public school teachers professional development. The research results have been presented.*

**Keywords:** state policy in the sphere of education, legislative and normative base, digital competence, professional standards, professional competence.





## АНОТАЦІЯ

*У статті розкрито результати контент-аналізу законодавчих та нормативних документів Естонії, які визначають державну освітню політику щодо розвитку як професійних, так і цифрових компетентностей учителів загальноосвітніх шкіл на сучасному етапі реформування освіти країни. Визначено основні завдання щодо теоретичного аналізу науково-педагогічної літератури, в якій висвітлюються різні аспекти досліджуваної проблеми; головні особливості законодавчої бази Естонії щодо професійного розвитку вчителів загальноосвітніх шкіл, особливо у сфері формування цифрових компетентностей. Професійний розвиток викладачів вивчається іноземними та українськими вченими: Л. Чанс, А. Холлінгсворт, Н. Клокар, Н. Мукан, В. Олійник, Д. Росс, Е. Віллегас-Реймерс тощо. Стаття, зокрема, зосереджується на положеннях Національної стратегії неперервної освіти 2014–2020 рр., Професійних стандартів учителя, Закону про основні школи та середні школи, Державної програми компетентних і мотивованих учителів і директорів шкіл, які регулюють цілі, зміст і визначають очікуваний результат розвитку цифрової компетентності вчителя і його значення для розвитку освіти і держави. Узагальнено аналітичні дані та результати дослідження Організації економічного розвитку та співробітництва, присвяченого естонській освіті. Методологія дослідження охоплює теоретичні (логічний метод, індукцію та дедукцію, порівняння та співставлення, структурно-системний метод, аналіз та синтез), а також практичні методи (спостереження, опитування та інтерв'ювання). Аналіз проведений крізь призму доцільності запозичення позитивного естонського досвіду для системи освіти України, зокрема, у сфері професійного розвитку учителів загальноосвітніх шкіл. Представлено результати дослідження.*

**Ключові слова:** державна політика у сфері освіти, законодавча та нормативна база, цифрова компетентність, професійні стандарти, професійна компетентність.

## INTRODUCTION

Small in size and population, only 1,3 million inhabitants, Estonia confidently takes the first positions among the EU countries in the field of digitalization of the country during the last decade. Moreover, Estonia was the first country in Europe where e-elections took place in 2005. In addition, with the help of an ID-card, which is simultaneously a passport and an identifier in electronic databases of the inhabitants of the country, citizens of Estonia can pay utility bills and taxes from any part of the world, get a certificate from government agencies, make a report, arrange a visit to a doctor, find out the results of a child's studying, book tickets to a concert or an airplane, etc. One can also apply for the e-citizenship of Estonia via the Single Window (see <https://e-resident.gov.ee/>). Information technologies have become an effective tool for Estonians to provide comfort, save time and, ultimately, have made it possible to substantially change and modernize both the life and mode of life of the country's average citizen.

There is a growing body of literature that recognises the importance of information technologies at the beginning of the twenty-first century. Nowadays, the active introduction of information technologies is a common trend in education. Estonian e-education is a long-term strategy of government which is intended to realize its ambitious goal: "The educational digital revolution in Estonia aims to implement modern information technology more efficiently and effectively in learning and teaching, and to improve the digital skills of the entire nation. For example, it includes ensuring that every student receives the necessary



knowledge and skills to access modern digital infrastructure for future use (E-Estonia. Education, 2019).

For this reason, the teachers' level of digital competence and culture is extremely essential, since they are the primary link in a complex system of organization and ensuring the effective IT implementation in teaching and life of Estonians.

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

The authors decided to identify the connection between the state educational policy in the field of teachers' professional development, regarding their digital competence formation and development, and the teachers' own motivation to develop their digital skills and present the results of this study in the article.

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

Different theories exist in the scientific literature regarding teachers' professional development. A number of studies have examined teachers' professional development according to acmeological approach (Field, 2001; Joyce, 2010). A great deal of previous research into teachers' professional development has focused on axiological (Clarke, 1995, Kelley, 2010), andragogical (Beaty, 1998), intercultural (Gay & Howard, 2000), competence (Cochran-Smith, 2003, Kauchak, 2010), constructivist (Andrew, 2010, Baker, 1999, Reeves, 2010), systemic (Pratt, 2000, Villegas-Reimers, 2003), structural and functional (Lieberman & Darling-Hammond, 2010, Scribner, 1999) approaches etc. Our research is based on the analysis of Estonian legislative and normative documents, analytical publications of the Organization for Economic Development and Cooperation (OECD) on the Estonian education and analysis of open access statistical data of Estonian teachers' professional development.

The research methodology comprises theoretical (logical, induction and deduction, comparison and compatibility, structural and systematic, analysis and synthesis), and applied (observations, questioning and interviewing) methods.

#### **RESULTS**

A draft of the Strategy for the Development of the Estonian Education System for 2012-2020 was published in 2011 (Estonia. Ministry of Education and Research. Estonian Cooperation Assembly, 2011). It identified 5 main challenges and trends in the development of education in Estonia: 1) the transition from learning of knowledge to learning through development and cooperation; 2) the teaching profession prestige increase; 3) the population level of education increase; 4) the ensurance of a stable relationship between the education system and the society needs for knowledge and the innovative economy; 5) the development of digital culture as a part of the Estonian cultural space.

Accordingly, after discussion and refinement, the Strategy for Continuing Education 2014-2020 was approved by the Government of Estonia and became a determinative document for the further reformation and development of educational institutions and pedagogical workers (Republic of Estonia. Ministry of Education and Research, 2014). "Continuing professional development is one of the most significant factors promoting the improvement of students' achievements. The necessity of teachers' continuing professional development, for them to be able to provide high-quality educational services and to improve the work of public schools, is emphasized" (Mukan, Myskiv & Kravets, 2016, p. 20). To solve the problems, the "Basic Schools and Upper Secondary schools Act" (Basic Schools and Upper Secondary schools Act, 2010) was amended, the Regulations on qualification requirements for the principals, heads of the departments, teachers and support specialists were made (Direktori, õppealajuhataja, õpetajate ja tugispetsialistide kvalifikatsiooninõuded, 2013), State Program for Competent and Motivated Teachers and



School Principals (Programm Pädevad ja motiveeritud õpetajad ning haridusametuste juhid 2018–2021, 2017) was created. In order to increase the prestige of the teacher's profession at the state level, the Law on the minimum salary of the teacher, which in 2016 was 900 euro and the average salary of the teacher of Estonia in the same year was 1168 euro, was approved. In 2013 the teacher attestation system, which existed according to the model of the Soviet school, was revoked; new teacher standards on the basis of a competent approach were developed and approved instead.

“Computers and information technologies (IT) are being created and improved with the aim to help people think, act and learn effectively. They not only broaden the professional potentialities but also require mastering new types of knowledge and expertise in the process of continuing professional development” (Mukan, Noskova, & Baibakova, 2017). Hence, the lifelong learning strategy 2014–2020 has identified digital competences of a citizen as a priority and defined their need to be continually updated; as a result educators and teachers, whose digital competence is becoming more significant, play an important role in ICT mastering: “The digital competence of schools, school leaders, teachers and students still needs to be increased. In addition, national e-assessments (eexams and e-level tests) are progressively developed and implemented. The use of digital learning materials, in general and vocational education, contributes to better teaching and learning and the development of students ICT skills. Schools' ICT infrastructure still needs to be improved” (European Schoolnet. Estonia. Country report on ICT in Education, 2015, p. 1). A comprehensive approach to the target goals and a clear plan for the implementation of the Strategy for the Development of the Estonian Education permits us to observe some positive results nowadays, indicating their further discussion more particularly, revealing their usefulness to the educational system of Ukraine, which is currently undergoing active reformation.

Therefore, five main challenges of Estonian education, the solution of which is significant at a current stage of educational system development, are closely connected to the state plans for social and economic growth of the country, decentralization and digitization of which have become the successful first stage of the development since the proclamation of independence.

The main feature of the Estonian school, which distinguishes it significantly from the Ukrainian one, is its autonomy and independence in solving the vast majority of issues related to the content and methods of teaching. The school principal has wide range of power and together with the teaching staff, the school board of trustees, local authorities (rural or urban), which the school belongs to, draws up and implements the program of educational institution development, as well as emphasizes its features and advantages in the process of future competent citizen of Estonia formation. The school significantly depends on the co-ordinated cooperation of the school itself, the local community and parents, which in its turn allows maintaining authenticity and, correspondingly, developing an educational institution in accordance with state requirements and standards, but taking into account local characteristics. The costs for the school and its employees support as well as development are directly related to the community's capabilities and demands, the state requirements for the level of students' training and teachers' professional level. It follows that the school is responsible for community educational needs assurance, based on the state standards of education.

Typically the proprietary is responsible for creating and maintaining the digital infrastructure of the school: “Such sufficient infrastructure includes hardware and software; including laptops and tablets for students and teachers, necessary network solutions and IT



systems, local and broadband connectivity as well as virtual learning environments. The government is responsible for the strategic planning, design of national curricula and setting up a framework for school curricula” (European Schoolnet. Estonia. Country report on ICT in Education, 2015), and he is certainly interested in its effective application and development. This requires highly qualified teachers who are able and wish to fill it and keep it in an active state.

The vast majority of Estonian schools, as well as Ukrainian ones, are rural and often underfilled. Despite this, each school is connected to a high-speed Internet and equipped with computers or laptops, projectors and other peripheral equipment, which teachers and students actively use in training. The application of students’ and teachers’ personal gadgets has also become remarkable. This is primarily due to the fact that Estonians are constantly using smartphones and computers to meet their personal needs. Moreover, in pre-school educational institutions children are taught the fundamentals of programming and logical thinking while playing, and the lessons on the fundamentals of safe Internet usage are also compulsory. Elementary school students are taught how to use a bank card, make electronic purchases, analyze the expediency of using certain Internet services and computer programs in simple household cases. Besides, the curriculum does not include “Informatics” as a separate subject, the digital competence and students’ culture, as the key competence, are formed integratively. Digital technologies are regarded as an instrument that needs to be used effectively.

In addition, each school has an information technology engineer, responsible for encouraging teachers to use digital technologies, disseminating good practices, organizing teachers training and experiences sharing, monitoring and analyzing the results of information technologies implementation into the learning process in general and in teacher work in particular.

Thus, a comprehensive system of teachers professional development in the field of using information technologies in education that would correspond to the level of society development, its needs and at the same time would stimulate teachers to use IT in their professional activity, form the skills of searching new online services, applications and technologies for learning and collaboration in and out of the classroom, as well as using already familiar ones, is necessary.

This approach was put into the new mechanism for organizing and ensuring teachers professional development, introduced in 2013 instead of certification, which is very familiar to the present Ukrainian experience. Teachers’ attestation offered the possibility to confirm the professional category or receive the higher one on the basis of objective indicators, years of employment and the certificate of advanced training in the corresponding courses. However, in the process of educational reform, decentralization, acquisition of school autonomy in choosing the methods for training, organization and the facilities for ensuring its quality etc, the system of teachers’ attestation has become incongruous to the real state of affairs. Moreover, in some cases such approach has put brakes on innovation processes and devalued the teachers’ initiative, which has been in total disregard.

Gradually, the formal approach in determining the professional categories of the teacher has been abandoned. This is reflected in the Occupational Qualification Standards that were updated in 2013 (Occupational Qualification Standards, 2013). Thus, the following principles are applied to the attribution of professional qualifications in Estonia, in particular: “competence based approach: bases for assessment of occupational qualification are real skills and knowledge, irrespective of the ways of learning; is voluntary, unless



otherwise prescribed by law; assessment is separated and independent from teaching; takes place on the basis of person's application; professional examination is for a fee" (Main principles of awarding occupational qualifications, 2013). The skills and competences which a teacher applies in practice, his professional portfolio, which is first and foremost valued for professional growth, have become essential for the professional development. This is documented in the State Program for Competent and Motivated Teachers and School Principals: "Teachers' and headmasters' assessment and salaries are based on the job qualification requirements and their job performance. The digital competence of schools, school leaders and teachers varies. In order to ensure full support to the learners' development of digital competences, all schools and relevant personnel should be digitally competent" (European Schoolnet. Estonia. Country report on ICT in Education, 2015, p. 1).

It should be emphasized that the teacher's digital competence is not assessed at the state level, but taken into account while determining the teacher's qualifications. "Since 2013, the evaluation model for teachers' educational technology competences is integrated in the national teacher professional standard. Therefore, teachers have to evaluate and demonstrate their digital skills when they apply for occupational qualifications. Digital competences are part of the teachers' transversal competences mentioned in the professional standard" (European Schoolnet. Estonia. Country report on ICT in Education, 2015, p. 5). Therefore, teachers are encouraged to receive certificates of international certification programs, namely European Computer Driving Licence – ECDL and European Pedagogical ICT License (European Computer Rights Licensing Certificate).

The results of this study indicate, that it is significant for teacher to develop his/her professional competences, in particular the digital ones, as it is unknown which skills and knowledge he/she will need for work. Starting with the 90s of the twentieth century an Estonian teacher has the freedom to choose and use forms, methods, and techniques for academic process, determine the sequence of educational topics learning, has the right to independently choose textbooks and digital educational resources, develop educational content, formulate requests for necessary didactic and methodological materials, choose the courses for advanced training, etc. This independence gives him the possibility to self-assess the level of his/her digital competence. Meanwhile, the effectiveness of using a digital resource by a teacher is easily tracked in the digital environment of an educational institution.

### CONCLUSIONS

The following conclusions can be drawn from the present study. The Estonian state policy for the development of a teacher's digital competence is based on a number of legislative and regulatory acts that regulate a new stage of educational system reforming and focus on the formation and integrated development of a teacher's professional competence. The gradual, open and consistent actions of the Government and the Ministry of Education and Science of Estonia in this sphere, as well as the results of changes implementation, are not sufficiently investigated in the national science, but are essential to Ukraine, since our educational system is currently undergoing active reformation. Finally, a particular attention should be paid to the thorough examination of the results of public policy implementation in this issue directly in Estonian schools.

### REFERENCES

1. *Basic Schools and Upper Secondary Schools Act*. (2010). Retrieved from <https://www.riigiteataja.ee/akt/115032014037#para76lg3>.



2. *Direktori, õppealajuhataja, õpetajate ja tugispetsialistide kvalifikatsiooninõuded.* (2013). Retrieved from <https://www.riigiteataja.ee/akt/130082013005>.
3. *E-Estonia. Education.* (2019). Retrieved from <https://e-estonia.com/solutions/education/>.
4. *European Schoolnet. Estonia. Country report on ICT in Education.* (2015). Brussel. Retrieved from <http://www.eun.org/documents/411753/828792/Country+Report+Estonia+2015.pdf/c7822e64-16be-43f4-bd97-d0c296b4d7d3>.
5. Main principles of awarding occupational qualifications. (2013). *Tallin*. Retrieved from <https://www.kutsekoda.ee/en/main-principles-of-awarding-occupational-qualifications/>.
6. Mukan, N., Myskiv, I., & Kravets, S. (2016). The characteristics of the system of continuing pedagogical education in Great Britain, Canada and the USA. *Comparative Professional Pedagogy*, 6 (2), 20–25.
7. Mukan, N., Noskova, M., & Baibakova, I. (2017). The formation of school principals' readiness to use internet technologies in their work in the system of continuous pedagogical education. *Science and Education*, 4, 123–132.
8. Occupational Qualification Standards. (2013). *Tallinn*. Retrieved from <https://www.hm.ee/en/activities/kvalifikatsioonid/occupational-qualifications>.
9. *Programm Pädevad ja motiveeritud õpetajad ning haridusasutuste juhid 2018-2021.* (2017). Retrieved from <https://www.hm.ee/et/tegevused/opetaja>.
10. Republic of Estonia. Ministry of Education and Research. (2014). *Estonian Lifelong Learning Strategy 2020. Tallinn*. Retrieved from <https://www.hm.ee/en/estonian-lifelong-learning-strategy-2020>
11. Republic of Estonia. Ministry of Education and Research. Estonian Cooperation Assembly. (2011). *The Five Challenges of Estonian Education. Estonian Education Strategy 2012-2020. Tallinn*. Retrieved from [https://www.kogu.ee/public/H\\_strateegia\\_tegevused/Haridusstrateegia\\_ENG\\_spreads\\_appendix.pdf](https://www.kogu.ee/public/H_strateegia_tegevused/Haridusstrateegia_ENG_spreads_appendix.pdf).



DOI: 10.2478/cpp-2019-0004

PhD in Pedagogy, Associate Professor, **OLESIA SADOVETS**  
Khmelnyskyi National University  
Address: 11 Instyutska St., Khmelnytskyi, 29016, Ukraine  
E-mail: lesyasadovets@gmail.com

### ACADEMIC ENGLISH AS A COMPONENT OF CURRICULUM FOR ESL STUDENTS (FOREIGN EXPERIENCE)

#### ABSTRACT

*It has been substantiated that Academic English must be an integral component of ESL students' study at foreign languages departments to achieve success as professionals and be ready to realize themselves in a demanding world of today. We have defined the main problem on the way to it, namely the insufficient provision of the Academic English discipline in curricula of foreign language departments or its absence. The necessity to elaborate a syllabus for Academic English discipline being taught throughout all the course of study has been substantiated. Educational programs of Academic English in a number of foreign educational establishments of Great Britain, the USA, Canada and Australia have been analyzed and their defining features have been outlined. Strategies and conditions for effective teaching of Academic English have been characterized. It has been defined that in general, in spite of slight differences in the topics covered by different EAP programs, all of them are aimed at: developing strategies and vocabulary for reading and understanding academic texts; finding, understanding, describing and evaluating information for academic purposes; developing active listening and effective note-taking skills; building on language skills to describe problems and cause-and-effect; gathering a range of information, using the skills learned, to integrate it into a written report; engaging in peer-to-peer feedback before finalising one's piece of academic work. Requirements for students' achievements at the end of the course have been determined. As a basis for Academic English syllabus elaboration has been chosen a course by M. Hewings and C. Thaine (upper-intermediate and advanced levels). On its basis we have defined units to be covered by the course as well as skills to be developed. Recommendations as to better and more efficient teaching of the discipline have been outlined.*

**Keywords:** *Academic English, curriculum, syllabus, ESL students, foreign language department.*

#### АНОТАЦІЯ

*Обґрунтовано важливість дисципліни «Академічна англійська мова» як невід'ємного компоненту навчання студентів на спеціальностях іноземної філології для досягнення ними професійної досконалості та реалізації себе на вимогливому ринку праці. Було визначено основну перешкоду на шляху до цього – недостатній рівень вивчення дисципліни «Академічна англійська мова» на спеціальностях іноземної філології або її відсутність у навчальному плані. Обґрунтовано необхідність розробки навчальної програми з «Академічної англійської мови» для усіх курсів навчання. Проаналізовано навчальні програми з «Академічної англійської мови» у низці зарубіжних ЗВО Великої Британії, США, Канади, Австралії та визначено їх характерні особливості, стратегії*



та умови ефективного викладання. З'ясовано, що, незважаючи на незначні відмінності у темах, які передбачені програмами з «Академічної англійської мови» у провідних закладах освіти згаданих країн, усі вони спрямовані на: поглиблення знання спеціалізованої лексики для читання та розуміння академічних текстів; знаходження, опрацювання та використання академічної інформації; розвиток навичок активного слухання та занотовування; розвиток лексичних навичок для опису проблеми, її причин та наслідків; збирання інформації для підготовки доповіді; використання групової та індивідуальної роботи студентів для удосконалення навичок академічного письма. Визначено вимоги до знань та вмій студентів по закінченню курсу вивчення «Академічної англійської мови». Основою для розробки навчальної програми з дисципліни «Академічна англійська мова» став курс, розроблений на базі Кембріджського університету для рівня знання мови вище середнього (для молодших курсів) та поглибленого (для старших курсів). Було визначено розділи (тематика) для вивчення та навички, які мають бути сформовані. Окреслено рекомендації щодо ефективного викладання дисципліни для студентів філологічних спеціальностей, які вивчають англійську мову як іноземну.

**Ключові слова:** академічна англійська, навчальний план, навчальна програма, студенти, які вивчають англійську мову як іноземну, спеціальності іноземної філології.

## INTRODUCTION

Nowadays, foreign language knowledge, especially English, is a must for every educated person who is eager to get a well-paid job and have good career prospects. Modern higher educational system providing education in foreign language specialties ("Translation", "Applied Linguistics") for ESL students must organize students' training according to the demands of modern life. Students of the mentioned specialties must have good command not only of general (standard) English, but of academic English to be a competent specialist in their branch and be able to continue their education pursuit in post-graduate courses.

Unfortunately, ESL students often fall into the conversational English usage category. Many of them have been taught for several years in foreign language departments, yet they still display striking deficiencies in reading and writing in academic contexts. The situation is very frustrating because there is clear evidence that some educators are still unaware of what academic English is and the situational obstacles related to it (Wong, & Snow, 2000; Ferris, 2002).

Thus, it is clear that if students want to achieve socio-economic success, it is imperative that they are able to perform at the appropriate academic level. And performing at this level can be a continuing struggle, since academic English entails "multiple complex features of English required for long-term success in studying, completion of higher education, and employment with opportunity for professional advancement and financial rewards" (Rumberger, & Scarcella, 2001).

The need to emphasize approaches that target the instruction of academic English is more important than ever. According to R. Scarcella, academic English is "needed to challenge the tenets of those in power who use it ... without knowledge of academic English, individuals may be excluded from participation in educated society and prevented from transforming it" (Scarcella, 2003).

This situation is peculiar to many countries of the world where ESL students undergo training in foreign language departments, but we have concentrated our research on Ukraine. Profound analysis of curricula at a number of home universities testifies that





only a few of them include the discipline of Academic English into their curriculum, others have either Academic Reading or Academic Writing only, while the majority of universities don't include Academic English into their curriculum at all. Besides, those that have it in their course of studying usually have it taught only at senior years (year) of studying, thus not encompassing all the volume of academic knowledge. Such a situation makes it necessary to reconsider prospects of including Academic English discipline into the curriculum of foreign language departments.

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

The main idea of the article is to raise the issue of necessity to include the discipline of Academic English into the curriculum of universities training ESL students at foreign language departments and outline recommendations as to the relevant content of the discipline, its teaching methods, as well as elaboration of the syllabus.

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

In the course of research, we have studied and analyzed a lot of scientific works dedicated to theoretical and practical issues of Academic English teaching. Of special interest are works of T. Finley (2014) (strategies of Academic English teaching), M. Hewings (2012) (practical course of Academic English), R. Morzano (2001) (practical aspects of Academic English learning), R. Scarcella (2003) (conceptual framework). We have also thoroughly studied a number of Academic English courses at British, American, Canadian and Australian universities (University of Richmond, University of California, Cambridge University etc.). Having analyzed the publications and research papers of the above mentioned scientists, documents and materials of international organizations and the practice of Academic English teaching to ESL students, we have carried out our own research concerning prospects of including Academic English into the curricula of Ukrainian universities (foreign language departments) and suggestions as to the content of the discipline syllabus (units to be studied).

To conduct the research, we have used a range of general scientific methods (including study and analysis of reference, scientific educational print and on-line sources), as well as comparative method, systematization and generalization. Our research is qualitative (descriptive) and includes observation, document analysis, narrative inquiry.

#### **RESULTS**

In scientific literature there are a lot of definitions of academic language. Having analyzed a great number of them we consider it substantial to outline those which, to our mind, completely encompass the meaning of this notion. According to Education Glossary academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively in universities and academic programs. i.e., it's the language used in lectures, seminars, books, and journals. It's the language that students are expected to learn and achieve fluency in (Academic English, 2017).

According to Csun academic language is the language needed by students to do the work in universities. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, lab reports, discussions of a controversial issue) (The Sourcebook for Teaching Science, 2017).

Academic language is the language needed by students to understand and communicate in the academic disciplines. It includes such things as specialized vocabulary, conventional text structures within a field such essays and lab reports and other language-related activities typical of classrooms, such as expressing disagreement, discussing an



issue, or asking for clarification. Academic language includes both productive and receptive modalities (Academic English, 2017).

Having considered peculiarities of academic English, we have made a conclusion that it not only includes several dimensions of knowledge, but also emphasizes the context where learning takes place. Educators need to be aware of all these dynamics in order to teach ESL students effectively and help them develop necessary skills to succeed in life and become productive members of society. Those dimensions of knowledge are:

- linguistic dimension (includes the following areas: phonological, lexical, grammatical, sociolinguistics, and discourse);
- cognitive dimension (includes critical literacy, cognitive and metalinguistic strategies);
- sociocultural/psychological dimension (social and cultural norms, beliefs, values, attitudes, motivations, interests, behaviors, practices, and habits are involved in this dimension; they grow, take shape, and change in the larger social context where academic English happens) (Scarcella, 2003).

Scientists and researchers, as well as educators, dedicate a lot of their works to defining strategies necessary to teach Academic English to ESL students. They stress that academic language is a meta-language that helps learners acquire at least 50,000 words they are expected to have internalized by the end of study and includes everything from illustration and chart literacy to speaking, grammar and genres within fields. We should think of academic language as the verbal clothing that we do in classrooms and other formal contexts to demonstrate cognition within cultures and to signal graduation readiness.

Todd Finley, PhD, a tenured professor of English Education at East Carolina University, defined eight strategies of teaching effective academic English (Finley, 2014):

1. Encouraging students to read diverse texts. Reading and then thinking and talking about different genres is a robust sequence for learning academic language.

2. Introducing summary frames. Summarizing is a simple and fail-safe approach to academic language activities. Students read a section of text to themselves before verbally summarizing the passage to a partner. Alternatively, learners can complete sentence frames or guides for summarization.

3. Translation from academic to social language (and back). Teachers should model how to say something in a more academic way or how to paraphrase academic texts into more conversational language, provide students with a difficult expository passage and have teams reinterpret the text using everyday language.

4. Completion of scripts of academic routines. Some discourse routines seem obvious to adults, but are more complex to junior students unless they are provided with scaffolding, like these speech examples: “The topic of my presentation is \_\_\_\_\_.”; “In the first part, I give a few basic definitions. In the next section, I will explain \_\_\_\_\_. In part three, I am going to show \_\_\_\_\_.”

5. Dynamic introduction of academic vocabulary. Repeated encounters with a word in various authentic contexts can help students internalize the definition.

6. Using a diagram with similarities and differences. When students generate a list of similarities and differences between words and complete a Venn diagram, comparing and contrasting two objects or processes or whatever (Venn diagrams can be used to compare information about two things, organise similarities and differences), they work with one of Robert Marzano’s high-yield instructional strategies. Marzano’s strategies provide an excellent resource to improve student capacity for learning. They are: 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing



recognition; 4) homework and practice; 5) non-linguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypothesis; 9) questions, cues, and advance organizers (Morzano, 2001).

7. Writing with a transition handout. Formal academic writing challenges students of all ages. Before students write, they should be given a handout of transitions (transitions describe relationships between ideas, they can work well with enough context in a sentence or paragraph to make the relationships clear; transition words are those of illustration, contrast, addition, time, space, concession, similarity or comparison, emphasis, details, examples, consequence or result, summary, suggestion). (University of Richmond Writing Center, 2017). Teachers should model where transitions fit, and describe how they help the reader.

8. Teaching key words for understanding standardized test prompts. Kechia Williams teaches 10 terms that help students understand prompts and ace standardized tests. They are: analyze, persuade (argue, convince), compare, contrast, summarize, demonstrate, describe, explain, interpret, infer. For example, if a student can analyze, interpreting should not be a problem. Also comparing and contrasting go hand in hand, but they are not always connected. The terms are also cross-curricular, and that makes them extremely useful in all classes (Williams, 2018).

We have also analyzed educational programs of Academic English in a number of foreign educational establishments of Great Britain, the USA, Canada and Australia. Thus, the University of Newcastle (Australia) offers a course of Academic English for ESL students that focuses on academic language, practices and provides assistance with navigating university culture as well as an opportunity to build connections with other students. The course focuses on a number of areas related to the English language and literacies and provides hands-on experience in areas, such as: university email; using blackboard; language, e.g. grammar, academic vocabulary and voice; looking at different types of academic texts; using the library; finding your voice in tutorials; synthesising information, e.g. summarising, paraphrasing and paragraphing; reading academic material; referencing; listening to lectures to practice note-taking; becoming familiar with learning spaces at the university (The University of Newcastle, 2018).

To achieve success in teaching Academic English to ESL students the following conditions are necessary (FluentU, 2018):

- using authentic materials (articles that come from newspapers rather than ESL sites);
- using authentic classroom materials (when choosing material for EAP classes, such as textbooks, those that are *not* designed for ESL students should be chosen, that is, not written or developed for language studies);
- using real college lectures in class;
- giving assignments similar to those students will receive in academic environment (research papers, projects);
- letting students direct their own learning (giving students some freedom to set their own educational goals; educators might have them decide what topics should be covered in class, what types of assignments they'll do or how they'll study to accomplish those assignments).

While organizing the course of Academic English educators should keep in mind that four components of language learning must be fulfilled in the process of teaching: listening, speaking, reading and writing. These skills can be developed using tasks, such as listening to lectures, taking notes, making presentations, reading academic texts (including long sentences and visual information) and writing reports using proper academic words.



Throughout the course there must be provided opportunities to share students' practice work with other learners, to give and get feedback.

In general, in spite of slight differences in the topics covered by different EAP programs, all of them are aimed at:

- developing strategies and vocabulary for reading and understanding academic texts;
- finding, understanding, describing and evaluating information for academic purposes;
- developing active listening and effective note-taking skills;
- building on language skills to describe problems and cause-and-effect;
- gathering a range of information, using the skills learned, to integrate it into a written report;
- engaging in peer-to-peer feedback before finalising their piece of academic work.

Having generalized a number of educational programs in Academic English, we have made some recommendations as to the elaboration of the corresponding program (discipline) in Ukrainian universities, providing training of ESL students in foreign language departments, starting from the first year of study to the last one. In this respect a Cambridge English integrated skills course for EAP students is of special interest. Having analyzed the course of Academic English elaborated by Martin Hewings and Craig Thaine (for levels from Intermediate to Advanced) and the level of ESL students at foreign language departments at Ukrainian universities, we consider it appropriate to elaborate a syllabus for the discipline of Academic English on the basis of this course with the upper intermediate level for junior students (years 1–3) and advanced level for senior students (years 4–5) (Hewings, 2012; Hewings, & Thaine, 2012).

Level B2 is aimed at students who will soon be starting undergraduate or postgraduate studies and are independent users at level B2 and above. Level C1 is aimed at students who may already have begun their academic studies.

The student's book of the mentioned course is organised into integrated skills and lecture skills units. Ten units are organised around a broad topic of interest and help students develop skills in reading, speaking, listening and writing academic English. Each of these units ends with a Grammar and Vocabulary Focus that is of particular importance in academic written and spoken communication. The Cross References in the margins point to further information, strategies, or extra practice which can be found in the *Grammar and Vocabulary* section of that unit. After every two integrated skills units there is a *Lecture Skills Unit* to help students develop skills in listening to lectures and taking notes. For this course, a variety of lectures were recorded at the University of Cambridge. Extracts from these lectures have been used in the Lecture Skills units to help you understand, for example, how lecturers use language, visual information, gesture and pronunciation to present content and show how they are organising the lecture. These units help students to think about the content of lectures, understand new terms, tutor's instructions, vocabulary to the context, and work with listening (in gist and in detail, taking notes and understanding the main point).

Cambridge Academic English course uses authentic academic texts. They may be challenging at first but students will learn strategies in the course to cope with them. The vocabulary focused on in the course has been selected for being of particular importance in academic writing, reading, lectures and seminars. The Word List elaborated for the course covers key academic words essential for the development of academic vocabulary.

To make sure that the language taught in the course is up-to-date and relevant, the authors have made extensive use of the Cambridge Academic English Corpus (CAEC) in preparing the material. The CAEC is a 400-million-word resource comprising two parts.



One is a collection of written academic language taken from textbooks and journals written in both British and American English. The second is a collection of spoken language from academic lectures and seminars. In both parts of the corpus a wide variety of academic subject areas is covered. Using these corpora has allowed the authors to learn more about academic language in use, and also about the common errors made by students when using academic English. With this information one can be sure that the material in this course is built on sound evidence of how English is used in a wide variety of academic contexts. CAEC provides authentic examples in the activities of how language is used, and gives useful facts about how often and in what contexts certain words and phrases are used in academic writing.

Having studied the structure and the content of the course of Academic English by M. Hewings and C. Thaine (Hewings, 2012; Hewings & Thaine, 2012) we have compiled a suggested list of topics to be covered in a corresponding course of Academic English for ESL students at Ukrainian universities (foreign language departments) and skills to be developed. Thus, topics to be covered in years 1-3 should include (table 1):

Table 1

**Topics of Academic English to be covered in junior years  
of ESL students' study and skills to be developed**

<i>Topics</i>	<i>Reading skills</i>	<i>Listening and speaking skills</i>	<i>Writing skills</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Choices and implications	Researching texts for essays. Skimming and scanning. Identifying the sequence of ideas	<i>Introducing your presentation. Clarifying key terms</i>	Understanding how essay types are organized. Drafting the introduction to an essay
Risks and hazards	Selecting and prioritising what you read. Thinking about what you already know. Inferring the meaning of words	<i>Preparing slides for presentations. Choosing the right type of chart for a slide. Presenting charts</i>	Using claims to plan essays. Supporting claims with evidence
Language and communication	Predicting the content of a text. Reading for detail. Scanning for information. Understanding implicit meanings	Making suggestions in group work	Referring to other people's work
Difference and diversity	Thinking about what you already know. Reading in detail. Taking notes	Working with colleagues: generating ideas and reporting	Language for writing
The world we live in	Recognising plagiarism. Getting started. Identifying the main ideas in a text. Summarising what you have read	Reaching a consensus in group work	Using paraphrases. Including quotations in your writing



*Continued*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Behaving the way we do	Organising information for an essay. Skimming and scanning texts. Taking notes and explaining what you have read	<i>Referring backwards and forwards in presentations</i>	Writing conclusions in essays. Language for writing: hedging. Giving references
Bringing about change	Reading critically. Finding information and taking notes	Concluding your presentation	Adding information about nouns: relative clauses
Work and equality	Understanding figures and tables. Scanning for information. Taking notes. Understanding the significance of references	<i>Taking part in tutorials and joining in discussions</i>	Looking at the structure and content of reports
Controversies	Understanding the writer's opinion. Identifying main ideas and supporting information	<i>Tutorials: asking for and giving more information</i>	Describing information in figures and tables
Health	Reading for evidence. Thinking about what you already know. Preparing for essay writing	Summarising what has been said. <i>Evaluating visual aids</i>	Contrasting information. Taking a stance: expressing disagreement

\*Source: Hewings, M. (2012). *Cambridge Academic English B2 Upper Intermediate Student's Book: An Integrated Skills Course for EAP*. Cambridge: Cambridge University Press.

*Suggested topics for a syllabus in Academic English for senior students are presented in Table 2:*

Table 2

**Topics of Academic English to be covered in senior years of ESL students' study and skills to be developed**

<i>Topics</i>	<i>Reading skills</i>	<i>Listening and speaking skills</i>	<i>Writing skills</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Advertising and critical thinking	<i>Reading critically. Preparing to read. Note-taking. Inferring relations between sentences, nominalization. Reading in detail</i>	<i>Pros and cons of a group work. Getting an opportunity to speak in a group discussion</i>	Writing a summary. In-text referencing conventions
Innovation and invention	Lectures, note-taking and follow-up reading. Reading in detail	<i>Asking for and giving clarification in group work</i>	Writing summaries from multiple sources. Reference list
Facing challenges	Following the writer's argument. Focusing and evaluative adverbs	<i>Working with colleagues: problem solving</i>	Understanding instructions in essays and other assignment. Developing an argument in an essay. Style in academic writing



*Continued*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
IT in education and business.	Preparing to read a research article. Checking predictions. Producing slides from texts. Recognizing the relationships between pieces of research. Reasons for referencing	Presenting professionally. Introducing presentations. Presentation practice	Using evidence. Writing a research: a research proposal
Culture, science and society	Preparing to read. Identifying the main points. Understanding meaning in context. Formal and informal verbs. Evaluating websites	<i>Giving opinions in presentations</i>	Using primary and secondary sources. Writing practice. Writing up research: writing an introduction
Ways of studying in higher education	Reading efficiently. Understanding the relationships between research findings	<i>Presenting and explaining results in charts</i>	Choosing between paraphrase and quotation. Quotations conventions. Writing up research: the literature review. Writing practice
Marketing and consumers	Evaluating academic texts: a book review. Reading in detail	<i>Conclusions and recommendations. Presentation practice</i>	Organizing information in sentences. Writing up research: the methods section
Criminology	Making predictions. Understanding plagiarism	<i>Dealing with questions in presentations. Presentation practice</i>	Organizing information in texts. Writing up research: the results section. Writing practice
Families and relationships	Understanding the writer's opinion. Inferring the meanings of words. Reading in detail. Understanding figures	<i>Your relationships with your supervisor. Formality and politeness in arranging meetings</i>	Writing a critique. Writing up research: the discussion section
Communicating science	Following the argument in a long article	<i>Working with your supervisor: ending a meeting</i>	Writing practice. Editing your work. Writing up research: an abstract

\*Source: Hewings, M. Thaine, C. (2012). *Cambridge Academic English C1 Advanced Student's Book: An Integrated Skills Course for EAP*. Cambridge: Cambridge University Press.

By the end of the course, students must achieve to:

- apply strategies for reading academic texts;
- assess the relevance of information for an academic purpose;
- describe problems and cause-and-effect using academic language;
- develop academic vocabulary and vocabulary skills;
- produce effective notes from a spoken presentation;



- collaborate with other learners by engaging in peer-to-peer feedback;
- synthesise information and use it to begin writing a short piece of academic work;
- produce a final written piece of academic work using the skills learned.

To achieve this aim four main Academic English course components are to be used: interactive seminars; practical and reflective workshops; lesson observations; assessed projects including materials development (Future Learn, 2019).

### CONCLUSIONS

Thus, it has been substantiated that Academic English must be an integral component of a curriculum for ESL students' study at foreign language departments. Insufficient provision of the Academic English discipline in curricula of foreign language departments or its absence can be the main obstacle on students' way to their realization as professionals. A possible solution to the problem is to elaborate a grounded syllabus for Academic English discipline being taught throughout all the course of study. As a basis for this elaboration a course of Academic English by M. Hewings and C. Thaine (upper-intermediate and advanced levels) has been chosen. On its basis we have outlined units to be covered by the course as well as skills to be developed. Our suggested approach is to interweave Academic English into learning process throughout all the years of study. Junior years should be dedicated to Academic English needed by students for the learning process at the university and senior years should be concentrated on Academic English that can be used in their further professional activities and post-graduate studies. Recommendations as to better and more efficient teaching of the discipline have been outlined. It has been defined that by the end of the course, students must be able to apply strategies for reading academic texts; assess the relevance of information for an academic purpose; describe problems and cause-and-effect using academic language; develop academic vocabulary and vocabulary skills; produce effective notes from a spoken presentation; collaborate with other learners by engaging in peer-to-peer feedback; synthesise information and use it to begin writing a short piece of academic work; produce a final written piece of academic work using the skills learned.

The prospect of further research is more profound study of academic writing as a substantial component of ESL students' professional training and further post-graduate studies.

### REFERENCES

1. Academic English (2017). *Academic English: a definition*. Retrieved from <https://www.academic-englishuk.com/definition-of-academic-english>.
2. Ferris, D. R. (2002). *Treatment of error in L2 student writing*. Ann Arbor, MI: University of Michigan Press.
3. Finley, T. (2014). *8 Strategies for Teaching Academic Language*. Retrieved from <https://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>.
4. FluentU (2018). *5 Tips to Successfully Teach English for Academic Purposes*. Retrieved from <https://www.fluentu.com/blog/educator-english/teaching-english-for-academic-purposes/>.
5. Future Learn (2019). *Learning English for Academic Purposes: First Steps*. Retrieved from <https://www.futurelearn.com/courses/learning-english-academic-purposes-first-steps>.
6. Hewings, M. (2012). *Cambridge Academic English B2 Upper Intermediate Student's Book: an Integrated Skills Course for EAP*. Cambridge: Cambridge University Press.





7. Hewings, M., & Thaine, C. (2012). *Cambridge Academic English C1 Advanced Student's Book: An Integrated Skills Course for EAP*. Cambridge: Cambridge University Press.
8. Morzano, R. (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Virginia: ASCD.
9. Rumberger, S., & Scarcella, R. (2000). Academic English. *Linguistic Minority Research Institute Newsletter*, 1, 1–2. Santa Barbara: University of California.
10. Scarcella, R. (2003). Academic English: A conceptual Framework. *Linguistic Minority Research Institute Newsletter*, 2. Santa Barbara: University of California.
11. The Sourcebook for Teaching Science (2017). *Academic Language*. Retrieved from: <https://www.csun.edu/science/ref/language/pact-academic-language.html>.
12. The University of Newcastle (Australia) (2018). *Academic English for ESL students*. Retrieved from: <https://www.newcastle.edu.au/future-students/uonprep-bridging-courses/whats-in-the-program/undergraduate-bridging-courses/prepo77>.
13. University of Richmond Writing Center (2017). *Writer's web: Focusing / Connecting Ideas*. Retrieved from: <http://writing2.richmond.edu/writing/wweb/trans1.html>.
14. Williams, K. (2018). *Top 10 Terms Students Need to Know to Be Successful on Standardized Tests*. Retrieved from: <https://www.scholastic.com/teachers/articles/teaching-content/top-10-terms-students-need-know-be-successful-standardized-tests/>
15. Wong, F., L. & Snow, C. (2000). *What teachers need to know about language*. Washington, D.C.: ERIC Clearinghouse on Language and Linguistics.



DOI: 10.2478/rpp-2019-0005

PhD in Pedagogy, Associate Professor, **TETIANA ZOROCHKINA**  
Bohdan Khmelnytskyi Cherkasy National University  
Address: 81 Shevchenko Blvd, Cherkasy, 18031, Ukraine  
E-mail: zvezdochcina@gmail.com

### **FINANCIAL SUPPORT OF HIGHER EDUCATION DEVELOPMENT IN UKRAINE AND THE UK**

#### **ABSTRACT**

*The article deals with the financial support of higher education development in Ukraine and the UK. It presents the expenditure of the consolidated budget on education between 2007 and 2017 in Ukraine and the expenditure on education services per student in the UK. It highlights the funding of research in higher education in Ukraine. It describes the personnel potential of higher education institutions in Ukraine. It specifies the existing problems in the research sector of higher education in Ukraine. It indicates that research activities of the UK universities are at a high level since about one-third of research done by the UK universities is regarded as leading in the context of the world's research community. The article also considers the salaries of teachers and lecturers in different regions of the UK. Based on theoretical analysis of scientific and pedagogical sources one can conclude that teacher salary in the UK is quite high and differentiated. In addition, they employ other ways to differentiate teacher salary there. Indeed, teachers receive praise for their own professional growth and practice through a dialogue with their leader. It is found that the UK universities receive financial support from the funds administered by the Higher Education Funding Council for England (HEFCE) (except for colleges of further education). The expenditure on higher education per student in the UK is significantly higher than that in Ukraine. Due to the fact that salary differentiation stimulates teacher work, this important indicator must be implemented in Ukraine.*

**Keywords:** financial support, higher education, Ukraine, the UK, university.

#### **АНОТАЦІЯ**

*У статті розглядається фінансове забезпечення розвитку вищої освіти в Україні і Великій Британії. Показано витрати зведеного бюджету на освіту упродовж тривалого часу (2007–2017 рр.) в Україні та витрати на послуги у сфері освіти на 1 студента у Великій Британії. Висвітлено фінансування наукових і науково-технічних робіт у секторі вищої освіти України. Описано кадровий потенціал ЗВО України. Відмічено проблеми у секторі науки вищої школи України. На високому рівні представлена наукова робота у ЗВО Великої Британії приблизно одна третина дослідницької діяльності, проведеної британськими університетами, вважається провідною у світі в галузі дослідницької компетенції. Розглянуто посадові оклади вчителів, викладачів у різних регіонах Великої Британії. Аналіз науково-педагогічних джерел дав можливість зробити висновки, що педагогічна зарплата у Сполученому Королівстві досить висока і диференційована. До того ж, можна навести і інші варіанти диференціації зарплати вчителів Великої Британії. Таким чином, вчителі отримують оцінку власного професійного зростання та практики у діалозі з їх керівником. З'ясовано, що університети Великої Британії отримують фінансову підтримку з фондів, що управляються Радою з*



фінансування вищої освіти в Англії (HEFCE) (крім коледжів подальшої освіти). Витрати на вищу освіту на одного студента за ПКС за функціями у Великій Британії значно вищі, ніж в Україні. У зв'язку з тим, що диференціація зарплати стимулює роботу вчителя, цей важливий індикатор потрібно впроваджувати в Україні.

**Ключові слова:** фінансове забезпечення, вища освіта, Україна, Велика Британія, університет.

## INTRODUCTION

Nowadays, Ukraine is facing significant problems with conducting effective research and innovation policy. The scientific research sector has sharply deteriorated in recent years: the volume of orders for scientific and technical products has been reduced; the personnel and material resources of research and development have decreased; the performance of science itself has decreased sharply. Therefore, one of the priority trends in reforming the national system of higher education in Ukraine is to reform its economic principles aimed at optimizing the use of such funds and creating transparent financial and economic mechanisms for targeted accumulation and targeted use of funds necessary for the full implementation of the constitutional rights of citizens to higher education (*Stratehiia reformuvannia*, 2014).

## THE AIM OF THE STUDY

The aim of the study is to analyze financial support of higher education development in Ukraine and the UK.

## THEORETICAL FRAMEWORK AND RESEARCH METHODS

The development of higher education in Ukraine and the UK was highlighted by N. Avshenyuk, Yu. Alforova, H. Andreieva, N. Bidyuk, Yu. Kishchenko, T. Kuchai, D. Kvasnychkova, H. Marchenko, O. Matviienko, Y. Poliakova, O. Romanova, I. Rudkovska, I. Zadorozhna et al.

Between 2000 and 2011, Ukraine reduced its share of expenditure on equipment, construction and modernization in the overall structure of expenditure on higher education from 17 % to 4 %, whereas the neighbouring countries of Central Europe continued to increase it: the Czech Republic (up to 20 %), Poland (up to 22 %) and Lithuania (up to 25 %). Between 2012 and 2013, the expenditure on higher education in Ukraine slightly increased. After 2013, however, the expenditure in real terms (in 2007 prices) on higher and postgraduate education sharply decreased (Stadnyi, 2015).

The consolidated budget expenditure on education in Ukraine between 2007 and 2017 is presented in Table. 1.

The data presented in Table 1 prove the following: the consolidated budget expenditure on education (in UAH million) increased in Ukraine between 2000 and 2018; total expenditure and GDP somewhat increased until 2010 and significantly decreased between 2015 to 2017 (*Vyshcha osvita*, 2018).

In the UK, a university is an institution designated to receive support from the funds administered by the HEFCE. Currently, all British higher education institutions, with the exception of Buckingham University and the University of Law, receive support from the funds managed by the HEFCE. Thus, the HEFCE directly funds 128 higher education institutions.

The total number of students for the higher education sector is planned by the Government and the HEFCE. Based on the proposals of the Government, the HEFCE sets a ceiling for the number of students each institution can accept. It enables the Government to monitor the level of publicly funded government student loans, grants and maintenance



grants. Not all students are entitled to represent the boards monitoring the number of students. Given the Government's aim to encourage popular and successful universities and colleges to expand and improve students' choices, universities and colleges are allowed to accept as many high-level students (currently ABB or higher at level A and equivalent qualifications) as they wish outside the monitoring of their number.

Table 1  
**The consolidated budget expenditure on education between 2007 and 2017**

Years	Total expenditure of consolidated budget, million UAH	Expenditure (%)	
		Total expenditure	GDP
2000	48148.6	100.0	100.0
Total on education, including higher education	7085.5 2285.5	14.7 4.7	4.2 1.3
2005	141989.5	100.0	100.0
Total on education, including higher education	26801.8 7934.1	18.1 4.7	6.1 1.8
2010 (1)	377842.8	100.0	100.0
Total on education, including higher education	79826.0 24998.4	21.1 6.6	7.4 2.3
2015 (2)	679871.4	100.0	100.0
Total on education, including higher education	114193.5 30981,8	16.8 4.6	5.7 1.6
2016 (2)	835832.1	100.0	100.0
Total on education, including higher education	129437.7 35233.6	15.5 4.2	5.4 1.5
2017 (2,3)	1056759.9	100.0	...
Total on education, including higher education	177755.7 38681.1	16.8 3.7	...

In the UK, four higher education organizations fund the Higher Education Academy (HEA), which supports the community of higher education to enhance the quality and effectiveness of teaching and learning. The HEA provides academic staff with professional recognition, creates networking and provides development opportunities, as well as advice and support, including by collaborating directly with higher education institutions to understand their missions and priorities (England Higher Education System, 2014; Higher Education Funding Council for England, 2018).

Table 2  
**Expenditure on higher education per student (in US dollars, as of 2009) in the UK and Ukraine**

Category	The UK	Ukraine
Education services	8367.9	3504.0
Secondary activities	1520.8	570.9
Research	6449.3	not avail.
Total	16338.0	4074.9



The data presented in Table 1 show that the expenditure on education services per student in the UK is 2.4 times higher than that in Ukraine and the expenditure on secondary activities – 2.7 times. In the UK, the total expenditure per student exceeds that in Ukraine by 4.1 times. Consequently, the expenditure on higher education per student in the UK is much higher than that in Ukraine.

World university rankings are largely determined by the volumes and results of scientific research.

### RESULTS

As evidenced by the mentioned above, Ukraine is facing significant problems with conducting effective research and innovation policy. The scientific research sector has sharply deteriorated in recent years: the volume of orders for scientific and technical products has been reduced; the personnel and material resources of research and development have decreased; the performance of science itself has decreased sharply. Some researchers largely attribute this to a change in financial support of science (see Table 2). In 2013, the share of total expenditure in GDP was equal to 0.77 %, including 0.33 % at the expense of the state budget.

The data presented in Table 3 indicate the funding of research in the sector of higher education in Ukraine.

Table 3

#### Funding of research in higher education in Ukraine by sources of funding (million UAH)

Category	2000	2005	2009	2010	2011	2012	2013
Total	102.8	243.7	511.9	565.1	608.0	729.8	688.1
Budget funds	58.0	139.0	338.1	411.6	432.9	514.9	472.1
Including the state budget	58.0	135.6	335.0	387.9	402.3	483.4	438.5
Special purpose funds	0.7	2.5	9.2	9.5	8.0	13.6	10.6
Own funds	0.9	3.4	17.6	11.8	12.1	14.6	17.4
Funds of customer enterprises and organizations of Ukraine	36.5	78.2	94.0	110.0	124.5	152.2	154.9
Foreign funds	5.3	8.9	23.1	18.6	25.5	30.5	29.3
Other funds	1.4	11.7	29.8	3.5	4.9	4.1	3.7

According to Table 3, the sector of higher education received 688057.6 UAH of research funding (6.1 % of all expenditure on science) in 2013, the bulk of which came from the state budget – 438476.5 UAH (*Stratehiia reformuvannia*, 2014).

Given the current state of the Ukrainian economy, the increase in expenditure on higher education from the state budget is not expected in the coming years. In Ukraine, a significant indicator of education development is its personnel potential (see Table 4).

According to Table 4, the number of institutions preparing PhD students decreased from 513 to 475 (by 38 institutions) between 2010 and 2017. The number of institutions preparing postdoctoral researchers increased by 22 institutions (from 255 to 277) for the mentioned period. Regarding the preparation of research personnel, it must be noted that there were some tendencies towards reducing the number of PhD students from 33.739 individuals in 2010 to 24.780 individuals in 2017 and increasing the number of postdoctoral researchers from 1532 individuals in 2010 to 1821 individuals in 2015. In addition, one can observe a decrease in the number of postdoctoral researchers (in 2016 – 1.792 individuals,



in 2017 – 1.646 individuals). This constitutes a relative number of 129.383 practising lecturers in higher education institutions in Ukraine.

Table 4

**Personnel potential of higher education institutions in Ukraine**

Category	2010	2011	2012	2013	2014	2015	2016	2017
The number of postdoctoral researchers, including in pedagogy	1532	1598	1776	1795	1759	1821	1792	1646 58
The number of PhD students, including in pedagogy	33739	33321	32805	30740	27622	28487	25963	24780 877
The number of lecturers, including the Ministry of Education and Science of Ukraine								129383 90976
The number of institutions preparing PhD students, including in pedagogy	513	507	504	502	482	490	481	475 76
The number of institutions preparing postdoctoral researchers, including in pedagogy	255	257	264	267	264	283	282	277 38

The overwhelming majority of academic staff studies at the expense of the state. Under modern conditions, the state has a complex of significant social and financial guarantees to holders of doctoral degrees and academic titles. According to the Decree of the Cabinet of Ministers of Ukraine as of August 30, 2002 No 1298 “On the Remuneration Based on the Unified Tariff and Coefficients for the Remuneration in Establishments, Institutions and Organizations of Certain Branches of the Budgetary Sphere”, additional fees were set for the following academic titles: full professor – 33%; senior lecturer, senior researcher – 25 %; for the following doctoral degrees: postdoctoral researcher – 25 %; doctor of philosophy – 15 % (in the maximum amount of official salary (salary rates)) (*Stratehiia reformuvannia*, 2014).

In Ukraine, the research sector of higher education is facing the following problems:

1. The decrease in funding. Thus, the average cost of conducting research in the sector of higher education amounted to 29500 UAH per year (36.5% of the expenditure on R&D per country) in 2005, 54400 UAH (38.2 %) – in 2009; 61200 UAH (35.4 %) – in 2010; 71900 UAH (36.2 %) – in 2012.

2. The low participation of Ukrainian researchers in international research. The share of funding for research institutions in the total amount of R&D funding at the expense of foreign countries is negligible – 1.1 % (2000), 0.7 % (2005), 1.3 % (2009); 0.8 % (2010), 1.5 % (2011) and 1.2 % (2013) of the total funding of Ukrainian science at the expense of foreign countries.

3. They do not implement research-based training.

4. There are significant complaints of employers about the quality of specialist training (*Stratehiia reformuvannia*, 2014).



Despite the above-mentioned problems, the total number of lecturers' printed work is steadily increasing: from 271.649 in 2011 (78.7 % of the total number of scientific publications) to 303.192 in 2012 (80.9 %) and 320.166 in 2013 (81.8 %).

Research activities of the UK universities are at a high level since about one-third of research done by the UK universities is regarded as leading in the context of the world's research community. It must be noted that the studies from 154 British universities have been peer-reviewed by British and international research experts and only 6975 of them have been regarded as influential. The share of case studies recognized as such amounted to 44 % and another 40 % were recognized as being rather significant.

Studies show that the influence of research in UK universities is global. Higher education institutions had a lower income from research in 2015–2016 in comparison with the previous year. However, this decrease is due to the reduced expenditure on R&D from HM revenue and custom. In British universities, the total income from research at the expense of grants and contracts has decreased by 1.8 % (GBP 90 million) and in real terms – up to GBP 4.8 billion.

The Research and Development Expenditure Credit (RDEC) offers tax incentives to large companies to encourage greater investment in R&D. Between 2014 and 2015, it provided USD 436 million to higher education institutions and between 2015 and 2016 – only USD 82 million. This is because universities and charitable organizations have become unfit for the RDEC since August 1, 2015 (Tragner, 2017). With the exception of the RDEC, the real term of the annual increase in research revenue amounted to 5.9 % or GBP 264 million between 2015 and 2016. Research councils remained the single largest source of research revenue between 2015 and 2016. In particular, their revenues increased by 6.9 % (GBP 102 million).

Britain's charity was the largest proportionate increase in research funding between 2015 and 2016. Grants and contractual revenues from this source increased by 11 % (GBP 96 million). Compared to the previous year, EU funding increased by 0.9 % (GBP 6 million) between 2015 and 2016 (Higher Education Funding Council for England, 2018).

Thus, the UK research sector has the following achievements: research is funded by the RDES, research councils and Britain's charity; higher education institutes take an active part in international research whose influence is rather global; higher education institutions have revenues from research; training is realized based on research in which students are involved.

In Ukraine, the most relevant issue of higher education is the low status of lecturers which is traditionally combined with the level of salary. Indeed, if lecturers and teachers receive a higher-than-average salary, the education system will be regarded as prestigious employment (*Stratehiia reformuvannia*, 2014). Therefore, an important indicator characterizing the education process of general secondary education is salaries of Ukrainian educators which remain lower than that in the developed OECD countries. In 2012, the basic salary of a novice teacher in Ukraine amounted to 1708.8 UAH; of an experienced teacher (10–15 years of work experience) – 1993 UAH; of a methodologist teacher – 2136 UAH. With regard to the average monthly salary (2810 UAH) in the country, a master of arts in education receives 3726 UAH.

For comparison, the salary is converted into US dollars. According to it, the basic yearly salary of a Ukrainian teacher varies from 6531 USD for a novice teacher (based on PPP) to 8189 USD for a methodologist teacher. This, in turn, indicates a certain equalization of pay levels which negatively affects Ukrainian teachers' striving for professional development.



In most OECD countries, the gap between the maximum and the starting salary of teachers is higher than that in Ukraine. In England in 2012, the official annual salary of teachers with 15 years of work experience and those with minimum qualifications in England was 7.5 times higher than that in Ukraine (*Stratehiia reformuvannia*, 2014; Vashchenko, Kupets, Likarchuk, & Sydorenko, 2012). As L. Vashchenko, O. Kupets, I. Likarchuk, & M. Sydorenko (2012) note, low salaries and lack of prospects for improving the financial situation in Ukraine are the main factors in teachers' emigration abroad.

In the UK (England, Wales), teachers used to receive an annual increase in salaries almost automatically. Since 2014, the salaries have been increased depending on their effectiveness. In the UK, the education system is characterized by the fact that the ratio of salary increase is higher than that in the EU. In England, the ratio of salary increase is equal to 6.09 % and is related to performance efficiency. Northern Ireland has maintained a system according to which teachers' salaries annually progress based on the main scheme of salaries (European Commission, 2015).

Table 5 presents the salaries of teachers and lecturers in different regions of the UK.

Table 5

**Teacher salary throughout the UK (between 2017 and 2018)**

Scale of payments	England, Wales	London	Scotland	Northern Ireland
Minimal salary of novice teacher	22917£-28660£		22416£	22022£
Unqualified teacher salary	16626£-26295£	17626£-30295£		14010£
Qualified teacher salary	22917£-38633£	24018£-39725£ External: 26662£-42498£ Internal: 28660£-47298£	22416£-43845£	22022£-37495£
School principal salary	44544£-109366£	45633£-116738£	42360£-86319£	38214£-107209£
Higher education faculty	Lecturer	33943£-41709£		
	Associate Professor	41709£-55998£		
	Full professor	54637£-107244£		

Systematized based on the following sources (Vyshcha osvita, 2018; Vashchenko, Kupets, Likarchuk, & Sydorenko, 2012; Kaleniuk, 2013).





Table 5 proves that the scale of payments to teachers and lecturers is presented at such levels as the initial stage and the probation period.

In England and Wales between 2017 and 2018, the probation period salary ranged from 22917 to 28660 GBP, depending on the location (London and its area offer higher salaries). In Scotland, it amounted to 22416 GBP and 22022 GBP – in Northern Ireland. After the probation period, teacher salary increases according to the quality of work. Unqualified teacher salary is designated to those teachers who have not yet received QTS status (*Vyshcha osvita*, 2018). Qualified teacher salary varies between the UK countries: England and Wales – from 22917 to 38633 GBP; London – from 24018 to 39725 GBP, from 26662 to 42498 GBP (external), from 28660 to 47248 GBP (internal); Scotland – from 22416 to 43845 GBP; Northern Ireland – from 22022 to 37495 GBP.

It must be noted that teachers who demonstrate outstanding results can apply for a post of a leading practitioner since the latter receives a much higher salary.

In the UK, the highest salaries are designated to school principals, namely England and Wales – from 44544 to 109366 GBP; London – from 45633 to 116738 GBP; Scotland – from 42360 to 86319 GBP; Northern Ireland – from 38214 to 107209 GBP and higher education faculty ranging from 33943 to 107244 GBP (European Commission, 2015).

Public schools have also established the following payment rates: pay by age and number of children enrolled in an institution. Since work is not guaranteed throughout the year, many teachers receive their salaries at a daily rate, which is calculated proportionally, dividing the employee's annual salary by 195 (the number of days the teacher needs to be at school per year) (Knowles, 2018).

Based on the mentioned above, it must be noted that the UK universities receive financial support from the funds administered by the HEFCE (except for colleges of further education). The expenditure on higher education per student in the UK is significantly higher than that in Ukraine.

### CONCLUSIONS

Therefore, theoretical analysis of scientific and pedagogical sources shows that teacher salary in the UK is quite high and differentiated. In addition, they employ other ways to differentiate the teacher salary there. Thus, London teachers can expect higher salaries than those within the London area (up to 46829 GBP per year). Salary rates for Scottish teachers vary depending on the length of service. In Scotland, educational leaders conduct an annual professional examination and organize meetings with lecturers during which they discuss a career-long professional learning plan (CLPL) based on the evaluation of needs. Indeed, teachers receive praise for their own professional growth and practice through a dialogue with their leader. Due to the fact that salary differentiation stimulates teacher work, this important indicator must be implemented in Ukraine.

The prospects for further studies include studying the features of initial teacher training in the UK so as to define the professional duties novice teachers should perform.

### REFERENCES

1. *England Higher Education System*. (2014). Retrieved from <http://www.euroeducation.net/prof/ukco.htm>.
2. European Commission. (2015). *The teaching profession in Europe. Practices, perceptions and policies. Eurydice Report*. Retrieved from [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/184EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/184EN.pdf).



3. *Higher Education Funding Council for England*. (2018). Retrieved from <http://www.hefce.ac.uk/analysis/HEinEngland/>.
4. Kaleniuk, I. S. (2013). *Rozvytok vyshchoi osvity v hlobalizovanomu sviti. Innovatsiyni rozvytok vyshchoi osvity*. Cherkasy: B. Khmelnytsyi Cherkasy National University.
5. Knowles, E. (2018). *How much do teachers get paid?* Retrieved from <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/teacher-training-and-education/how-much-do-teachers-get-paid>.
6. Stadnyi, Ye. (2015). *Osvita v Ukraini. Analitychnyi tsentr CEDOS*. Vziato z <https://cedos.org.ua/uk?page=17>.
7. *Stratehiia reformuvannia vyshchoi osvity v Ukraini do 2020 roku (proekt rozrobleno Robochoiu hrupoiu pid kerivnytstvom MON Ukrainy)*. (2014). Vziato z [http://osvita.ua/doc/files/news/438/43883/HE\\_Reforms\\_Strategy\\_11\\_11\\_2014.pdf](http://osvita.ua/doc/files/news/438/43883/HE_Reforms_Strategy_11_11_2014.pdf).
8. Tragner, J. (2017). *RDEC (research and development expenditure credit)*. Retrieved from <https://forrestbrown.co.uk/news/rdec-scheme-explained/>.
9. *Vyshcha osvita v Ukraini u 2017 rotsi*. (2018). *Statystychnyi zbirnyk Derzhavna sluzhba Statystyky Ukrainy*. Vziato z [http://www.ukrstat.gov.ua/druk/publicat/kat\\_u/publosvita\\_u.htm](http://www.ukrstat.gov.ua/druk/publicat/kat_u/publosvita_u.htm).
10. Vashchenko, L., Kupets, O., Likarchuk, I., & Sydorenko, M. (2012). *Zahalna serednia osvita Ukrainy v konteksti mizhnarodnykh indyktoriv: analitychna dopovid*. Kyiv: Tsentr testovykh tekhnolohii i monitorynhu yakosti osvity.



DOI: 10.2478/rpp-2019-0006

PhD in Pedagogy, Senior Lecturer, **OKSANA HUBINA**  
Sumy National Agricultural University  
Address: 1/121 Lermontov St, Sumy, 40030, Ukraine  
E-mail: gubinaoxana\_@ukr.net

### **PROFESSIONAL AND PEDAGOGICAL ASPECT OF DEVELOPING OPEN EDUCATION IN THE FIELD OF FUTURE SPECIALISTS' TRAINING AT BRITISH UNIVERSITIES**

#### **ABSTRACT**

*The article presents the results of the study on the professional and pedagogical aspect of developing open education in higher education institutions in the UK. It is established that as a result of society informatization, the new requirements for training of future specialists arise. Solving requirements means to create an improved open (computer-based) environment with advanced computer facilities of educational institutions, laboratories, libraries; updating methodological support, pedagogical technologies and the content of distance and e-learning based on the use of ICT; introducing new forms and methods of organizing the education process; introducing open educational systems; using the method of forming information and communication competences in scientific and pedagogical workers, methods for evaluating the quality of open electronic systems and free access to open educational resources; as well as to study the condition, trends and monitoring of open education development. The principles of constructing professional training in British universities are presented, namely, the consolidation of educational courses into blocks (general, special and professional and pedagogical), the use of innovative technologies (distance, credit, modular, personalized, mutual, tutoring, massive open educational courses (MOOC)) and innovative forms of education such as eco-education, media education, peace-education (education in the spirit of peace) and intercultural education. It is proved that the main advantages of open education are accessibility, flexibility, parallelism, modularity, efficiency, internationalization and co-ordination, which make it possible for everyone to receive education. The use of elements of open education provides not only access to digital content, but also helps to improve the system of education management and monitor its quality.*

**Keywords:** *open education, professional and pedagogical aspect, innovative technologies, computer-based environment, information and communication competencies, professional training, teaching resources, methodological support.*

#### **АНОТАЦІЯ**

*У статті представлено результати дослідження професійно-педагогічного аспекту розвитку відкритої освіти у вищих навчальних закладах Великої Британії. Встановлено, що в результаті інформатизації суспільства постають нові вимоги до навчання майбутніх спеціалістів. Вирішення вимог полягає у створенні вдосконаленого відкритого (комп'ютерно-орієнтованого) середовища з удосконаленим комп'ютерним устаткуванням навчальних закладів, лабораторій, бібліотек; оновленням методичного забезпечення, педагогічних технологій та змісту дистанційного й електронного навчання на основі використання ІКТ; запровадженням нових форм і методів організації освітнього процесу; упровадженням відкритих навчальних систем; використанням методики формування інформаційно-комунікаційних компетентностей*



*науково-педагогічних працівників, методики оцінювання якості відкритих електронних систем та вільного доступу до відкритих освітніх ресурсів; а такожу дослідженні стану, тенденцій і моніторингу розвитку відкритої освіти. Представлено принципи побудови професійного навчання у британських вишах, а саме: об'єднання навчальних дисциплін у блоки (загальноосвітній, спеціальний та професійно-педагогічний), використання інноваційних технологій (дистанційна, кредитна, модульна, персоніфікована, взаємна, тьюторська, масових відкритих навчальних курсів (МООС)) та інноваційних формнавчання як: еко-освіта, медіа-освіта, реасе-освіта (освіта в дусі миру) та інтеркультурна освіта. Доведено, що головними перевагами відкритої освіти, є доступність, гнучкість, паралельність, модульність, економічність, інтернаціональність та координованість, які надають можливість кожній людині отримувати освіту. Використання елементів відкритої освіти забезпечує не тільки доступ до цифрового контенту, а й сприяє удосконаленню системи управління освітою та контролю її якості.*

***Ключові слова:** відкрита освіта, професійно-педагогічний аспект, інноваційні технології, комп'ютерно-орієнтоване середовище, інформаційно-комунікаційних компетентностей, професійна підготовка, навчальні ресурси, методичне забезпечення.*

## **INTRODUCTION**

Open education is of particular importance in the system of global education under the conditions of developing information society with the use of the latest information and communication technologies, distance learning forms, mastering of relevant skills, skills and competences of the individual. Significant positive experience in the development of open education has been accumulated in developed countries, including the UK. The qualitative modernization of the British higher education system is conditioned by the rapid development of ICT, the integration of the country into the world of information space, the introduction of innovative technologies in the education process, the development of information legislation and the need for quality education. The main requirements for professional training of specialists in tertiary education include ensuring a high level of knowledge and skills and being able to apply modern information technologies, mobility and adaptation under the conditions of innovative information space. Important changes in the organization of the education process are the following: wide-ranging training of specialists, flexibility of curricula, professional orientation of training courses, wide introduction of credit-based modular system, individualization of training, improvement of organizational forms of training and computerization of the education process that is possible due to the use of innovative technologies.

## **THE AIM OF THE STUDY**

The aim of the article is to study the professional and pedagogical aspect of developing open education in British higher education institutions.

## **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

Considering the professional and pedagogical aspect of the problem, scholars are convinced that as a result of humanization and informatization of society, new demands are placed on the personality of the educator, his/her professional skills, as well as on the personal orientation of the entire education process. In comparative studies by F. Morell, L. Pedersen, M. Peters, there is an increasing need for the use of open education technologies that focus on the education process for a comprehensive study and careful elaboration of the processes associated with the formation of technological skills as integrative characteristics of a modern educator.



In the context of considering the professional and pedagogical aspect of the problem under study, the author of the article will focus further on the studies of Ukrainian and foreign comparativists. In particular, O. Palekha and A. Sokolova deal with readiness of future educators to apply open education technologies; pedagogical conditions of using open education technologies in higher education institutions are highlighted by N. Rokosovik and I. Kozubovska; N. Kuzmina, O. Pichkar and O. Voloshyna, emphasize the peculiarities of sociocultural preparation of future educators: 1) professional and practical; 2) natural sciences; 3) humanitarian and sociocultural.

The professional and pedagogical aspect of the research on the development of open education was clarified by such scholars as V. Kremen, V. Lugovyi, F. Morell, O. Palekha, L. Pedersen, M. Peters, N. Rokosovyk, A. Sokolov, O. Voloshyna, N. Yatsyshyn et al. In order to achieve the aim of the study, the following methods were used: analysis, synthesis and generalization of scientific literature and Internet sources.

## RESULTS

Considering the professional and pedagogical aspect of the problem, scholars are convinced that as a result of humanization and informatization of society, new demands are placed on the personality of the educator, his/her professional skills, as well as the personal orientation of the entire education process. In particular, the well-known Ukrainian scholars V. Kremen and V. Lugovyi carried out research on the necessity of introducing elements of open education into the system of modern specialists' training. In their opinion, the actual problem is the formation of information and communication competences in scientific and pedagogical workers, educational leaders through improving skills in methodological and pedagogical workers of educational institutions, scientific institutions and educational management bodies (Kremen, & Luhovyi, 2008). The scholars emphasize the need for certification of pedagogical staff regarding the level of ICT use. Thus, important changes on the way of developing open education are the following: creation of a computer-based platform for open education; updating methodological support, pedagogical technologies and the content of distance and e-learning based on the use of ICT; introduction of new forms and methods for organizing the education process (e-learning, mobile learning, joint training, smart learning, open online courses, mixed learning, social learning); introduction of open educational systems (electronic scientific and educational resources, science-based bases of open journal systems and electronic libraries).

The author of the article agrees with the opinion of the mentioned scholars on the effectiveness of introducing open education in the system of professional and pedagogical training: firstly – by creating an improved open (computer-based) environment using the technologies of distance learning, methods of forming information and communication competences in scientific and pedagogical workers, methods of evaluating the quality of open electronic systems and free access to open educational resources; secondly – by studying the condition, trends and monitoring of open education development.

The comparativists argue that as a result of the innovative development of society, the requirements for competence and qualification of a European teacher change (Peters, 2008). The studies stated that the contexts and ideas of multicultural education are aimed at pedagogical activities taking into account the peculiarities of intellectual and psychophysical development of students, as well as the ethnic, social and religious specificity of educational groups (Palekha, 2016; Sokolova, 2009). It is found that in the British teacher training system, there are six areas of key competencies related to linguistic literacy, computing literacy, information and communication technologies, cooperation



with the environment, training improvement, problem solving (Rokosovyyk, 2016). It is proved that due to the modernization of professional teacher training, the ways of obtaining the teaching profession were diversified: one-, two-, three- and four-year university programmes, alternative school-based teacher training programmes (consortium of schools), accelerated, flexible postgraduate programmes and organizational content updating of teacher training programmes (Yatsyshyn, 1998). Effective teaching methods used in the practice of teacher training in England and Scotland were studied by A. Sokolova. The author notes that the content of teaching in educational institutions in England and Scotland is projected on the basis of the principles of differentiation, humanization and personification of education, graduality and practical orientation. The courses of curricula are united into blocks: general education, special and professional and pedagogical. Together with such compulsory courses as language, mathematics, literature, psychology, methods and strategies of learning, students study the art of thinking, drama, a course in successful careers, a course in forming skills to solve complex teaching tasks, the course of formation of leadership and creative qualities of the teacher (Sokolova, 2009).

Among the main teaching technologies used in the practice of teacher training in the system of pedagogical education in England and Scotland, the following ones are defined: distance, credit, modular, personalized, mutual, tutor. Effective forms of the process of providing educational services are considered as follows: tutorial, seminar, lecture, discussion, independent, laboratory and practical work, teleconference, joint review of projects and dissertations. Monitoring of learning outcomes is done through writing, examinations, tests, research and professional projects.

According to O. Palekha (2016), and F. Morell (2011), an independent component of professional training of future foreign language teachers in the UK is independent outside the classroom work, during which the following personal qualities of the student are formed: the desire for full self-realization, purposefulness, self-organization, necessary for the continuing self-improvement of the acquired knowledge, skills and abilities. The fundamental component of the technology of organizing the independent work of future educators in British universities is appropriately organized didactic resources that perform information, management and organizational and control functions. According to the author, the didactic resources of independent work are represented by traditional means (paper media), electronic resources (interactive means of communication, interactive computer packages and multimedia) and human resources (teachers, tutors, consultants). O. Palekha (2016) and F. Morell (2011) indicate that the advantages of electronic resources are the possibility of distance learning, flexible access to the authentic learning environment, the storage of information on electronic media, and open access to educational information.

N. Yatsyshyn is engaged in the study of modernization of traditional British models for professional training of future teachers. The scholar singles out such innovative forms and technologies of learning as eco-education, media education, peace-education (education in the spirit of peace) and intercultural education. The goal of eco-education, according to N. Yatsyshyn, is to improve the inner world of the individual, taking into account the sense of dignity, humanity and mutual assistance. The goal of e-education is to develop a system of scientific knowledge that reflects the socioeconomic, natural sciences, philosophical, technical and legal aspects of integrated ecology. The main goal of e-education is to actively involve students in the process of scientific research as a means of generating knowledge. The main principle of media education is the presentation. According to the



scholar, media tools help initiate an interest in the study of the problem, the continuity of the research process, the focus on the critical understanding and analysis of the problem under study. The effectiveness of media education is reflected in the ability of students to apply their knowledge in certain situations and the ability to motivate them. The researcher considers peace-education and intercultural education to be the most effective models. He understands peace-education as a process of acquiring values, knowledge and skills in the development of relationships that enable human life in peace and harmony with oneself, with others, with the natural environment (Yatsyshyn, 1998).

N. Rokosovyk (2016) and L. Pedersen (2005) consider such innovation in the British system of distance learning as the use of massive open educational courses (MOOC), created on the basis of the Institute of Educational Technologies of the Open University of Great Britain. These scholars emphasize that some British universities have free open educational resources and use a large number of methods and means of distance learning, conducted under the guidance of a tutor. The researchers found that distance learning at British universities is accompanied by both student independent study of material and on-the-spot group activities in the form of seminars or out-of-school. The most widespread innovative forms of distance learning are teleconferences, webinars, video backgrounds, etc.

### CONCLUSIONS

Thus, the analysis and systematization of studies on the professional and pedagogical aspect of open education development has led to the conclusion that under the conditions of the growth of volumes of information from many branches of knowledge, technologies and means of education, fundamental changes in the social sphere, the nomination of high professional requirements for future teachers in the world as a whole and in the UK in particular, there is a conscious awareness of the need to intensify the education process, to create the conditions for the training of highly skilled teaching staff, to use learning the latest technologies and methods of open learning. Prospects for further research are the introduction and adaptation of the results of the study aimed at improving the quality management system.

### REFERENCES

1. Bidyuk, N. M. (2000). *Rozvytok zmistu ta form orhanizatsii pidhotovky bakalavriv inzhenerii v universytetakh Velykoi Brytanii*. (Avtoref. dys. kand. ped. nauk). Ternopil'skyi derzhavnyi pedahohichnyi universytet imeni V. Hnatiuka, Ternopil.
2. Kozubovska, I. V. (2016). Pidhotovka pedahohichnykh kadriv v systemi dystantsiynoi osvity Velykoi Brytanii. *Naukovyi visnyk Uzhhorodskoho universytetu. Seriya: Pedahohika. Sotsialna robota*, 29, 150–154.
3. Kremen, V. H., & Luhovyi, V. I., (2008). *Fenomen innovatsiy: osvita, suspilstvo, kultura*. Kyiv: Pedahohichna dumka.
4. Kuzmina, N. V. (1970). *Metody doslidzhennia pedahohichnoi diialnosti*. Lviv: LDU.
5. Morell, F. (2011). The unethics of sharing: wiki washing. *International Review of Information Ethics*, 15, 10–15.
6. Palekha, O. M. (2016). *Orhanizatsiia samostiinoi pozaaudytornoj roboty maybutnikh uchyteliv inozemnoj movy u vyshchykh navchalnykh zakladakh Velykoi Brytanii*. (Avtoref. dys. kand. ped. nauk). Natsionalnyi aviatsiynyi universytet, Kyiv.
7. Pedersen, L. (2005). *An introduction to openness and access to information*. Copenhagen: Danish Institute for Human Rights.



8. Peters, M. (2008). Open education and education for openness. *Educational futures. Rethinking Theory and Practice*, 27, 3–17.

9. Pichkar, O. P. (2005). *Systema pidhotovky fakhivtsiv sotsialnoi roboty u Velykii Brytanii*. (Avtoref. dys. kand. ped. nauk). Ternopilskyi derzhavnyi pedahohichnyi universytet imeni Volodymyra Hnatiuka, Ternopil.

10. Rokosovyyk, N. V. (2016). *Pidhotovka mahistriv pedahohiky v universytetakh Velykoi Brytanii zasobamy dystantsiinoho navchannia*. (Avtoref. dys. kand. ped. nauk). Rivnenskyi derzhavnyi humanitarnyi universytet, Rivne.

11. Sokolova A. V. (2009). *Profesiyna pidhotovka vchytelia u systemi pedahohichnoi osvity Anhlii i Shotlandii*. (Avtoref. dys. kand. ped. nauk). Pivdenoukrainskyi derzhavnyi pedahohichnyi universytet imeni K. D. Ushynskoho, Odesa.

12. Voloshyna, O. V. (2007). *Sotsiokulturnyi komponent pidhotovky maybutnikh uchyteliv pochatkovoї shkoly u Velykii Brytanii*. (Avtoref. kand. ped. nauk). Tsentralnyi instytut pisliadyplomnoi pedahohichnoi osvity APN Ukrainy, Kyiv.

13. Yatsyshyn, N. P. (1998). *Profesiino-pedahohichna pidhotovka vchyteliv u Velykii Brytanii (90-i roky XX stolittia)*. (Avtoref. dys. kand. ped. nauk). Natsionalnyi pedahohichnyi universytet imeni M. P. Drahomanova, Kyiv.





DOI: 10.2478/cpp-2019-0007

PhD in Philology, Senior Research Fellow, **MARIANNA MARUSYNETS**  
Foreign Pedagogical Systems and Adult Education Department,  
Ivan Ziaziun Institute of Pedagogical and Adult Education  
of the NAES of Ukraine  
Address: 9 M. Berlinskoho St., Kyiv, 04060, Ukraine  
E-mail: marusynetsm@ukr.net

**CONTINUING EDUCATION AS A FACTOR OF PERSONALITY SOCIALIZATION  
(IN THE CONTEXT OF AUSTRIA'S EXPERIENCE)**

**ABSTRACT**

*The article analyzes the concept "continuing education" determining its priorities and specifics as compared to other forms of learning. It is established that the subject of continuing vocational training is an adult who has acquired a certain life and professional experience. It is identified that the need for lifelong learning arises from the fact that to some extent an adult has knowledge and skills not sufficient to carry out their professional or other tasks. Self-motivation for new knowledge appears when facing complex problems, and when past experience does not allow solving them successfully. The specifics of life-long education are connected with the psychological characteristics of an adult, namely: self-awareness of oneself as an independent personality with a critical view on any control attempts even if it not expressed verbally; the accumulation of a considerable life, social and professional experience that shapes the outlook, and in this respect creates a background for the evaluation of any incoming information; motivation for learning lies in a pragmatic approach – an adult seeks to solve their life problems with the help of learning (career, communication, leisure, etc). In contrast with a student or a pupil, an adult tries to apply the acquired knowledge as soon as possible or to obtain satisfaction from the learning process itself; their perception is invariably accompanied by an emotional evaluation of information when the brain attempts to "block" any information provoking negative emotions (even if it is just hunger, an uncomfortable sitting or stuffiness). Austria is pursuing the policy on continuing education, including several ministries and the Ministry of Education and Women's Affairs. However, this kind of education is not free from shortcomings: for some adults, it is a way of organizing leisure: spending time usefully, having a rest from work, or the lack of learning goal awareness.*

**Keywords:** adult education, continuing education, personality socialization in the conditions of continuing education, adult education system of Austria.

**АНОТАЦІЯ**

*У статті проаналізовано сутність поняття освіта впродовж життя, визначено її пріоритети та специфіку з поміж інших форм навчання. Встановлено, що суб'єктом неперервного професійної навчання є доросла людина, яка досягла певного життєвого й професійного досвіду. Встановлено, що потребою в навчанні впродовж життя є те, що до певної міри дорослій людині для вирішення її професійних або іншого роду завдань недостатній наявний у неї запас знань і умінь. Поява самомотивації до нових знань з'являється тоді, коли перед нею виникають складні проблеми, а минулий досвід, не дозволяє їй вирішувати їх успішно. Специфіка*



*освіти упродовж життя також обумовлена її психологічними особливостями дорослої людини, а саме: усвідомлення себе самостійною, самокеруючою особистістю, яка критично ставиться до будь-яких спроб управління, навіть якщо вголос цього не висловлює; накопичення чималого запасу життєвого, соціального і професійного досвіду, який формує її світогляд, і з огляду на це оцінює будь-яку інформацію, що поступає; мотивація до навчання полягає в прагматичному підході – прагне за допомогою навчання вирішити свої життєві проблеми (кар'єра, спілкування, дозвілля тощо); на відміну від учня/студента прагне до невідкладного застосування здобутих знань або до отримання задоволення від самого процесу навчання; його сприйняття незмінно супроводжується емоційним оцінюванням інформації, коли мозок прагне “заблокувати” будь-яку інформацію, що супроводжується негативною емоцією (навіть якщо це просто відчуття голоду, незручне сидіння або нестача свіжого повітря). Австрія проводить політичну стратегію щодо навчання упродовж життя, включаючи декілька міністерств її Міністерство освіти і жіночих справ. Водночас, такий вид освіти не обличений і недоліками: для окремих суб'єктів такий вид освіти є способом організації дозвілля: провести час з користю, відпочити від роботи, або немає усвідомлення мети навчання.*

**Ключові слова:** *освіта дорослих, неперервна освіта, соціалізація особистості в умовах неперервної освіти, освітня система дорослих в Австрії.*

## INTRODUCTION

Nowadays continuing education or life-long education as a strategic idea does not draw any considerable objections. It has a significant number of proponents not only in European countries but also in Ukraine. Despite being in demand, there is no specific content on life-long education in pedagogical science and practice. However, the today's model of continuing education in European countries provides an opportunity for everyone to realize their abilities by learning throughout their lives. The latter forms the backbone of the life-long education strategy and prospects for its development.

## THE AIM OF THE STUDY

The aim of the study is to substantiate and reveal strategic directions of the education development in Austria.

## THEORETICAL FRAMEWORK AND RESEARCH METHODS

The research theoretical framework is grounded upon the methodology fundamentals in comparative pedagogy (N. Abashkina, B. Vulfson, V. Klarin, M. Leschenko, Z. Malkova, V. Pylypovskyi, L. Pukhovska, etc.); the conceptions of education, upbringing, and training (V. Andrushchenko, I. Beh, S. Goncharenko, I. Ziaziun, V. Kremin, O. Savchenko); the conceptual provisions of life-long education organization and development (O. Anishchenko L. Lukianova, N. Nychkalo, O. Ogienko), the theory of personal and professional-pedagogical development (V. Luhovyi, S. Maksymenko, V. Moliako, O. Piekhota, V. Semychenko, S. Sysioieva).

The research methods are as follows: analysis and synthesis, abstraction and concretization, classification and systematization of theoretical and empirical data, comparative analysis of the phenomena and facts connected with “adult learning” and its organizational and educational support in the countries of Austria.

**STATEMENT OF BASIC MATERIALS.** Adult education occupies an independent position in the Austrian system both quantitatively and qualitatively, including various forms: teaching, group supervision, counselling, guidance, education management, and library services.



Adult education” or “Continuing vocational training” is determined from the point of view of age and educational background. If any initial (vocational) education or training has been completed and is followed by another educational stage, then it is described as adult education, continuing vocational training or further education.

The subject of continuing vocational training is an adult who has acquired a certain life and professional experience. The specifics of life-long education are connected with adults’ psychological characteristics. In this sense, psychologists distinguish five main features characterizing the adult motivation to study throughout their lives:

1. Awareness of oneself as an independent personality with a critical view on any control attempts even if it not expressed verbally;

2. The accumulation of a considerable life, social and professional experience that shapes the outlook, and in this respect creates a background for the evaluation of any incoming information;

3. The motivation for learning lies in a pragmatic approach – an adult seeks to solve their life problems with the help of learning (career, communication, leisure, etc.);

4. In contrast with a student or a pupil, an adult tries to apply the acquired knowledge as soon as possible or to obtain satisfaction from the learning process itself;

5. Their perception is invariably accompanied by an emotional evaluation of information when the brain attempts to "block" any information provoking negative emotions (even if it is just hunger, an uncomfortable sitting or stuffiness) (Agapova, 2003).

Thus, life-long education differs from the rising generation education in its values and motives, goals and objectives, content and forms of organization, methods of control and evaluation, and obtained results. S. Vershlovskiy (2002), analyzing the motives of adult education, notes that “first of all, an adult learns guided by pragmatic motives. If they already have the necessary knowledge sufficient for solving problems, then there is no need to go beyond the acquired life and professional experience”.

An important advantage of adult education is the fact that to some extent an adult has some knowledge and skills sufficient to carry out their professional or other tasks. The need for new knowledge appears when facing complex problems, and when past experience does not allow solving them successfully. In such a way the need for new knowledge is formed. It is the new knowledge that introduces a person into another social reality the peculiarity of which lies in the search for a rational and innovative solution to problems. Then, it becomes relatively significant, that is, an element of the new experience, until the next problem presents a person with the need to re-review the available stock of knowledge, and critically evaluate the system of values.

The value of adult education is determined not only by its practical significance, its ability to meet the needs of different fields of activity but also by an altruistic attitude towards it. It is widely believed that education presents value in itself since knowledge for the sake of knowledge is not stimulated by any factors. However, by engaging a person into educational activities it can be achieved their qualitative transformation. In this sense not only adults’ practical experience, but also the development of knowledge together with the learning process itself becomes meaningful. In this context, an adult seems to break from bonds of socially determined learning. Cognitive, creative processes are gradually becoming independent from adults’ daily routine, therefore, getting replaced by “self-motivation”.

N. Myronchuk (2018) claims self-motivation to be a factor providing adults with the possibility to retain fitness for work, as there is an internal process of achieving or maintaining the status of the subject controlling an individual’s life activities. The



motivation for achievement and success inspires people to seek new ways of using their energy, abilities and efforts in professional activity. A positively motivated person shows readiness to successfully carry out professional duties, produce new, bright ideas, show initiative, be involved in a creative endeavor and enjoy finding solutions.

Since 2011, Austria has been pursuing the policy on lifelong learning (LLL: 2020). Several ministries, including the Ministry of Education and Women's Affairs file annual reports presenting the achieved results on adult education. They are:

1. Federal Ministry of Education and Women's Affairs (Department of Adult Education): General adult education and schools for employed persons

2. Federal Ministry of Science, Research and Economy: University education, on-the-job training

3. Federal Ministry of Labour, Social Affairs and Consumer Protection: further education related to the job market

4. Further ministries involved in further education: Federal Ministry of Health, Federal Ministry of Agriculture, Forestry, Environment and Water Management, Federal Ministry of Finance, Federal Ministry of the Interior and Austrian Foreign Ministry (*European Association for the Education of Adults*, 2011).

Adult education in Austria is also regulated by the provinces and municipalities. The municipalities are responsible for community education or may participate in common-benefit institutions for further education. The provinces take care of the funding of adult education (mostly funding of participants' fees).

The social partners are also public bodies responsible for adult education. They have authority over institutions for further education and are involved in making collective agreements with providers of adult education (professionals/employees and institutions/employers).

#### ***Relevant umbrella associations and national (service) organizations***

The ten associations of adult education providers in accordance with the Adult Education Promotion Act are combined into an umbrella association: KEBÖ (short for "Konferenz der Erwachsenenbildung Österreichs" – conference of adult education in Austria). KEBÖ was founded in 1972 and is a partner of the Federal Ministry of Education and Women's Affairs in implementing focus points of adult education policy. KEBÖ is made up of the following ten organisations and associations:

– Working group of Austrian educational centres (Arbeitsgemeinschaft Bildungshäuser Österreich – ARGE BHÖ);

– Austrian vocational training institute (Berufsförderungsinstitut Österreich – BFI);

– Association of public libraries in Austria (Büchereiverband Österreichs – BVÖ);

– Forum for catholic adult education in Austria (Forum Katholischer Erwachsenenbildung in Österreich – FORUM);

– Rural continuing education institute (Ländliches Fortbildungsinstitut – LFI);

– Network of Austrian adult education institutes (Ring Österreichischer Bildungswerke – RÖBW);

– Austrian Economic Society (Volkswirtschaftliche Gesellschaft Österreich – VG-Ö);

– Association of adult education for Austrian trade unionists (Verband Österreichischer Gewerkschaftlicher Bildung – VÖGB)<sup>4</sup>

– Association of Austrian Adult Education Centres (Verband Österreichischer Volkshochschulen – VÖV);

– The Austrian Chamber of Commerce's Institute for Economic Promotion (Wirtschaftsförderungsinstitut der Wirtschaftskammer Österreichs – WIFI).



There are two more associations which are mentioned in the Promotion Act but are not members of KEBÖ:

– Austrian Federation of Europe Houses (Österreichische Föderation der Europahäuser – ÖFEH)

– Association of the scientific societies of Austria (Verband der wissenschaftlichen Gesellschaften Österreichs – VWGÖ) (Friesenbichler, Hackl, 2015).

Let's briefly outline their content and functions.

The Working group of Austrian educational centres (*Arbeitsgemeinschaft Bildungshäuser Österreich – ARGE BHÖ*). Educational institutions include institutions for extracurricular education and adult education. They are supervised by a teaching team and have modern well-equipped classrooms and club classes, as well as accommodation and recreational facilities and nutrition. The program includes the following directions: political, professional artistic education, religion, craft skills, gymnastics, and integrative events. The main forms of training are seminars, courses, conferences. The main attention is paid to the long-term activity forms in order to construct the professional's personality.

The Forum for catholic adult education in Austria (*Forum Katholischer Erwachsenenbildungin Österreich*) – a federal adult education organization. It is one of the main educational organizations in Austria that meets the interests of more than 60 member organizations in providing educational services, offering them curricula such as the program of the person's education, family education, socio-political education, women's education, religion and theology, as well as education in the field of art and culture. Representatives of the forum, basically, work relying on volunteers' help.

Public higher education institutions (Volkshochschule commonly abbreviated to VHS) by their origin and activities are related to the Scandinavian countries' institutes that offer various educational services: courses in various spheres of professionals' self-development involving the study and improvement of foreign and native languages; informal courses in art and music, politics and information technology, everything satisfying the interests of participants. At the federal level, sponsors of higher educational institutions can be the municipality and the Labor Chamber, but the vast majority of revenue comes from payments made by individual students. Launched in Austria in the nineteenth century, they have a good reputation and are well known in their communities.

The Network of Austrian adult education institutes (*Ring Österreichischer Bildungswerke – RÖBW*) coordinates and facilitates cooperation between the participants, the exchange of experience, general political education, its participants' commitment; it consists of the Austrian National Education (VÖvbw) and cooperation, the taskforce of the Protestant Educational Institutions (Aebw). The educational program includes the study of society's social and economic policy, economy, ecology, health, music education, development policy, religion and theology, education for parents. Forms of training are courses, meetings, seminars, discussions, reports, educational weeks, and educational trips.

The Association of public libraries in Austria (*Büchereiverband Österreichs – BVÖ*). Austrian public libraries are one of the main institutions of adult education. Within the available financing, they provide free access to various types of information in the public libraries' media that cover the following areas: science, art, literature, politics; recreation and entertainment media; audiovisual media – multimedia. Public libraries are increasingly becoming communication centers, where readings, concerts, discussions and literary presentations are organized. The work of the social library is another important task. Currently, more than 10.6 million media are available in 2451 public libraries, and more



than 1.1 million readers take 16.9 million media annually. In Austria, about 90 % out of approximately 9500 librarians work on a voluntary basis (*Statistik Austria*, 2018).

The organizational structure. The Association of Austrian Books is an umbrella organization of public libraries representing their interests. It is composed of public libraries as individual members and the library department's umbrella organization of the Austrian Confederation of Trade Unions and the Österreichische Bibliotheks Werk. The Association organizes and develops the education and training of public library workers, issues publications on the library industry, assists in the construction and reorganization of libraries, organizes central purchases of library material, monitors the specialized library, and compiles the comprehensive annual statistics of Austria.

The Austrian Economic Association (*Volkswirtschaftliche Gesellschaft Österreich-VGÖ*), founded more than 50 years ago, is involved in the development of integration programs linking formal education and the business world. Partners and its regional network are involved at the local, national and European levels in the facilitation of enterprise development and satisfaction of the countries' economic needs. The main focus is put on students and young people's training, as well as on those who are interested in contributing to the development of society.

The Association of adult education for Austrian trade unionists (*Verband Österreichischer Gewerkschaftlicher Bildung – VÖGB*) is responsible for the training of employees who are members (workers) of advisory councils. In the learning process they get the skills and knowledge necessary to carry out professional tasks in their companies. Such an approach ensures the training and professionalism development of employees and trade unions. Representatives of the associations offer workshops and events for representatives of companies that focus on important topics such as social and economic policies, media, law, communication, languages, and workforce representation in the councils, computer applications, and issues of workers' mobility in the European Union.

Special courses are provided to the following target groups: members of the European Workers' Councils, health and safety officers, representatives of supervisory councils, jurors, youth council members, social security representatives, educational and cultural institutions, social workers, volunteers working with the disabled and women – managers. Forms of training include courses, reports, seminars, workshops, meetings, exhibitions, performances, education trips.

Non-Governmental Organisations (*NGOs*).

As it is the case in most European countries, non-profit adult education is provided by a variety of voluntary and non-governmental organizations, religious, legal institutions that provide educational services to specific groups of people (for example, women, artistic organizations, etc.).

In Austria, large non-for-profit adult education institutions are members of the organization "the Austrian Adult Education Conference, the organization of non-governmental adult education providers", which includes the Berufsförderungsinstitut Österreich (BFI), the Austrian Economic Cooperation Institute, the Economic Chamber (Wirtschaftsförderungsinstitut WIFI) comprised of all employers and other "informal" providers (*Federal Ministry of Education and Women's Affairs*, 2018).

At the same time, many respondents revealed the need for education as a way of organizing leisure: spending time usefully, having a rest from work. Despite such goals being mentioned much less frequently as compared to professional growth, they should also be taken into account in designing the content of continuing education programs for adults.



It is interesting to note that most respondents are not aware of the learning goals. Usually these are people who were encouraged to upgrade their skills by superiors. Therefore, the need for study is treated as a waste of time. It should be stressed that during their studies, the negative attitude is dramatically changed, and at the end some of learners even manifest the desire to participate in some other educational programs. This fact allows for the conclusion that there exist some barriers that impede the formation of the adult's need for continuing education and training in general.

The category "psychological barrier" in this sense is interpreted in the following ways:

- mental state that manifests itself as inadequate passivity, which impedes the performance of some actions (Bodalev, 1998);
- motive that creates a barrier to certain activities, in particular, to communication with a particular person or a group of people (Kodjaspirova, 2005);
- "internal obstacle" which is the most frequent cause of internal conflicts (Kashapov, 2003).

#### CONCLUSIONS

In summary, it is worth noting that the subject of continuing vocational training is an adult who has acquired a certain life and professional experience. The specifics of lifelong education are connected with adults' psychological characteristics and the need for new knowledge facing complex problems, and when past experience does not allow solving them successfully. It has been found that lifelong education differs from the rising generation education in its values and motives, goals and objectives, content and forms of organization, methods of control and evaluation, and obtained results. In further publications it will be substantiated the structural components of adult education in Austria together with the specification of their didactic and technological support.

#### REFERENCES

1. Agapova, O. (2003). *Lessons for adults: A manual for those who work in the adult education system*. Saint Petersburg: Publishing house "Tuscarora".
2. Vershlovskiy, S. (2002). *Adult Education: Experience and Problems* Saint Petersburg : IVESEP, Knowledge.
3. Myronchuk, N. (2018). Self-motivation as a component of the teacher's self-organization in professional activity. *Education problems: the collection of research papers*, 88 (2), 65–74.
4. European Association for the Education of Adults. (2011). *Country Report on Adult Education in Austria*. Retrieved from: <https://eaea.org/country/austria/>
5. Friesenbichler, B., Hackl, W. (2015). *Adult Education in Austria*. Retrieved from: <https://keb-deutschland.de/adult-education-in-austria/>
6. Statistik Austria. (2018). *Adult education, further training, lifelong learning*. Retrieved from: [http://www.statistik.at/web\\_en/statistics/education\\_culture/adult\\_education\\_further\\_training\\_lifelong\\_learning/index.html](http://www.statistik.at/web_en/statistics/education_culture/adult_education_further_training_lifelong_learning/index.html)
7. Federal Ministry of Education and Women's Affairs (BMBWF). (2018). Retrieved from: <http://greenet.ea.gr/content/federal-ministry-education-and-womens-affairs-bmbf>
8. Bodalev, A. (1998). *Top in the development of an adult: characteristics and conditions of achievement*. Moscow: Flint.
9. Kodjaspirova, G. (2005). *Dictionary on pedagogy*. Rostov n/d.: Ed. Center "Mart".
10. Kashapov, M. (2003). *Theory and practice of conflict resolution. Short dictionary*. Moscow–Yaroslavl: Remder.



DOI: 10.2478/rpp-2019-0008

PdD in Pedagogy, Associate Professor, **OLHA YUZYK**  
Rivne regional Institute of postgraduate pedagogical education  
Address: 74 Chornovol St., Rivne, 33028, Ukraine  
E-mail: olichkajuzuk@ukr.net

PdD in Pedagogy, Associate Professor, **IRYNA MAZAIKINA**  
Vinnytsia National Pirogov Memorial Medical University  
Address: 1 Striletska St., Vinnytsia, 21000, Ukraine  
E-mail: iren201221@gmail.com

PdD in History, Associate Professor, **HALYNA BILANYCH**  
Uzhgorod college of Arts  
Address: 38 Mynaiska Str., app.80, Uzhgorod, 88017, Ukraine  
E-mail: bbilanych@gmail.com

Postgraduate Student, **MARIYA YUZYK**  
Kyiv National University of Life and Environmental Sciences of Ukraine  
Address: 15 Heroiv Oborony St., Kyiv, 03041, Ukraine  
E-mail: mariayuzyk1@ukr.net

## **QUALITY OF HIGHER EDUCATION IN UKRAINE AND POLAND: COMPARATIVE ASPECTS**

### **ABSTRACT**

*The article considers European standards for education quality assessment. The effectiveness of the network of national agencies, in particular ENQA, which includes 40 agencies from 20 countries is described. The European association for quality assurance in education comparing with Ukrainian is described. The ways of introduction of high-quality education in higher educational institutions (hereinafter the HEI) in order to increase the importance of getting education in our state are offered. The key responsibility of the National Agency for Higher Education Quality Assurance (hereinafter the NAHEQA) in Ukraine according to the internal and external evaluation of the quality of higher education institutions is justified. The Law of Ukraine "On Higher Education" and the Law "On Higher Education and Science in Poland" concerning the powers, composition and main tasks of the NAHEQA and the Polish Accreditation Commission (hereinafter the PAC) are analyzed in the comparative aspect. A great attention is paid to the composition of the National Agency for Higher Education Quality Assurance in Ukraine. The criteria for evaluating the programs, subdivisions, and fields of study in Polish higher educational institutions from the highest rating to "no evaluation from 01.11.2011" which are set on the web-portal are described. You should choose the course with the base of all the Polish higher educational institutions. It is estimated that the following indicators such as missions and strategies of the university development and educational standards; teachers qualifications and other people who train students; the interaction with the environment of the socio-economic situation in the learning process; the effectiveness of the internal system of education quality assurance; internationalization of the educational process; accreditation and certificates of*





*institutions, national and international; the infrastructure which is used for implementing learning outcomes, etc during the evaluation of the programs of Polish higher educational institutions are taken into account. The authors of the article give recommendations on ensuring the quality of national higher education as essential for trust in it and European recognition.*

**Keywords:** *European Association for Quality Assurance, “English” model of education quality, “French” model of education quality, the Law “On Higher Education and Science in Poland”, the Law of Ukraine “On Higher Education”, the National Agency for Higher Education Quality Assurance, the Polish Accreditation Commission, web portal Wybierz Studia.*

#### **АНОТАЦІЯ**

*У статті розглядаються Європейські стандарти системи оцінювання якості освіти. Описується ефективність мережі національних агентств, зокрема ENQA, в яку входить 40 агенцій із 20 держав. Описана європейська система якості освіти у порівнянні із українською. Пропонуються шляхи впровадження якісної освіти у вищих закладах освіти (ВЗО) з метою підвищення вагомості здобування освіти у нашій державі. Обґрунтовується ключова відповідальність Національного агентства із забезпечення якості вищої освіти (НАЗЯВО) в Україні по внутрішній та зовнішній оцінці якості освіти у ВЗО. Проаналізовано в порівняльному аспекті Закон України «Про вищу освіту» та Закон «Про вищу освіту та науку в Польщі» що стосується повноважень, складу та основних завдань НАЗЯВО та Польської Акредитаційної комісії (ПАК). Акцентується увага на складі Національного агентства із забезпечення якості вищої освіти України. Описані критерії оцінювання програм, підрозділів, напрямів навчання у ВЗО Польщі від найвищої оцінки до «не відбувалось оцінювання від 01.11.2011 р.», які проставляються на веб-порталі Вибери напрямок із базою усіх ВЗО Польщі. Встановлено, що при оцінюванні програм ВЗО Польщі враховуються наступні показники: місії і стратегії розвитку університету та освітні стандарти; кваліфікації викладачів та інших осіб, які ведуть заняття зі студентами; взаємодія з навколишнім середовищем соціально-економічної ситуації в процесі навчання; ефективність внутрішньої системи забезпечення якості освіти; інтернаціоналізація процесу освіти; акредитація та сертифікати установ, національних та міжнародних; інфраструктура, яка використовується для реалізації результатів навчання та ін. Авторами статті даються рекомендації щодо забезпечення якості вітчизняної вищої освіти як необхідної умови довіри до неї і європейського визнання.*

**Ключові слова:** *європейська система якості освіти, «англійська» модель якості освіти, «французька» модель якості освіти, Закон «Про вищу освіту та науку в Польщі», Закону України «Про вищу освіту», Національне агентство із забезпечення якості вищої освіти, Польська Акредитаційна комісія, веб-портал Wybierz Studia, якість освіти.*

#### **INTRODUCTION**

Unfortunately, in Ukraine, the system of higher education needs improvement. In fact, the quality of education in Ukrainian educational institutions is checked mainly by line ministries, and not by customers of educational services. “The main task of educational institutions is not to increase their own quality and efficiency, but the success of formal reporting to the state control bodies ...” ( the team of Trust project “dovira.eu”). At the same time, highly developed countries such as the USA, Canada, European countries contribute



to the quality of education in higher education institutions, as it is an indicator not only for the ranking of higher education institutions, but also for the state in the whole.

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

To analyze the European quality education system (“English” and “French”), the role of national agencies in their network. On the basis of the analysis, the components of the international rating of the results of the world universities should be distinguished. To analyze the main documents on education in Ukraine - the Law of Ukraine “On Higher Education”, in Poland – “the Law on Higher Education of the Republic of Poland”. On this basis the activities of the National Agency for Higher Education Quality Assurance and the Polish Accreditation Commission in Ukraine should be organized. To elicit the importance of the conclusion about the educational institution for the head of the Polish higher educational institutions.

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

Many achievements are devoted to the improvement of the education quality in Ukrainian higher education institutions of scientists, held conferences of regional and international levels. In particular, according to I. Ivanova (2016), an effective system for monitoring and evaluating the quality of higher education in Ukraine will be better if we use European experience. N. Sidorenko (2016) believes that the internal quality assurance of higher education in Ukraine should be a social and educational priority. O. Yuzyk (2013) argues that the education quality is one of the conditions for the modernization of the education system in Ukraine within the Bologna process.

The quality of education in higher education institutions in Poland was studied by Grzegorz Mazurkiewicz and Jolanta Kamińska. The implementation of quality is provided by Anna Zalewska, the Minister of National Education of Poland. Grzegorz Mazurkiewicz (2012) in his scientific collection "Quality of Education. Multidisciplinary aspects" described Polish scientists' views on the quality of education in such aspects as: values, vision, priorities; the process of study and teaching; cooperation and partnership; system, policy and organization.

Jolanta Kamińska (2016) describes the implementation of reforms in Poland related to the quality of education, that were discussed at the meeting of the Governmental Committee and local self-government bodies. In fact, they relate to the development of software, guidance, and changes in the field of vocational education.

At the conference Anna Zalewska (2016), the Minister of National Education of Poland, raised the issue of high quality education at primary and secondary schools. It is interesting to know that since 1982 Polish teachers have received a real commission, a disciplinary measure that protects their rights, protects parents and children. We are currently discussing these items.

The Ministry of Education and Science of Ukraine also works with determination on ensuring that higher education institutions are aimed at increasing the education quality of higher education institutions. UNIAN (2018). We believe that state educational laws play a key role. Therefore, the main method of our study is an analytical and synthetic analysis of the Law of Ukraine “On Higher Education” and the Law on Higher Education of the Republic of Poland. Content analysis of media texts of Web-portal on quality assurance of Ukrainian higher education is done with the support of Tempus IV of the European Union (*Portal zabezpechennia yakosti*, 2016; Wybierz Studia, 2018; UNIAN, 2018).



## RESULTS

Nowadays, all the countries of Europe want to have conscious students, students with deep knowledge that will contribute to the increase of the level of knowledge in higher education. It will enable the state to compete with other states, to take care of socio-economic, political and cultural development. The quality of education as an object of management is one of the most important indicators and according to it the effectiveness of the education system of any state and the effectiveness of management in the international community is determined.

In the countries of the European Union, a network of national agencies that share their own experience in providing education quality is working effectively. The European Network of Quality Agencies, the so-called ENQA, which has been operating since 2000 is central among supranational institutions that provide education quality. This network consists of 40 agencies from 20 countries.

The European association for quality assurance in education, in contrast to ours, is based on European Standards and Recommendations (ESGs), which consist of three parts: 1) internal quality assurance in higher education institutions; 2) external quality assurance in higher education; 3) quality assurance in the activities of agencies for external quality assurance education (Ivanova, 2016).

It is interesting to know that there are two models of education quality in Europe: “English” and “French”. During the introduction of the “English” model, the education quality is based on the internal self-evaluation of the academic community. The “French” model is based on an external evaluation of the higher education institutions according to its relevance to society.

When carrying out the international rating of the results of the universities of the world, the following criteria are taken into account: the reputation of the HEI in the academic environment, the citation of the scientific publications of the teachers of the HEI, the ratio of the number of teachers and students, the employers attitude towards graduates, the number of foreign teachers and students in HEI.

In Ukraine, the state is responsible for the control and quality assurance in education. In our opinion, Ukrainian universities make confident steps to improve the quality of educational services in HEI, but S. Ivanova (2016) observed the imperfection of the institution of state accreditation of higher education institutions.

When the Ukrainian Ministry of Education and Science was held in 26.11.2018, Lilia Grinevich who is the Minister of Education and Science of Ukraine said that the Ministry of Education planned to improve the education quality of the HEI through integration into the European space of higher education and scientific research. In the same publication, L. Grinevich offers ways of having better students in higher education institutions: introduction of the results of external independent evaluation, a single professional test for master's degree programme, the targeted placement of the state order. UNIAN (2018).

The implementation of the quality assurance system of the National Agency for Higher Education Quality Assurance and independent institutions for the assessment and quality assurance in education are also important for better quality of Ukrainian higher education. In our opinion, the main tasks of the National Agency for Higher Education Quality Assurance is: 1) the formation of requirements for the system of quality assurance of higher education, the development of regulations on the accreditation of educational programs and submission of them for approval by the central executive body in the field of



education and science; 2) analysis of the quality of educational activities of higher education institutions; 3) Institutional accreditation and other powers provided for by law. Law of Ukraine “On Higher Education” (new edition). N. 2145–VIII. §chapter V. st. 18 (2017).

The NAHEQA annually prepares and publishes a report on the quality of higher education in Ukraine, its accordance with the tasks of sustainable innovative development of society, a report on its activities, formulates proposals on legislative provision of higher education quality and sends these documents to the Verkhovna Rada of Ukraine, the President of Ukraine, the Cabinet of Ministers of Ukraine and higher education institutions for their discussion and proper response.

The composition of the National Agency for Higher Education Quality Assurance is formed with the provision of representation of no more than one person from the field of knowledge and includes:

1) three persons elected from representatives of all-Ukrainian associations of employers' organizations;

2) two persons among the postgraduate students from the first or second level;

3) not less than one representative from the number of people who have the main workplace at: the Ukrainian National Academy of Sciences; national branch academy of sciences (one representative from each academy);

– higher education institution of state ownership;

– higher education institution of communal ownership;

– higher education institution of private ownership.

A person may be nominated as a candidate for the NAHEQA membership by subjects that are mentioned in part two of this article, or by self-nomination (the Law of Ukraine “On Higher Education” (new edition) N. 2145–VIII §chapter. V. st. 18 (2017).

In Ukraine the team of Trust project offers their National Web-portal on quality assurance in Ukrainian higher education, with the support of Tempus IV of the European Union (*Portal zabezpechennia yakosti*, 2016). The portal contains five main menu tabs: Home Page, Educational Resources, Set of Values, Ratings, Help.

The portal provides an open reporting of participants of educational processes to society about their own academic and scientific achievements. It might be a good idea. However, this portal, in our opinion, is not fully filled.

The Republic of Poland is confident about the education quality. At present (August 2018), there are 393 universities, 2949 faculties and 5154 courses in Poland. (Wybierz Studia, 2018).

Having analyzed the Law on Higher Education in the Republic of Poland (Prawo o szkolnictwie wyższym), adopted on July 27, 2005, it is possible to make the following conclusions that there is another approach to the formation of commissions on education quality, their composition and activities in this European state. In particular, the Polish Accreditation Commission is being set up during accrediting universities and checking their education quality. Its term is four years. Chapter VI of the article 48 of the same law agrees the name of the commission (in Poland, the Polish Accreditation Commission appoints the competent minister for higher education) and its members: at least eighty and no more than ninety members are appointed through the Minister of Higher Education; the President of the student parliament of the Republic of Poland, who is a member of the Commission in accordance with the law. The members of the Commission are appointed from the number of the candidates represented by the Council, the Conference of the rectors of the Academic Polish Schools, the Conference of Professional Polish Schools, the Parliament of the



Students of the Republic of Poland, the National College of Postgraduate Students, as well as the main scientific associations and employers' organizations. Any teacher who has at least a Ph.D. degree, works in HEI as the main workplace (this requirement does not apply to representatives of employers' organizations) can be a member of the Commission. The requirement of the Minister of Education is taken into account by the Commission. So there are representatives of all fields of education and at least 30 % of women in its composition. There is an interesting requirement, which we do not have – the members of the Commission are not allowed to have on the day of commencement of the term of office of the Commission more than seventy years. The term of the Commission begins on January 1 and lasts for four years.

A rector may, at the request of a member of the Commission who is a teacher of the HEI, release him completely or partially from the obligation to hold classes. The Law on Higher Education of the Republic of Poland clearly defines the main tasks of the Polish Accreditation Commission:

1. The Commission is a body that acts independently and for the benefit of improving the quality of education.

2. The Commission is guided by the principle of fairness, impartiality, transparency and aspirations for equal rights of women and men in participation in its work.

3. The Commission carries out an assessment of the quality of education in educational areas (program evaluation), which implies: 1) training programs taking into account the mission and strategy of the university development; 2) educational standards specified in the regulation issued on the basis of Art. 9b and 9c; 3) the qualification of teachers and other persons conducting classes with students; 4) interaction with the environment of the socioeconomic situation in the learning process; 5) the effectiveness of the internal system of the quality assurance in education; 6) functioning of learning effects confirmation; 7) internationalization of educational process; 8) accreditation and attribution of certificates of institutions, national and international ones; 9) infrastructure used to implement the learning outcomes; 10) student support in the learning process.

4. The Commission evaluates the program on its own initiative or at the request of universities, as well as in cases specified in Article 11 paragraph 3, Article 49, paragraph 4, at the suggestion of the Minister of Higher Education.

5. For members and experts of the Commission the rules of Article 24 of 14 June, 1960. – Administrative Procedure Code. The exclusion of a member of the Commission or an expert is exercised by the chairman of the Commission.

6. The Minister of Higher Education will determine, through regulation, the general criteria for evaluating the software taking into account the need to ensure a high quality education.

7. The Commission may evaluate the program at the request of the university concerned.

8. The Commission, when evaluating the program, applies a rating scale: bright, positive, conditionally negative.

9. Opinions on the issues referred to in paragraphs 1, 3 and 4 together with the justification of the Commission are submitted within no more than three months from the date of application. In justified cases the chairman of the Commission may make a statement to extend this term.

10. The results of the evaluation of the program together with the justification are submitted by the Commission to the Minister of Higher Education within fourteen days from the date of taking a decision.



11. The Commission may process personal data of teachers and other persons conducting classes with students as well as students, the rating of universities in the amount necessary for the performance of the tasks specified in paragraphs 1–4. Prawo o szkolnictwie wyższym. Ustawa z dnia 27 lipca 2005 r. § VI. Article 48.




Article 50 of the same law defines the bodies of the Polish Accreditation Commission: 1) teams operating within the education sector; 2) protection team. The team consists of at least four members of the Commission who are representatives of the education sector, including at least three members who have the academic rank of a professor or a doctoral degree in the fields or disciplines associated with this education sector, as well as at least one representative of the employers' organization.

Experts from the Commission who participated in the first analysis of the case cannot participate in the evaluation of the conclusion of the Higher Education Institution activity or its separate structure.

As for the protection team, the head of the group of legal protection takes part in voting at the meetings of the presidium which makes decisions on issues, applications for review of the case. Prawo o szkolnictwie wyższym. Ustawa z dnia 27 lipca 2005 r. § VI. Article 50.

The new Law on Higher Education and Science in Poland adopted on July 20, 2018 also contains sections and articles that contribute to the quality of higher education in the Republic of Poland. In particular, section VI “Assessment of the quality of education, assessment of doctoral schools and assessment of the quality of scientific activity”; Section VII “Disciplinary Liability”, Article 1 “Disciplinary Liability of Scientists”; Article 2 “Disciplinary liability of students”; Section XIII “Control over the system of higher education and science”. Warszawa, dnia 30 sierpnia 2018 r. Poz. 1668 USTAWA z dnia 20 lipca 2018 r. Prawo o szkolnictwie wyższym i nauce. Where is the conclusion about the educational institution provided by the Polish Accreditation Commission used? In Poland applicants can use the web portal Choose Education (portal Wybierz Studia), which has the base of all Higher Education Institutions in Poland. The portal was prepared by the Ministry of Science and Higher Education of Poland (Fig. 1).

Portal zawiera oficjalne informacje o kierunkach studiów oraz zewnętrzne oceny ich jakości.

NAZWA UCZELNI 	LOKALIZACJA 
KIERUNKI STUDIÓW 	PRZEDMIOTY MATURALNE* 
STUDIA DZIENNE I ZAOCZNE 	UCZELNIE PUBLICZNE I NIEPUBLICZNE 

\* Uwaga! Wynik wyszukiwania ma charakter orientacyjny. Oficjalną listę wymaganych przedmiotów można znaleźć na stronie rekrutacji uczelni.

SZUKAJ

Fig. 1 Interface of the “Choose Education” portal



The portal is intended for every person interested in the offers of higher education institutions in Poland, first of all, for graduates of schools and candidates for studying.

The portal contains information about all higher education institutions in Poland, information on the directions of study that one can choose, the assessment of the directions of study at a particular university. The directions are assessed by experts from the Polish Accreditation Commission. When the cursor is over each direction, an evaluation of the program appears: bright, positive, conditionally negative. There is a legend of estimates in different colors opposite the scientific subdivision of a higher education institution: blue – bright, the highest assessment; green – positive assessment; yellow – conditional assessment; red – negative assessment; gray – refusal of assessment; bright yellow – assessment in progress; no color – no evaluation since November 1, 2011.

The portal contains information about the preparation of bachelors, masters, as well as institutions of postgraduate education. The portal has a search engine which is easy to use.

The “Choose Education” portal contains only verified information, as it is the official portal of the Ministry of Science and Higher Education of Poland. The data are constantly updated in the information system on higher education, the directions of training are evaluated by the Polish Accreditation Commission, and the scientific activity is evaluated by the Evaluation Committee of the scientific divisions (Wybierz Studia, 2016).

Hence, the head of the higher education institution in Poland is interested in obtaining the highest education quality assessment of his institution by the Polish Accreditation Commission.

This information was published by Ph.D., associate professor of the Department of Natural and Mathematical Sciences Yuzyk Olha at the International Conference on “Development of managerial competence of the head as an important resource for ensuring the quality of work of the educational institution” in Rivne, Ukraine, October 18, 2018.

#### CONCLUSIONS

So the research topic is relevant. HEI should work to ensure the quality of domestic higher education as essential for trust in it and European recognition. The activity of the “English” and “French” models of quality of education and the work of the portal on the quality assurance of higher education are to be further implemented; the official websites of the HEI provide information on the evaluation of courses and training programs in colors (as is the case in Poland).

Of course, the article does not cover the issues related to the increase of quality of education indicators through external indicators of the activities of the HEI in Ukraine and in Poland. The following studies may relate to the specifics of the use of the election of members of the National Agency for Higher Education Quality Assurance on the use of the experience of the PAK; assessment of the quality of education of the HEI based on the assessment of the quality of education of the PAK and others.

#### REFERENCES

1. Ivanova, S. V. (2016). Yevropeyskyi dosvid stvorennia efektyvnoi systemy kontroliu ta otsinky yakosti vyshchoi osvity v Ukraini. *Naukovi zapysky. Seriya: pedahohika*, 3, 148–155.
2. Kamińska J. (18 listopada 2016). *Najwyższa jakość edukacji*. Retrieved from [https://fakty.interia.pl/autor/jolanta-kaminska/news-najwyzsza-jakosc-edukacji-samorzady-pelne-obaw,nId,2308556#utm\\_source=paste&utm\\_medium=paste&utm\\_campaign=chrome](https://fakty.interia.pl/autor/jolanta-kaminska/news-najwyzsza-jakosc-edukacji-samorzady-pelne-obaw,nId,2308556#utm_source=paste&utm_medium=paste&utm_campaign=chrome)



3. Mazurkiewicz, G. (2012) *Jakość edukacji. Różnorodne perspektywy*. 2012. Krakow. Retrieved from <https://www.npseo.pl/data/documents/3/263/263.pdf>.
4. *Portal zabezpečennia yakosti vyshchoi osvity*. (2016). Retrieved from <http://portal.dovira.eu>.
5. *Prawo o szkolnictwie wyższym. Ustawa z dnia 27 lipca 2005 r.* (2005). Retrieved from <https://www.prawo.pl/akty/dz-u-2017-2183-t-j,17215286.html>.
6. *Prawo o szkolnictwie wyższym i nauce. Warszawa, dnia 30 sierpnia 2018 r. Poz. 1668 Ustawa z dnia 20 lipca 2018 r.* (2018). Retrieved from <https://www.uw.edu.pl/wp-content/uploads/2018/09/ustawa.pdf>.
7. Sydorenko, N. (2016). Vnutrishnie zabezpečennia yakosti vyshchoi osvity Ukrainy yak suspilno-osvitnii priorytet. *Derzhavne upravlinnia ta mistseve samovriaduvannia*, 4 (31), 81–85.
8. *Trust. Kontsepsiia zabezpečennia yakosti vyshchoi osvity Ukrainy*. (2018). Retrieved from [http://dovira.eu/images/QA\\_concept\\_Final.pdf](http://dovira.eu/images/QA_concept_Final.pdf).
9. UNIAN. (2018, 26 sicznia). *U Minosvity rozpovily, yak zbyraiutsia pidvyshchuvaty yakist navchannia u VNZ*. Retrieved from <https://www.unian.ua/society/2367742-u-minosviti-rozpovili-yak-zbirayutsya-pidvischuvati-yakist-navchannya-u-vnz.html>.
10. Wybierz Studia. (2018). Retrieved from <http://wybierzstudia.nauka.gov.pl/pages/search/wizard>.
11. Yuzyk, O. (2009). *Yakisna osvita – odna iz umov modernizatsii systemy osvity v Ukraini v ramkakh Bolonskoho protsesu. Nova pedahohichna dumka*. Materialy XI Mizhnarodnoi naukovo-metodychnoi konferentsii “Zabezpečennia nastupnosti zmistu v systemi vyshchoi ta pislidyplomnoi osvity” 2013. Rivne.
12. *Zakon Ukrainy «Pro Vyshchu osvitu» (nova redaktsiia)*. № 2145–VIII. (2017).
13. Zalewska, F. (2016). *Najwyższa jakość edukacji w bezpiecznej, małej lub dużej szkole*. Retrieved from <http://www.radiomaryja.pl/informacje/a-zalewska-najwyzsza-jakosc-edukacji-malej-duzej-szkole/>.





DOI: 10.2478/cpp-2018-0009

PhD in Pedagogy, Senior Lecturer, **IHOR ROSKVAS**  
Khmelnyskyi National University  
Address: 11 Instytutska St., Khmelnytskyi, 29016, Ukraine  
E-mail: ihor219115@gmail.com

### CONCEPTUAL ASPECTS OF PROFESSIONAL TRAINING FOR ENGLISH LANGUAGE TEACHERS: THE UK EXPERIENCE

#### ABSTRACT

*The article deals with the problem of conceptual aspects of professional training for English language teachers in the UK. It is found that many curricula of British universities are based on the technology and procedure of exclusively professional training of future specialists, whereas general scientific and additional intellectual training is incorporated into extracurricular activities as proved by the ratio of study time allocated to different courses. Humanities and social sciences courses provide students with fundamental knowledge and the ability to navigate in the ever-growing volume of scientific knowledge, possibility and knowledge of social interaction. General professional and specialist courses cultivate professional mastery of future specialists and the ability to express, if necessary, professional mobility. It is clarified that English is a broad subject, which comprises three complementary elements studied either separately or combined. They are the following: English Literature (interpretation and analysis of literary texts and study of the history and theory of literature), English Language (the study of spoken, written and multimodal communication, their historical development and their distinctive levels of analysis: phonology, grammar and lexis) and creative writing (the practice of writing, the study of the literary and cultural contexts of writing and the exploration of the relationships that writing generates between writer, publisher, text and audience). It is concluded that professional training of English language teachers in the UK is based on conceptual aspects of such principles as neobehaviourism, liberalism, progressivism, social reconstructivism, cognitivism and humanism.*

**Keywords:** professional training, English language, English language teachers, university, concept, aspect, the UK.

#### АНОТАЦІЯ

*У статті розглянуто проблему концептуальних аспектів професійної підготовки вчителів англійської мови у Великій Британії. Встановлено, що більшість освітніх програм у британських університетах ґрунтується на технології та процедурі виключно професійної підготовки майбутніх фахівців, тоді як загальнонаукові та додаткові інтелектуальні тренінги включено до позакласної діяльності, що підтверджується співвідношенням навчального часу, запланованого для різних дисциплін. Гуманітарні та соціальні дисципліни надають студентам фундаментальні знання і вміння орієнтуватися в постійно зростаючому обсязі наукових знань, можливостей і знань соціальної взаємодії. Загальнопрофесійні та спеціалізовані дисципліни розвивають професійну майстерність майбутніх фахівців і здатність до професійної мобільності. З'ясовано, що спеціальність "Англійська мова" є надзвичайно широкою і складається з трьох допоміжних елементів, які вивчаються окремо або разом. Вони охоплюють*



*англійську літературу (інтерпретація та аналіз літературних текстів та вивчення історії та теорії літератури), англійську мову (вивчення усного, письмового та мультимодального спілкування, їхній історичний розвиток та відмінні рівні аналізу: фонологія, граматики та лексика) та творчу діяльність (практика письма, вивчення літературних та культурних контекстів письма, тощо). Зроблено висновок, що професійна підготовка вчителів англійської мови у Великій Британії базується на концептуальних аспектах таких принципів, як необіхевіоризм, лібералізм, прогресивізм, соціальний реконструктивізм, когнітивізм та гуманізм.*

***Ключові слова:** професійна підготовка, англійська мова, вчитель англійської мови, університет, концепція, аспект, Велика Британія.*

## **INTRODUCTION**

New approaches to the problem of quality of higher education and specialist training in the UK, similar to those being implemented in Ukraine, were introduced in the early 1990s after the adoption of Further and Higher Education Act (1992). The Act determined not only the strategy for developing higher education in the country but also formulated the ways and mechanisms for improving the quality of specialist training in the UK. In accordance with the law, the binary system of higher education opposing classical universities to polytechnic colleges was eliminated. They adopted a single model of higher education that is universities. Most polytechnics were awarded the status of universities and some of them shifted their orientation towards further education providing their graduates with secondary vocational education.

Nowadays, the UK universities are entitled to determine conceptual aspects of specialist training relying only on the recommendations of the Department for Education and framework instructions, QAA recommendations, etc. British scholars believe that the quality of specialist training implies the correspondence of the level of knowledge, skills and practical training to the adopted requirements and standards. Therefore, the quality of higher education is viewed as the indicators of the level of knowledge, abilities, skills and professional mastery of graduates to “state education standards” implemented in Ukraine. Under the conditions of university autonomy, there is no single legal framework and state regulations of higher education content, as well as unified requirements for graduates since every university adopts and implements its own degree programmes, the organization of the education process and assessment of student progress.

In view of reforming Ukrainian higher education, especially after the adoption of the Laws of Ukraine “On Higher Education” (2014) and “On Education”, it is crucial to continue studying British experience, especially in the context of formulating conceptual aspects of professional training for English language teachers.

## **THE AIM OF THE STUDY**

The current research aims to study conceptual aspects of professional training for English language teachers in the UK.

## **THEORETICAL FRAMEWORK AND RESEARCH FRAMEWORK**

Based on theoretical analysis, individualization and systematization of relevant sources, it is found that many curricula of British universities are based on the technology and procedure of exclusively professional training of future specialists, whereas general scientific and additional intellectual training is incorporated into extracurricular activities as proved by the ratio of study time allocated to different courses. Depending on the profile of



professional training, general professional and specialist courses are allocated 50-80% of total study time and are of rather pragmatic nature. Humanities and social sciences courses provide students with fundamental knowledge and the ability to navigate in the ever-growing volume of scientific knowledge, possibility and knowledge of social interaction. General professional and specialist courses cultivate professional mastery of future specialists and the ability to express, if necessary, professional mobility (Baskerville, MacLeod, & Saunders, 2013).

Special attention should be also paid to the qualification characteristic of lecturers. Professional activities of lecturers require that they should be able to engage in teaching and research activities. It is preferable that they have a doctoral degree (PhD). In the UK, the lecturer should know and be able to do the following:

- 1) have a profound knowledge of the subject they teach;
- 2) combine teaching, research and administrative activities;
- 3) establish interaction with students, postgraduate students and colleagues;
- 4) conduct practical classes and lectures, experiments, fieldwork;
- 5) supervise student placements;
- 6) organize and conduct workshops, seminars, tutorials, discussions;
- 7) provide counselling (employment, studies, personal matters, etc.);
- 8) objectively evaluate student progress and help them achieve greater results;
- 9) conduct exams and ask clear and objective questions;
- 10) think analytically and critically;
- 11) participate in professional associations, communities, clubs, societies, etc.;
- 12) have good communication skills;
- 13) have a high-level practical competency and demonstrate it when working with students in small and big groups;
- 14) strive for professional and personal development (Knight, & Yorke, 2004).

As shown by Subject Benchmark Statement for English (2015) developed by QAA, equality and diversity should be ensured throughout professional training of specialists since it is necessary to promote equal dignity and worth of every student and support achievements for students with diverse requirements, backgrounds and entitlements (QAA, 2015).

It must be noted that British educators focus more on the role and value of English within culture and society considering the growing impact of English in the international scope. Indeed, English is a core academic subject, which covers the study on structure, history and use of the English language, as well as critical analysis of texts written in English. It rather contributes to the development of English cultural life and promotes its significance in the context of international studies.

Thus, the following section of the research aims to disclose conceptual aspects of professional training of English language teachers in the UK.

## RESULTS

According to studies, with regard to those undergraduates enrolled for Single Honours English, the number of full-time students on a course ranges from 23 to 700, with the number of part-time students ranging from 1 to 210. In terms of numbers of full-time students enrolled on a Combined Honours English, the figures range from 1 to 700, and about half of all undergraduates reading English do so in tandem with studying another subject, as part of Combined Honours or Joint Honours programmes. English is also a central subject in most modular schemes in the humanities, which allow students to choose from a



range of different modules or units within an overall suite of humanities subjects (including history, women's studies, English studies, writing, American studies or religious studies) (Childs, 2008, p. 11).

The Subject Benchmark Statement for English states that English is a broad subject, which comprises three complementary elements studied either separately or combined. They are the following: English Literature (interpretation and analysis of literary texts and study of the history and theory of literature), English Language (the study of spoken, written and multimodal communication, their historical development and their distinctive levels of analysis: phonology, grammar and lexis) and creative writing (the practice of writing, the study of the literary and cultural contexts of writing and the exploration of the relationships that writing generates between writer, publisher, text and audience) (QAA, 2015).

Given the achievements of the humanities, namely, culturology, linguistics, psycholinguistics, British scholars indicate that under modern conditions a substantiated cognitive communicative paradigm of understanding languages and linguistic activity of future English language teachers has been formed. It is based on the multidimensional language system associated with the dynamics of the cognitive processes of human thinking. Thus, anthropocentric, cognitive, conceptual description of the language is provided to the foreground to ensure the perfect communication with representatives of native / non-native culture. Professional activity of English languages teachers covers the multi-valued interaction of subjects of communication, which requires from them an ability to directly understand the sociocultural meanings of linguistic units of the English language. It is no coincidence that the concept of "linguistic personality" acquires a special significance, and in the context of professional language proficiency – "a professional linguistic personality" (Bowskill, 2010; Gomez-Cash, 2016; James, 1999).

The content of professional training for English language teachers must be consistent with the principles of modular design in the context of the multidisciplinary intercultural interaction; the relevant needs of the real labour market; inclusion, methods of productive activity, intuitive and creative exercises and emotional intellectual proficiency, etc. (Lugea, 2016).

R. Hudson (1983; 2004; 2007) states that professional training of language teachers should be based on the main trends of higher education, in particular the integration and globalization processes. It must also meet modern linguistic challenges designed in the context of interdisciplinary linguistics that is rather important and qualitatively influences the development of the English language worldwide.

The content of professional training for English language teachers is organically combined with the programmatic learning outcomes, which in turn are presented in the form of competencies and competences providing for the acquisition of certain skills and abilities. S. Lester (2014) is convinced that at the present stage of education development English language teachers must have relevant knowledge required for professional activities, be able to implement creative approach to professional activity and possess such personal qualities as tact, emotional balance, individuality, independence.

According to M. Bray, B. Adamson & M. Mason (2007), professional competency of English language teachers is of paramount importance since its foundation is laid in during studying at higher education institutions. However, its further level can only grow in the course of professional (linguistic, teaching) activity with the use of innovative technologies, as required by modern changes in education. Tracing this internal dynamics



means to evaluate professional competency of English language teachers and predict their professional growth.

### CONCLUSIONS

The conducted research proves that considering modern requirements for further development of the European Higher Education Area towards which the Ukrainian system of higher education strives, professional linguistic and professional pedagogical competency of English language teachers are defined as the leading criteria of higher education quality in the field of foreign languages recognized by the European pedagogical community, including the UK. Modern foreign and Ukrainian systems of higher education need competitive specialists who have well-developed research skills, are able to independently master new knowledge, develop their abilities to a high level of self-control and self-evaluation. In the UK, professional training of English language teachers is based on conceptual aspects of such principles as neobehaviourism, liberalism, progressivism, social reconstructivism, cognitivism and humanism. These principles should be implemented into the system of professional training for English language teachers in Ukraine.

Prospects for further studies include studying technological aspects of professional training for English language teachers in the developed countries.

### REFERENCES

1. Baskerville, S., MacLeod, F., & Saunders, N. (2013). *A guide to UK higher education and partnerships for overseas universities, UK Higher Education International and Europe Unit*. Retrieved from [http://www.international.ac.uk/media/2346832/guide-to-uk-he-and-partnerships\\_web\\_final.pdf](http://www.international.ac.uk/media/2346832/guide-to-uk-he-and-partnerships_web_final.pdf).
2. Bray, M., Adamson, B., & Mason, M. (2007). *Comparative education research. Approaches and methods*. Hong Kong: Springer.
3. Bowskill, S. (2010). Guest editorial: considering postgraduate study in languages, linguistics and area studies? *Debut: the Undergraduate Journal of Languages, Linguistics and Area Studies*, 1 (2), 45–47.
4. Childs, P. (2008). *The essential guide to English studies*. London: Continuum.
5. Gomez-Cash, O. (2016). Professional contexts for modern languages: work experience and academic reflection in a multilingual context. In E. Corradini, K. Borthwick & A. Gallagher-Brett (Eds.), *Employability for Languages: a Handbook* (pp. 57–66). Dublin: Research-publishing.net.
6. Hudson, R. (1983). *Linguistic equality (CLIE Working Paper 1)*. London: Committee for linguistics in education.
7. Hudson, R. (2004). Why education needs linguistics (and vice versa). *Journal of linguistics*, 40, 105–130.
8. Hudson, R. (2007). How linguistics has influenced schools in England. *Language & linguistics compass*, 1, 227–242.
9. James, C. (1999). Language awareness: implications for the language curriculum. *Language, Culture and Curriculum*, 12, 94–115.
10. Knight, P., & Yorke, M. (2004). *Learning, curriculum and employability in higher education*. London: Routledge Falmer.
11. Lester, S. (2014). Professional standards, competence and capability. *Higher Education, Skills and Work-Based Learning*, 4 (1), 31–43.



12. Lugea, J. (2016). Language in the workplace: combining academic study with work experience. In E. Corradini, K. Borthwick & A. Gallagher-Brett (Eds.), *Employability for Languages: a Handbook* (pp. 17–24). Dublin: Research-publishing.net.

13. QAA. (2015). *Subject Benchmark Statement for English*. Retrieved from [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-english-15.pdf?sfvrsn=4f9df781\\_12%5D](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-english-15.pdf?sfvrsn=4f9df781_12%5D).

14. Staffordshire University. (2015). *Survival guide to teaching in higher education. Teach well – an introductory guide*. Retrieved from <http://blogs.staffs.ac.uk/adublog/files/2015/09/Teach-Well-An-introductory-guide-to-teaching-in-higher-education-2015.pdf>.

15. Walmsley, J. (2008). “... a term of opprobrium”: *twentieth century linguistics and English philology*. *History of Linguistics 2008*, Selected Papers from the Eleventh International Conference on the History of the Language Sciences (ICHoLS XI). Potsdam: Ed., G. Hassler; Benjamins: Amsterdam.



DOI: 10.2478/cpp-2019-0010

Intern at Regional Institute of Social Work Aquitaine,  
Bordeaux (France), **SERGIY YASHCHUK**  
National University of Life and Environmental Sciences of Ukraine  
Address: 16-a Heroiv Oborony St, Kyiv, 03041, Ukraine  
E-mail: sergiolife92@gmail.com

**ORGANIZING THE EDUCATION PROCESS IN FRANCE:  
THE EXPERIENCE OF REGIONAL INSTITUTE  
OF SOCIAL WORK AQUITAINE, BORDEAUX**

**ABSTRACT**

*The article analyzes the stages of organizing the education process in social schools in France based on the example of Regional Institute of Social Work Aquitaine, Bordeaux. It is found that the Institute pays specific attention to the basic courses: professionalization and methodology; social and solidarity economy; professional approach to service; social connections and exclusion; legal approaches; project development and management; sociology of education; human development; psychopedagogy of animation project; family law; social protection and social security; research methodology; legal approach to information management for the EU countries; humour and pedagogy; oral communication and education; anthropology of education; education and philosophy, the views on the education process; family education; mental disability: history and current events; self-study and lifelong learning; psychology of education: theoretical principles, methods, educational and social practices. It is clarified that the main characteristic of social careers in France, regardless of specialization, is the ability to provide permissive and appropriate mediation between the individual, family and society, state and social structures; to act as a partner, linking the personality and society, children and adults, family and society. It is justified that there is no distinction between “social worker” and “social educator” in France. French specialists consider social work to be “personal support services for people”, which is based on certain sciences (law, psychology, sociology) and accumulated experience of practical sociopsychological, health-improving, rehabilitational and therapeutic support of the individual.*

**Keywords:** social work, organization, social worker, professional orientation, rehabilitation, project, internship, legal approach.

**АНОТАЦІЯ**

*Проаналізовано етапи організації освітнього процесу у соціальних школах Франції на прикладі соціальної школи l'IRTS м. Бордо. Визначено, що увага у соціальній школі акцентована на основних дисциплінах: професіоналізація та методологія; соціальна та солідарна економіка; професійний підхід до обслуговування; соціальні зв'язки та виключення; правові підходи; професійний підхід до обслуговування; розробка та управління проектами; соціологія освіти; розвиток людини; психопедагогіка анімаційного проекту; сімейне право; соціальний захист і соціальне забезпечення; методологія дослідження; професіоналізація та методологія; правовий підхід до управління інформацією для країн ЄС; гумор і педагогіка; усна мова і освіта; антропологія освіти; освіта та філософія, мислення освітнього процесу: приклад сімейного виховання;*



*психічна неприцездатність: історія та сучасні події; самонавчання та навчання протягом усього життя; психологія освіти: теоретичні основи, методи, освітні та соціальні практики. З'ясовано, що основною характеристикою професії «соціальної кар'єри» у Франції, незалежно від профілю і спеціалізації, є здатність забезпечувати допустиме й доречне посередництво між особистістю, сім'єю і суспільством, державними та суспільними структурами; виконувати роль партнера, зв'язуючої ланки між особистістю і соціумом; між дітьми і дорослими, сім'єю і суспільством. Обґрунтовано, що у Франції, не має розмежування «соціальний працівник» і «соціальний педагог. Соціальна робота розглядається французькими фахівцями як «особистісна служба допомоги людям», що у своєму розвитку спирається на певну сукупність наук (правознавство, психологію, соціологію) і накопичений досвід практичної соціально-психологічної, медико-оздоровчої, реабілітаційно-терапевтичної підтримки особистості.*

**Ключові слова:** соціальна робота, організація, соціальний працівник, професійна орієнтація, реабілітація, проект, стажування, правовий підхід.

## INTRODUCTION

The hierarchy of social workers' work values differs from that of other specialists in several particularly significant indicators such as altruism, freedom, lifestyle, social interaction and a material factor (Yashchuk, 2016). Consequently, there are two functional concepts, in particular, the idea of professionalism and respect for human rights (Yashchuk, 2012, pp. 21–22). Some specialists single out three ways of evaluating teaching competency: profound knowledge of the subject, skills and skills in teaching it and identifying the qualitative level of students' and educators' knowledge; an attitude to the subject and the chosen profession, teaching experience (Zhuravska, 2015, pp. 11–15; Zhuravska, 2006, pp. 15–18); the ethics of communication with students and colleagues, knowledge of the latest technologies and world scientific achievements.

## THE AIM OF THE STUDY

The research aims to analyze the stages of organizing the education process in social schools in France based on the example of Regional Institute of Social Work Aquitaine, Bordeaux (France).

## THEORETICAL FRAMEWORK AND RESEARCH METHODS

Such scholars as L. César-Franquet, S. Kubitskyi, Y. Meunier, S. Nikolaienko, L. Viktorova studied the characteristics of social workers' professional training. The researchers on legal competence of specialists were conducted by P. Camille, M. Sherman, V. Shynkaruk, L. Veronique, S. Yashchuk et al.

In order to achieve the aim of the study, the following research methods were used: analysis and generalization of empirical and theoretical principles contained in professional and reference literature on various scientific fields (pedagogy, psychology, sociology, law, teaching methodologies, social work, etc.), as well as in the works by Ukrainian and foreign researchers.

## RESULTS

The entire team of Regional Institute of Social Work Aquitaine, Bordeaux (France) congratulated 90 interns on the beginning of the 2018-2019 academic year: Yves Meunier, head of the centre for initial training; Laetitia César-Franquet, an educational manager; Aurélie Le Duff, head of the center for partnership, internship and training. The leaders of the Institute motivated the interns towards volunteer professional orientation aimed at





informing the public about “The Professional Stand” of the Institute: “Regional Institute of Social Work Aquitaine, will participate in various trade fairs of professional orientation (January 11, 12 and 13, 2019 – secondary school; February 8 and 9, 2019 – the student job fair in the Aquitec Exhibition Center, hall 1 – Bordeaux-Lac) (l’RTS, 2018).

Educational manager L. Cesar-Franco provided the interns with information about the timetable of classes for the current academic year. Thus, classes are scheduled from 8 30 am to 5 pm from Monday to Friday. In addition, the volunteer internship in orphanages for children, adults and people with special needs is scheduled for April, 2019; pre-diploma practice – for February-June, 2019 (l’RTS, 2018).

The interns got acquainted with professors of the Institute. The main attention was paid to the courses they teach, namely, Edith Montmoulinet – professionalism and methodology; Denis Decourchelle and Sante Modus – social and solidarity economics; Florence Aurort Lutard and Geraldine Duhalem – professional approaches to services; Blandine Dault – social connections and exclusion; Camille Pellicer – legal approaches; Fabien Clouse – project development and management; Xavier Lacombe and Mélina Eloi – sociology of education; Veronique Lascaut – family law; Michael Vacher Michael – social protection and security; Michelle Ferriere – oral communication and education; Eric Lucy – education and philosophy; Eric Monnier – humour and pedagogy; Dominique Millet – anthropology of education; Julie Pinsolle – the views on the education process: family education; Florence Brumaud – mental disability: history and current events; Fabien Dousse – self-study and lifelong learning; Julien Curt – psychology of education: theoretical principles, methods, educational and social practices (l’RTS, 2018).

At the meeting with the leaders of the Institute, professors delivered their speeches. M. Eloi, a postdoctoral researcher of sociological sciences, emphasizes that the course on Sociology of Education covers three important components. The course primarily focuses on classical studies and authors of sociology of education (Durkheim, Bourdieu, Boudon, Rosenthal, Jacobson et al.), as well as education democratization (social origin and success at school, gender and educational success, educational policy and social inequality of success, etc.) (Merlier, 2013). Finally, the interns are expected to study sociological studies (atypical success or failure at school, school work, school violence, etc.). As for the methodology of the course, it includes training sessions, lectures and work on the documents (articles and statistical tables) and presentation of one’s views on the latest sociological studies and problems. The assessment of the course involves both oral and written work, including presentations and projects. It is possible to retake the course.

M. Ferriere, a social worker and postdoctoral researcher of social sciences, teaches the course on Oral Communication and Education. The researcher notes that well-bred speech is not innate but constructed. As evidenced by relevant studies, a child who learns well has well-bred speech. The scholar highlights the importance of how important education is (Brugere, 2011). He emphasizes that the subject of courses on education, pedagogy, psychology, sociology is speech. The methodology of the course includes group work focusing on case studies (educational situations; therapeutic place; speech as a mediator through history, language and youth). The assessment of the course involves the following: everyone chooses a topic related to oral or written speech. After that, the interns exchange opinions and formulate questions which contribute to developing the chosen topic. They also exemplify theoretical concepts and bibliographic references. The examples can include written or spoken situations found on the sites of case studies. Each intern must



prepare a personal written project, at least five pages on the chosen subject. This written work will become the subject of an oral presentation to the group.

D. Decourchelle, a postdoctoral researcher in ethnology and counsellor, emphasizes the importance of the course on Ethnology and Disability Pedagogy. He indicates that the topics covered in the course are related to different contexts of disability and views on health: historical approach to classification and social support (Bouquet, 2012); cultural approach (norm, deviation, ugliness); an institutional way of life (dependence, closeness and community). It is stated that the views on health concern the ways of interpreting the disease and the body, in parallel with “rational” medicine. The researcher also mentions various models proposed by ethnology (anthropology of health). The interns are offered to focus on one of the models of ethnology and thus determine the disability or disease of the individual, as well as interview him/her during the internship. The methodology of the course implies that the course should be a kind of exchange between interns during seminars and cooperative activities during which proposals and hypotheses are the subject of discussion. Lectures are accompanied by the bibliography. The assessment of the course includes writing essays on a particular issue, establishing and interpreting the interview.

E. Lucy, a postdoctoral researcher of education and a social educator, pays considerable attention to the course on Education and Philosophy. In the context of ethical legal and political issues, educational and social work refer to philosophical views. The scholar suggests that the interns should reflect on some of the issues related to philosophy. He highlights the training modes incorporated into the course, namely literary texts and case studies, as well as cooperation in the context of norms, relations of power, social control and ethics (Boyer, 2011). This work can also be a preparation for writing a personal essay on the knowledge and skills gained during the internship. The methodology of the course includes lectures, debates and oral presentations and the assessment – oral and written projects.

The course on Humour and Pedagogy allows the interns to form their professional identity dealing with the heritage of the prominent educators and drawing on the cross-sectional analysis of educational practices. Studying Jean Houssaye’s works, one can understand the mixed and clearly formulated overview of pedagogical trends. P. Ladriere (1991) indicates that the educator Jean Houssaye is the one who seeks to combine theory and practice with his own actions. However, the views on humour can make one think about the ability to realize one’s educational activities. P. Guillot explains the concept of “humour and pedagogy” as follows: humour is not just a free game but a pedagogical relation of relativization (the rejection of an absolute value). Humour combines clarity and playfulness: it refers to the poetics of understanding. The methodology of the course includes coverage of field issues; discussions on practical activities; exchange of works in connection with the relevant issues, referring to the ideas of the prominent educators; cross-reading of literary, philosophical, poetic, humorous texts. The assessment of the course involves oral and written presentations. If necessary, the interns can retake the course.

D. Millet, an associate professor of philosophy, teaches the course on Anthropology of Education. He asked the interns the following questions: Is education a characteristic of the human species?; How to become human?; What part of human behaviour comes from the innate?; What is transmitted during training? etc. He also indicates that these questions, asked by anthropologists, allow one to look at educational practices in human societies. Oppositional nature/culture developed by Claude Lévi-Strauss will structurize the



reflections on the place of education in our societies and other social groups, in the search for the universal and the personal. He states that the course addresses the issues of people who must change cultural links through migration. It is necessary to question the conditions of intercultural or multicultural education. The methodology of the course includes reading and analyzing the main texts, argued discussions and theoretical contributions, alternating with educational practices. The assessment of the course implies that each intern should write a brief essay on the chosen topic preliminary approved by the course lecturer.

The course on the Views on the Education Process: Family Education aims to transform the education process through studying scientific texts. Julie Pinzol, the course lecturer, indicates that this will make it possible to consider the main models of family education (the latter can be defined as daily actions performed by parents during the interaction with their children) and question the transformations children experience from these actions. In addition, these transformations can be seen in an unprecedented education process in the field (education is no longer evident and is becoming more and more problematic). Rapid transformations during the education process can be understood as the result of changes in our attitude towards childhood and the child who appears in our society as the subject and the individual. Finally, this transformation eventually becomes a formidable movement to promote “childhood in the child” since the course questions the consequences and, in particular, the emergence of new educational norms such as dialogue, trust, confidence and autonomy. The methodology of the course includes reading and discussing texts, exchanging opinions. The assessment of the course involves writing essays about the transformation of education according to individual professional projects.

The course on Psychological Disability: History and Contemporary Events allows one to understand how the concept of mental handicap is gradually reinforced in our society and transformations and how this idea promotes the connection between individuals and society. It must be noted that it also includes studying university text in order to create a critical exchange of concepts of mental disability, compensation, behavioural disorders during school education, etc. Thus, the interns are encouraged to question the concept of “mental disability” in all its dimensions (historical, sociological, and psychological) and link this knowledge with their professional practice. The methodology of the course includes reading, discussing and presenting texts. The assessment of the course involves presenting the consolidated report: theoretical contributions, texts and discussions according to an individual professional project.

The course on Self-study and Lifelong learning is based on teaching forms outside the formal structures throughout life. Self-education, as a process of self-organization, provides personalized production of knowledge to organize the links between experience and theoretical knowledge. Dealing with the unknown and interacting with a vulnerable public, a social worker should be creative, spontaneous and able to provide theoretical and practical answers. Therefore, articulation (the way of performance) is viewed as the acquisition of knowledge from the so-called “noble” and “secular” knowledge in relation to one’s own experience. The methodology of the course includes discussing theoretical issues of education throughout life and providing reflexive feedback on personal experience, taking into account the importance of group work. The assessment of the course involves preparing a five-page independent work according to an individual professional project.



The course on Psychology of Education: Theoretical Principles, Methods, Educational and Social Practices aims to describe theoretical principles of various educational and social methods and practices since social work consists of different teaching methods and practices. The genesis of these diverse approaches is often related to different concepts of human activity: disciplinary spheres, nostalgic (painful) debates, institutional choices, advisory practices, etc. The methodology of the course includes reading and discussing texts in accordance with an individual animation project. The assessment of the course includes preparing group oral presentations (critical views on a certain teaching method or practice).

The course on Detecting Conflict Experiences and Tracking Traumatic Consequences is based on the experience gained during the internship. It aims to teach the interns to collectively identify conflict experiences that can cause injury and the gap in society with the effect of the fracture. Once these “analytical cases” have been identified, the interns will be expected to counterbalance them with sociological concepts in order to define the “keys of understanding” for mobilizing in a professional environment. The methodology of the course is based on the experience faced by the interns in the workplace. To this end, they are expected to work together on various “practical cases” defined by individual professional projects. The reflections and readings of scientific articles are performed by working groups and should be discussed. The relevant conclusions should be jointly drawn. The assessment of the course involves preparing a five-page written report representing a practical case that is experimenting with internships or can be presented in perspective with the sociological concepts discussed in classes (l’IRTS, 2018).

### CONCLUSIONS

Based on the analysis of scientific and reference sources, it is concluded that academic courses incorporate lectures, practical classes (project development and management, situational studies, correction of situational learning); seminars (designing stories; internship assignments, module presentations, professional practice analysis, presentation of the test on institutional dynamics, presentations of the journal of clinical research). It is found that the assessment of educational attainment involves taking professional tests, writing and defending professional projects.

The prospects for further studies include the detailed characteristics of assessment in Regional Institute of Social Work Aquitaine, Bordeaux (France).

### REFERENCES

1. Bouquet, B. (2012). *Ethique et Travail social, une recherche du sens*. Paris: Dunod.
2. Boyer, A. (2001). *Guide Philosophique pour penser le travail éducatif et médico-social*. Paris: Erès.
3. Brugere, F. (2011). *L'éthique du care*. Paris: PUF.
4. Ladriere, P. (1991). L'éthique, soi et les autres. *Informations sociales*, 9, 10–18.
5. l’IRTS. (2018). Retrieved from <http://www.campus-irts.fr>.
6. Merlier, P. (2013). *Philosophie et éthique en travail social*. Rennes: Presses de l’EHESP.
7. Yashchuk, S. P. (2012). Konstitutsionnoe i mezhdunarodnoe pravo: sovershenstvovanie osnovnogo zakona. *Suchasni napriamy teoretychnykh i prykladnykh doslidzhen*, 18, 21–22.



8. Yashchuk, S. P. (2016). Formuvannia profesiino-pravovoi kompetentnosti studentiv. *Naukovyi visnyk Natsionalnoho universytetu bioresursiv i pryrodokorystuvannia Ukrainy. Seriya: Pedagogika, psykholohiia, filosofiiia*, 253, 333–339.

9. Zhuravska, N. S. (2006). *Teoriia i metodyka profesiinoho navchannia*. Kyiv: Vydavnychiy tsentr NAU.

10. Zhuravska, N. S. (2015). *Metodyka navchannia ta vykhovannia u vyshchykh navchalnykh zakladakh krain Yevropeiskoho Soiuzu ta Ukrainy. Porivnialnyi aspekt*. Nizhyn : Lysenko M. M.



DOI: 10.2478/rpp-2019-0011

Postgraduate Student, **OLENA MOSHENETS**  
Khmelnitskyi National University, Ukraine  
Address: 11 Instyutaska St., Khmelnitskyi, 29016, Ukraine  
E-mail: elena.moshenets@gmail.com

## **GOALS, OBJECTIVES AND CONTENT OF PROFESSIONAL TRAINING FOR INTERNATIONAL COMMUNICATION SPECIALISTS IN THE UK**

### **ABSTRACT**

*The article analyzes the goals, objectives and content of professional training for international communication specialists in the UK universities. It is found that professional training of international communication specialists aims to prepare a competent and competitive expert under the rapidly changing requirements of British society and the international labour market. They are expected to have the relevant basic professional knowledge, practical abilities and skills (leadership and managerial skills, high-level political and information culture, active social position, high responsibility, willingness and capacity for self-study). It is indicated that British degree programmes mainly seek to train specialists based on interdisciplinary and competency-based principles, focusing on learning outcomes. Upon the successful completion of the degree programme, the graduate must possess not only theoretical knowledge but also special and general abilities and skills, which are necessary for effective functioning in various contexts of public life. It is specified that in the context of competency-based approach, the UK higher education aims to develop future specialists' ability to independently acquire new knowledge throughout life, identify and realize their own intellectual and creative potential, strive for self-determination, social integration and self-development, which creates relevant conditions for acquiring high-level professional competency in general and nurture professional culture in particular. It is concluded that British degree programmes in international communication consist of compulsory and optional modules. Each university is entitled to choose the number and content of compulsory and optional modules in accordance with the directions of scientific research of the department and scientific interests of students and lecturers.*

**Keywords:** goals, objectives, content, professional training, international communication specialist, university, the UK.

### **АНОТАЦІЯ**

*У статті проаналізовано цілі, завдання та зміст професійної підготовки фахівців з міжнародної комунікації в університетах Великої Британії. Встановлено, що головною метою професійної підготовки фахівців з міжнародної комунікації в системі вищої освіти Великої Британії визначено підготовку конкурентоздатного фахівця в умовах швидкозмінних вимог британського суспільства та міжнародного ринку праці, який володіє відповідними фундаментальними фаховими знаннями, практичними вміннями та навичками, особистісними якостями (лідерські, управлінські, високий рівень політичної та інформаційної культури, активна громадська позиція, висока відповідальність, готовність та здатність до самоосвіти). Зазначено, що основний фокус освітніх програм стосується підготовки фахівців на міждисциплінарній основі*



*та компетентнісно орієнтованих засадах, орієнтуванні на результати навчання. За умови успішного проходження програми професійної підготовки випускник повинен володіти не лише теоретичними знаннями, а й спеціальними і загальними вміння й навичками, необхідними для ефективного функціонування у різноманітних контекстах суспільного життя. З'ясовано, що у рамках компетентнісного підходу вища освіта Великої Британії націлена на формування здатності майбутнього фахівця до самостійного опанування новими знаннями впродовж життя, найбільш повного виявлення та реалізації власного інтелектуального і творчого потенціалу, самовизначення та соціального інтегрування, розвитку індивідуальності, що створює умови для оволодіння високим рівнем професійної компетентності загалом, і культурою професійної діяльності зокрема. Підсумовано, що британські освітні програми з міжнародної комунікації складаються з обов'язкових і вибіркових модулів. Вибір кількості і змісту обов'язкових та вибіркових модулів покладається на університет відповідно до напрямів наукових досліджень факультету та наукових інтересів студентів та викладачів.*

***Ключові слова:** цілі, завдання, зміст, професійна підготовка, фахівець з міжнародної комунікації, університет, Велика Британія.*

## **INTRODUCTION**

In the UK, professional training of international communication specialists aims to prepare a competent and competitive expert under the rapidly changing requirements of British society and the international labour market. They are expected to have the relevant basic professional knowledge, practical abilities and skills (leadership and managerial skills, high-level political and information culture, active social position, high responsibility, willingness and capacity for self-study). British degree programmes mainly seek to train specialists based on interdisciplinary and competency-based principles, focusing on learning outcomes. Upon the successful completion of the degree programme, the graduate must possess not only theoretical knowledge but also special and general abilities and skills, which are necessary for effective functioning in various contexts of public life (Elbrekht, 2011).

## **THE AIM OF THE STUDY**

The aim of the paper consists in analyzing the goals, objectives and content of professional training for international communication specialists in the UK universities.

## **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

The current research employed the range of methods, including theoretical and comparative analysis, induction and deduction, systematization, individualization and generalization.

Theoretical analysis of undergraduate degree programmes in international communication offered by the UK universities proves that the main goals of professional training for respective specialists are as follows:

- 1) to prepare creative and reflexive international communication specialists with profound knowledge about international studies on media and communication;
- 2) to provide students with intellectual knowledge, innovative abilities and skills, taking into account the requirements of employers;
- 3) to incorporate modern methods of teaching foreign languages and cultures into undergraduate degree programmes in international communication;
- 4) to provide students with the opportunity to obtain specialization in foreign language and culture;



5) to provide students with theoretical knowledge about the understanding of developing transnational media and communication systems in the context of globalization processes and the use of institutional and interpersonal communicative contexts which include intercultural interactions;

6) to teach students to analyze media texts and use communication research methods with a special emphasis on cross-cultural and media communications, as well as information and communication technologies in order to transmit information and justify one's own point of view;

7) to develop students' practical skills in the field of media industry and cross-cultural communication skills and high-level communication skills, which is related to the graduate's ability to effectively communicate in oral and written form;

8) to develop students' critical and analytical skills (critical and analytical thinking) and ability to logically express one's ideas in various forms (written and oral) and formulate independent judgments;

9) to develop students' interpersonal skills, which aim to shape cross-cultural competency in establishing relationships with other people, in particular, constructive behaviour under the conditions of social diversity, statement of tolerance, curiosity, ingenuity, imagination;

10) to create relevant conditions for professional self-realization, self-development and successful career;

11) to provide internship and employment opportunities (Quality Assurance Agency, 2016).

Having systematized curriculum profiles of undergraduate degree programmes in international communication in the UK, the author of the research has singled out the following objectives:

1) to prepare students for professional activity, which involves acquiring professional knowledge, abilities and skills for effective work in the field;

2) to prepare students for research activities, which require that they should possess the knowledge, abilities and skills needed to perform professional research and innovation tasks in the field of international communication and the media industry, to implement interdisciplinary projects and independent research (media sector, culture and society, journalism, media, multimedia, public relations, radio, television and video);

3) to prepare students for professional activities, which involves acquiring professional knowledge, abilities and skills for effective work in the field;

4) to practically prepare students to effectively solve problems, take independent decisions, be creative when performing professional tasks (being communicators who understand media practices), integrate into various types of communications (social, interpersonal, interorganizational, cross-cultural, mass, media, formal, informal, verbal, nonverbal);

5) to cultivate students' social and democratic values, a sense of global citizenship, which involves encouraging them to address social issues, and engage in volunteer work;

6) to develop students' personal integrity, which involves creating the informational and educational space with the aim to meet the needs and interests of students.

The above-mentioned goals and objectives are realized by observing such relevant principles as accessibility, openness, humanization, scientificity, systemacity, continuity, flexibility, mobility; integration with science and production; communication theory with practice; individualization, activity; strength of knowledge acquisition, abilities and skills;





content variability, interdisciplinary integration, social dialogue, cultural reflection, orientation towards issues and communication, etc.

### RESULTS

Having analyzed the content of undergraduate degree programmes in international communication, one can conclude that the process of developing professional competency in future international communication specialists involves acquiring a set of generic and subject-specific competencies (see Table 1).

Table 1

#### Competencies of future international communication specialists

Generic competencies	Subject-specific competencies
Communicative	Sociopolitical
Creative	Research
Self-study	Informational and analytical
Managerial	Media
Interdisciplinary	Conflictological
Civil	Sociocultural
Interpersonal	Cross-cultural

Systematized by the author

The results of developed professional competencies include the following: self-study skills, team-work skills, problem-solving skills, personal communication skills; practical, technical and creative abilities; understanding of professional media content and modern media culture; knowledge and critical judgments; skills in using theoretical discourses in the field of media texts and their cultural, economic and political contexts; understanding and use of verbal and visual linguistic means of media texts; creative, critical, research and analytical skills sufficient for designing research fragments on the chosen aspect of communication in modern media culture.

At Birmingham City University, specialists in interdisciplinary education, communication, media, cinema and cultural studies should demonstrate the following learning outcomes: knowledge of communication, media and culture, and their role at local, national, and international and global levels of economic, political and social organization; reasonable understanding of the historical formation of research objects, their contexts and interfaces; knowledge of relevant research practices, procedures and traditions; certain awareness of diverse approaches to understanding communication, media and culture in both historical and contemporary contexts; knowledge of numerous texts, genres, aesthetic forms and cultural practices; ability to conduct a detailed analysis of data and make comparisons; ability to use forms of critical analysis, arguments and discussions expressed through appropriate means of oral, written and other forms of communication; understanding of production processes and professional practices within the media, cultural and communicative industries; ability to engage in and develop creative processes in one or more forms of media or cultural production; knowledge of communicative situations and cross-cultural practices; ability to think critically and analytically and provide independent judgments; ability to work in different groups and under independent learning modes, demonstrate flexibility, creativity and critical self-reflection; ability to use their knowledge and understand communication, cultural and media processes as the basis for studying policy and ethical issues, etc. (Birmingham City University, 2018).



The conducted analysis also indicates that considerable attention is paid to the process of developing *communicative competency* in future international communication specialists. Indeed, it is a prerequisite for effective implementation of the main professional duties, which include presenting and justifying the results of relevant research in the field of international communication through analytical reports, publication of articles, participation in roundtables, symposiums and conferences; comments on current events in the media; explanations of the provisions of political programmes designed by relevant structures, institutions and organizations, etc. Communicative competency is being developed throughout the degree programme by doing compulsory and optional courses which require participation in discussions, debates, presentations (oral communication) and essay preparation, analytical reports, scientific projects, articles (written communication). This, in turn, allows students to acquire abilities and skills in public speaking, argumentation, persuasion, presentation, performing various analytical work.

The process of developing *information and analytical competency* involves teaching students to use ICTs in various fields of communication, virtual educational environment with the aim to exchange materials and implement the principle of cooperation between lecturers and students; to obtain, store, exchange and process quantitative and qualitative data to prepare analytical articles, reports and presentations; encouraging students to participate in social networks and communities to exchange culture traits, establish social contacts and achieve professional goals. It is important that students should be able to conduct systemic analysis of facts and events and conceptualize the problem, that is to consider a certain situation in view of its influence on the realization of interests inherent in the subjects of political processes and international cooperation; to model the problem, that is to divide it into constituent components and establish causal relationships between them; to develop research programmes, that is to determine research goals, describe the organization and conduct of observations, identify the main factors affecting the situation, choose research methods; to develop alternative solutions to problems and evaluate them in terms of potential impacts; to formulate comprehensive analytical findings.

An important role in the process of training international communication specialists belongs to *self-study skills*. Thus, students should be able to engage in lifelong learning, apply time management skills, systematize their own knowledge and identify gaps, develop and implement programmes of independent study based on individual and social needs, acquire the necessary knowledge due to independent study of relevant materials, represent, justify and critically evaluate the result obtained during self-study.

Since the defining mechanisms for the implementation of international communications are communication, interaction and mutual influence, one should pay specific attention to *interpersonal competency*, which is the ability to coordinate issues related to social expectations and interactions for the successful performance of professional duties in the field of international relations, with emphasis on the development of competencies necessary for analytical and diplomatic work and effective communication at the international, regional and national levels. The process of developing interpersonal competency is based on the study of several foreign languages and profound knowledge of international relations, including the foundations of international law, international economics and business. Future specialists should be able to develop and implement effective communication strategies at the corporate, national and international levels, using modern ICTs and tools for information and analytical work.



At the University of Leicester, Bachelors of Arts in International Communication and Culture should have intercultural / cross-cultural competency whose indicators include understanding of transnational structures and processes of media and communications; knowledge of theory and practice of intercultural communication, cultural artifacts and impact of different cultural contexts on cross-cultural communication; understanding of cross-cultural relations, communications and interactions in the context of a multicultural space; intercultural consciousness; ability to conduct dialogue with representatives of different cultures; knowledge of norms and rules of interpersonal interaction at the intersection of cultures; ability to cooperate, tolerate and openly respond to cultural features, solve cross-cultural conflicts, apply cross-cultural knowledge in practice; ability to perceive, compare and evaluate both similarities and differences of human behaviour, cultural traditions, beliefs, values in a cultural environment within one, two or more countries, as well as willingness to study culture and language of one's own and other peoples; a well-developed sense of tolerance and empathy in relation to other cultures and its representatives (University of Leicester, 2018).

Critical evaluation of evidence with the appropriate understanding of media content reflects *media competency*. The indicators of its development are as follows: ability to mediate a dialogue with other people; knowledge, skills and abilities necessary to analyze and synthesize spatial and temporal reality; ability to "read" media text and use mass media to meet information needs; self-expression by means of media technology; understanding of media functioning and the patterns of their existence; skills and ability to interpret media information, filter and critically understand it. These abilities ensure the individual's independence from the existing stereotypes and allow them to preserve critical autonomy and critical distance, that is to autonomize from the influence of the media and, therefore, preserve one's ability to be oneself.

*Interdisciplinary competency* of future international communication specialists involves shaping and developing the ability to apply knowledge, skills, modes of activity and attitudes within an interdisciplinary range of problems. This competency covers value orientations, knowledge, skills, modes of activity required and developed during the education process within an interdisciplinary field of specialist courses (media, television, public relations) and acquired personal experience. It plays an important role in professional activities of political scientists since they are able to consider any sociopolitical problem in the context of several scientific disciplines, establish connections and integrate disciplinary positions to form a coherent picture of a particular situation and discover some comprehensive solutions to it. At the University of Oxford Brooks, they state that one of the objectives of professional training is to deepen understanding of various theoretical, methodological and analytical prospects which comprise the landscape of modern political science and teach future specialists to apply these prospects in different contexts and at different levels of analysis (Oxford Brookes University, 2018). At the University of Bristol, they indicate that it is aimed at teaching political science in combination with other related fields of knowledge since it will provide students with thorough understanding of political features of the modern world and will allow them to use a variety of prospects and specificity of political science as a field of knowledge. The need for this competency is determined by general tendencies towards the complication and diversification of the political life of society in the context of active globalization processes (University of Bristol, 2018).



*Sociopolitical competency* implies the ability to create image and brand of the state or organization in the national and international arena; skills in implementing activities in the field of cultural and public diplomacy; ability to organize press services in state and commercial institutions; ability to detect and use methods of manipulating mass consciousness and misinformation in the media and on the Internet; strategic skills in attack and defence under conditions of information confrontation (war); ability to analyze and predict national and international events and behaviour of the subjects of international relations; readiness to conduct analytical research on relevant sociopolitical issues; ability to plan and conduct PR campaigns at the national and international levels; ability to prepare information and analytical materials for national and international TV and radio companies, etc. The graduate should demonstrate tolerance and understanding of differing viewpoints, trace and interpret the dynamics of communicative exchanges during communication, present themselves, ensure cooperation, coordination and social influence which will allow them to establish constructive relationships with the subjects of political interaction differing in their social roles, motivational factors, expectations and also direct them to accept certain behaviours, beliefs, values and attitudes.

The Coventry University's Department of Arts and Humanities offers professional training in International Communication BA (Hons)). The degree programme allows students to familiarize themselves with the theory of international communication, global platforms, journalism, media content, strategies and communication tactics, as well as learn to apply analytical and informational skills and skills in developing communication processes. As for language learning, students can improve their skills and abilities of oral and written speech, analytical thinking and deepen understanding of other cultures. The ability to be fluent in a particular language involves acquiring a wide range of cognitive, social and interactive knowledge and skills. Therefore, the intellectual toolset needed for language proficiency must be based on certain scientific principles. Taking into account interdisciplinarity, British educators consider it necessary to incorporate the principles of formal logic, psychology, philosophy, sociology, anthropology and neurology into degree programmes. Understanding the economy is becoming increasingly necessary for understanding the processes of law-making, doing business, economic transformations which take place in the modern world (Coventry University, 2018).

At Birkbeck University, they offer a degree programme in intercultural communication, too. As part of the programme, students study intercultural communication, as well as familiarize themselves with communication in different cultural contexts, namely French, German, Italian, Japanese or Spanish. Choosing from a range of modules covering literature, cinema, history, visual culture and philosophy, students learn about different communication practices in different international contexts. The programme includes 360 credits usually allocated to languages/cultures and linguistics and communication. During the first year of study, students master two main modules (approaches to language learning) and two modules related to culture (culture of understanding: language and text) or languages (French, German, Italian, Japanese, Spanish). During the second year of study, students master two compulsory modules (language and intercultural communication in the business context), while the other 90 credits consist of modules in terms of culture, language or linguistics. During the third year of study, students master two modules (professional communication skills and a portfolio of intercultural communication), while the other 60 credits consist of modules related to culture, language or linguistics. Learning



languages and cultures, students develop their thinking, ability to critically evaluate and logically justify judgments and learn to apply their knowledge, skills and abilities to address moral and ethical issues. In addition, students work on a project on linguistics / psycholinguistics to develop their research culture (Birkbeck, University of London, 2018).

### CONCLUSIONS

The conducted analysis on the content of British degree programmes in international communication shows that international communication is actively combined with economics, international business, media industry, linguistics, history, sociology, foreign languages, international relations. The study on the structure of degree programmes proves that they consist of compulsory and optional modules. Each university is entitled to choose the number and content of compulsory and optional modules in accordance with the directions of scientific research of the department and scientific interests of students and lecturers. Normally, an invariant part of the content of undergraduate degree programmes in international communication is equal to 50 % of the total study time, while the remaining 50% are modules at the student's free choice.

Prospects of further studies should be directed at studying the development of research competency in future international communication specialists.

### REFERENCES

1. Asal, V., & Kratoville, J. (2013). Constructing international relations simulations: examining the pedagogy of IR simulations through a constructivist learning theory lens. *Journal of Political Science Education*, 9 (2), 132–143.
2. Birkbeck, University of London. (2018). *Intercultural Communication (BA)*. Retrieved from [http://www.bbk.ac.uk/study/2019/undergraduate/programmes/UUBAIN\\_CM\\_C/](http://www.bbk.ac.uk/study/2019/undergraduate/programmes/UUBAIN_CM_C/).
3. Birmingham City University. (2018). *Courses*. Retrieved from <https://www.bcu.ac.uk/courses>.
4. Coventry University. (2018). *International Communication BA*. Retrieved from <https://www.coventry.ac.uk/ug/p502/>.
5. Elbrekht, O. M. (2011). Standartyzatsiia vyshchoi osvity yak zasib udoskonalennia profesiinoi pidhotovky fakhivtsiv. *Pedahohika, psykhohihiia ta medyko-biologichni problemy fizychnoho vykhovannia i sportu*, 9, 38–42.
6. Ganobcsik-Williams, L. (2006). *Teaching academic writing in UK higher education: theories, practices and models*. London: Palgrave.
7. Griffin, G., Medhurst, P., & Green, T. (2006). *Interdisciplinarity in interdisciplinary research programmes in the UK*. Hull: University of Hull.
8. Healey, M., Jenkins, A., & Lea, J. (2014). *Developing research-based curricula in college-based higher education*. Retrieved from [https://www.heacademy.ac.uk/system/files/resources/developing\\_research-based\\_curricula\\_in\\_cbhe\\_14.pdf](https://www.heacademy.ac.uk/system/files/resources/developing_research-based_curricula_in_cbhe_14.pdf).
9. Oxford Brookes University. (2018). *BA Politics*. Retrieved from <https://www.brookes.ac.uk/courses/undergraduate/politics/>.
10. Tretko, V. (2013). Mizhdystsyplinarnyi pidkhid u pidhotovtsi maibutnikh mahistriv mizhnarodnykh vidnosyn. *Osvita doroslykh: teoriia, dosvid, perspektyvy*, 6, 94–102.



11. Quality Assurance Agency. (2016). Subject *Benchmark Statement for Communication, Media, Film and Cultural Studies*. Retrieved from [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-communication-media-film-and-cultural-studies-16.pdf?sfvrsn=4fe1f781\\_12](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-communication-media-film-and-cultural-studies-16.pdf?sfvrsn=4fe1f781_12).

12. University of Bristol. (2018). *BA Politics*. Retrieved from <http://www.bristol.ac.uk/study/undergraduate/2019/politics-international-relations/ba-politics-italian/>.

13. University of Leichester. (2018). *Courses*. Retrieved from <https://le.ac.uk/courses?level=Undergraduate+2019&q=>.



**ПРАВИЛА ОФОРМЛЕННЯ І ПОДАННЯ РУКОПИСІВ**  
(відповідно до міжнародних вимог)

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

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

Для публікації статті просимо надсилати:

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

**ВАЖЛИВО!**

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

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

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

Обов'язкові складники статті:

- **АНОТАЦІЯ / ABSTRACT** (обсягом **1800** друкованих знаків, **АНГЛІЙСЬКОЮ ТА УКРАЇНСЬКОЮ МОВАМИ**);
- **КЛЮЧОВІ СЛОВА / KEYWORDS** (не менше 8);
- **ВСТУП / INTRODUCTION** (постановка проблеми в загальному вигляді та її зв'язок із важливими науковими або практичними завданнями);
- **МЕТА ДОСЛІДЖЕННЯ / THE AIM OF THE STUDY**;
- **ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ / THEORETICAL FRAMEWORK AND RESEARCH METHODS** (джерела, на які автор посилається в теоретичній основі дослідження, повинні бути представлені в **ЛІТЕРАТУРІ**; обов'язково вказати методи дослідження);
- **ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ/RESULTS** (виклад основного матеріалу повинен бути чітким, інформативним і демонструвати власні результати дослідження авторів);
- **ВИСНОВКИ / CONCLUSIONS** (у висновках також слід вказати *перспективи подальших досліджень*);
- **ЛІТЕРАТУРА / REFERENCES** (не менше 10 джерел).



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

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

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

**СТАТТІ ПРОХОДЯТЬ ПЕРЕВІРКУ В МІЖНАРОДНІЙ СИСТЕМІ АНТИПЛАГІАТ.**

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

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

Наукові праці докторів наук друкуються в журналі безкоштовно.

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

Статті та відомості про автора надсилати на електронну скриньку  
**comprofped@gmail.com**

За додатковою інформацією просимо звертатися до технічного секретаря Комочкової Ольги Олександрівни (моб. 0967233360).





**Приклад оформлення англомовної статті**  
(скорочено)

DOI: 10.2478/cpp-2018-0016

Doctor of Science in Pedagogy, Full Professor, **MARYNA GRYNova**  
V. H. Korolenko Poltava National Pedagogical University, Ukraine  
Address: 2 Ostrohradskiy St, Poltava, 36000, Ukraine  
E-mail: grinovamv@gmail.com

PhD in Pedagogy, Associate Professor, **IRYNA KALINICHENKO**  
M. V. Ostrogradskiy Poltava Regional Institute for Advanced Teacher Training, Ukraine  
Address: 64-zh Sobornist St, Poltava, 36014, Ukraine  
E-mail: kalinichenko@poippo.pl.ua

**TRENDS IN INCLUSIVE EDUCATION IN THE USA AND CANADA**

**ABSTRACT**

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

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

**АНОТАЦІЯ**

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

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

**INTRODUCTION**

Nowadays, one can observe an increasing number of people who refuse to participate in social, political, economic and cultural life of their societies. Such a society is



neither efficient nor safe. The first education for all movement originated after the conference on education for all was held in Jomtien, Thailand in 1990 ...

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

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

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

The origination and development of inclusive education in North American countries have been studied by S. Alokina, J. Andrews (2000), V. Bondar, E. Danilavichiutė, L. Danylenko, A. Gartner (1997), A. Kolupaieva (2009), O. Kryvonosova, D. Lipsky (1997), J. Lupart (2000; 2010), S. Lytovchenko, Yu. Naida, M. Orlansky, T. Sak (2010), L. Savchuk, N. Sofii, Ye. Synova, O. Taranchenko, C. Webber (2010), S. Wilks, M. Winsler, V. Zasenka et al. ...

#### **RESULTS**

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

#### **CONCLUSIONS**

So, theoretical analysis of American and Canadian scientific literature proves that the changes in legislation and education policies of North American countries aim to achieve the highest level of educational progress in regular education and provide children with special educational needs with the opportunity to obtain special education ...

#### **REFERENCES**

1. Audette, B., & Algozzine, B. (1992). Free and appropriate education for all students: total quality and the transformation of American public education. *Remedial and Special Education*, 13 (6), 8–18.
2. Barth, R. S. (1990). *Improving schools from within: teachers, parents and principles can make a difference*. San Francisco, CA : Jossey-Bass.
3. Bleiz, D., Chornoboi, E., Kroker, S., Strat, E., & Krasiukova-Ennz, O. (2012). *Rozvytok polityky inkluzyvnnykh shkil. Intehrovane planuvannia posluh, yikh nadannia ta finansuvannia v Kanadi*. Kyiv: Palyvoda A. V. ...



**Приклад оформлення україномовної статті**  
(скорочено)

УДК 376

**МАРИНА ГРИНЬОВА**, доктор педагогічних наук, професор  
Полтавський національний педагогічний університет імені В. Г. Короленка  
Адреса: вул. Остроградського, 2, Полтава, 36000, Україна  
E-mail: grinovamv@gmail.com

**ІРИНА КАЛІНІЧЕНКО**, кандидат педагогічних наук, доцент  
Полтавський обласний інститут післядипломної педагогічної освіти  
імені М. В. Остроградського  
Адреса: вул. Соборності, 64-ж, Полтава, 36014, Україна  
E-mail: kalinichenko@poipro.pl.ua

**ТЕНДЕНЦІ РОЗВИТКУ ІНКЛЮЗИВНОЇ ОСВІТИ В США ТА КАНАДІ**

**АНОТАЦІЯ**

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

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

**ABSTRACT**

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

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

**ВСТУП**

Сьогодні перед світом постає проблема зростання кількості людей, які відірвані від активної участі в соціальному, політичному, економічному й культурному житті своїх



суспільств. Таке суспільство не є ані ефективним, ані безпечним. Уперше рух за освіту для всіх розпочався з моменту проведення конференції з освіти для всіх у Джомтєні (Таїланд) у 1990 році ...

#### **МЕТА ДОСЛІДЖЕННЯ**

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

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

Становлення й розвиток інклюзивної освіти в країнах Північної Америки досліджували науковці С. Альохіна, Дж. Андрес (J. Andrews), В. Бондар, Ч. Веббер (C. Webber), С. Вілс (S. Wilks), М. Вінсер (M. Winsler), А. Гартнер (A. Gartner), Л. Даниленко, Е. Данілавічюте, В. Засенко, А. Колупаєва, О. Кривоносова, С. Литовченко, Д. Ліпські (D. Lipsky), Дж. Лупарт (J. Lupart), Ю. Найда, М. Орланські (M. Orlandy), Л. Савчук, Т. Сак, С. Синьова, Н. Софій, О. Таранченко та інші ...

#### **ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ**

Останні десятиліття в розвинутих країнах світу відбулися суттєві зміни в ставленні до маломобільних груп населення й наданні якісних освітніх послуг для дітей з особливими освітніми потребами. Дедалі більшої динаміки набуває й інклюзивна модель освіти. Значущим аспектом стає вивчення іноземного досвіду країн, які крокують у цьому напрямку. Іноземне право та інклюзивна практика – важливі джерела ідей про можливі шляхи розв'язання проблем упровадження інклюзивної освіти в Україні ...

#### **ВИСНОВКИ**

Унаслідок аналізу американської та канадської наукової літератури підсумовано, що зміни в законодавстві й освітній політиці північноамериканських країн спрямовані на досягнення найвищої успішності всіх категорій дітей у загальній освіті та створення рівних можливостей здобувати освіту для всіх учнів – у спеціальній освіті ...

#### **ЛІТЕРАТУРА**

1. Бондар Т. І. Інклюзивна освіта Канади: понятійно-категоріальний апарат / Т. І. Бондар // Науковий вісник Ужгородського університету. – Серія: «Педагогіка. Соціальна робота». – 2017. – Вип. 1 (40). – С. 27–30.
2. Інклюзивна освіта. Підтримка розмаїття у класі : практ. посіб. ; пер. з англ. / Т. Лорман, Дж. Деппелер, Д. Харві. – Київ : СПД-ФО Парашин І. С., 2010. – 296 с.
3. Колупаєва А. А. Інклюзивна освіта: реалії та перспективи / А. А. Колупаєва. – Київ : Самміт-Книга, 2009. – 272 с.



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

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

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

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

1) безпосередньо в реченні, тоді після нього в круглих дужках зазначається рік видання;

2) у дужках після парафразу 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 spontanenous overflow of powerful feelings” (p. 263).

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

Poetry is “the spontanenous overflow of powerful feelings” (Wordsworth, 2006, p. 263).



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

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

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

**Наприклад:**

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

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

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

Внутрішньотекстове посилання на роботу кількох авторів залежить від їх кількості:

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

**Наприклад:**

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

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

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

...

*або*

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

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

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

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

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



Research findings by O. Velychko et al. (2014) prove ...  
Результати дослідження О. Величко та ін. (2014) підтверджують ...

*або*

O. Velychko et al. (2014) indicate, "Biology is a system of sciences ..." (p. 10).  
О. Величко та ін. (2005) стверджують: «Біологія – це система наук...» (с. 10).

#### **Посилання на декілька робіт різних авторів (одночасно)**

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

##### ***Наприклад:***

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

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

#### **Посилання на роботу невідомого автора**

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

##### ***Наприклад:***

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

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

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

##### ***Наприклад:***

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

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

#### **Посилання на декілька робіт різних авторів з однаковими прізвищами**

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

##### ***Наприклад:***

There are different opinions on the effects of cloning (R. Miller, 2012; A. Miller, 2014).

Існують різні думки щодо наслідків клонування (Р. Міллер, 12; А. Міллер, 46).

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



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

#### **Упорядкування списку використаних джерел**

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

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

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

#### **Правила бібліографічного опису для списку використаних джерел**

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

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

Назви книг, журналів зазначаються без скорочень.

##### **1. Книга: 1–7 авторів**

Прізвище<sup>1</sup>, Ініціали<sup>1</sup>, Прізвище<sup>2</sup>, Ініціали<sup>2</sup>, Прізвище<sup>3</sup>, Ініціали<sup>3</sup>, Прізвище<sup>4</sup>, Ініціали<sup>4</sup>, Прізвище<sup>5</sup>, Ініціали<sup>5</sup>, Прізвище<sup>6</sup>, Ініціали<sup>6</sup>, & Прізвище<sup>7</sup>, Ініціали<sup>7</sup>. (Рік).  
*Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

Bragg, S. M. (2010). *Wiley revenue recognition: Rules and scenarios* (2nd ed.). Hoboken, NJ: Wiley.

Тymoshyk, M. V. (2004). *Vydavnycha sprava ta redahuvannia*. Kyiv: In Yure.

Hubbard, R. G., Koehn, M. F., Omstein, S. I., Audenrode, M. V., & Royer, J. (2010). *The mutual fund industry: Competition and investor welfare*. New York, NY: Columbia University Press.

##### **2. Книга: 8 і більше авторів**

Прізвище<sup>1</sup>, Ініціали<sup>1</sup>, Прізвище<sup>2</sup>, Ініціали<sup>2</sup>, Прізвище<sup>3</sup>, Ініціали<sup>3</sup>, Прізвище<sup>4</sup>, Ініціали<sup>4</sup>, Прізвище<sup>5</sup>, Ініціали<sup>5</sup>, Прізвище<sup>6</sup>, Ініціали<sup>6</sup> ... Прізвище останнього автора, Ініціали. (Рік). *Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

Zinn, H., Konopacki, M., Buhle, P., Watkins, J. E., Mills, S., Mullins, J. W. ... Komisar, R. (2008). *A people's history of American empire: A graphic adaptation*. New





York, NY: Metropolitan Books.

Prusova, V. H., Prykhach, O. S., Dovhan, K. L., Ostapenko, H. H., Boiko, S. O., Polishchuk, O. O. ... Bondar, H. R. (2004). *Matematyka*. Kyiv: Osvita.

### 3. Книга за редакцією

Прізвище редактора, Ініціали. (Ред.). (Рік). *Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

McNamara, R. H. (Ed.). (2008). *Homelessness in America*. Westport, CT: Praeger Publishers.

Ophir, A., Givoni, M., & Hanafi, S. (Eds.). (2009). *The power of inclusive exclusion*. New York, NY: Zone.

Fihol, N. (Red.). (2009). *Ukrainska mova*. Kyiv: NTUU "KPI".

Prusova, V. H., Prykhach, O. S., Dovhan, K. L., Ostapenko, H. H., Boiko, S. O., Polishchuk, O. O. ... Bondar, H. R. (Red.). (2004). *Matematyka*. Kyiv: Osvita.

### 4. Книга: автор-організація

Назва організації. (Рік). *Назва книги: Підназва* (номер видання). (Номер звіту (якщо це доречно)). Місце видання: Видавництво.

Peace Corps. (2006). *A life inspired*. Washington, DC: Author.

Instytut svitovoi ekonomiky ta mizhnarodnykh vidnosyn. (2012). *Derzhava v ekonomitsi Yaponii*. Kyiv: Nauka.

### 5. Книга без автора

*Назва книги: Підназва*. (Рік). (номер видання). Місце видання: Видавництво.

*Twenty-four hours a day*. (2010). Miami, FL: BN Publishing.

*Ukrainska mova*. (2009). Kyiv: NTUU "KPI".

### 6. Частина книги

Прізвище автора глави, Ініціали. (Рік). Назва глави: Підназва. В Ініціали Прізвище редактора або укладача (відповідальність скорочено), *Назва книги: Підназва* (номер видання). (сторінковий інтервал). Місце видання: Видавництво.

Grosman, D. (2009). Writing in the dark. In T. Morrison (Ed.), *Burn this book* (pp. 22–32). New York, NY: HarperCollins Publishers.

Farrell, S. E. (2009). Art. In D. Simmons (Ed.), *New critical essays on Kurt Vonnegut* (p. 91). New York, NY: Palgrave Macmillan.

Balashova, Ye. (2014). Stratehichni doslidzhennia. V A. Sukhorukov (Red.), *Priorytety investytsiinoho zabezpechennia* (2-he vyd.). (S. 5–9). Kyiv: Naukova dumka.

### 7. Багатотомні видання

Прізвище автора багатотомної праці, Ініціали, & Прізвище редактора, Ініціали (Ред.). (Рік). *Назва багатотомної праці: Підназва* (номер видання). (Діапазон томів). Місце видання: Видавництво.



Milton, J. (1847). *The prose works of John Milton* (Vol. 1–2). Philadelphia, PA: John W. Moore.

Oliinyk, B., & Shevchuk, S. (Red.). (2006). *Vybrani tvory* (Т. 1–2). Kyiv: Ukrainska entsyklopediia.

#### **8. Багатотомне видання (окремий том)**

Прізвище автора тому, Ініціали. (Рік). Назва тому: Підназва. В Ініціали Прізвище редактора (Ред.), *Назва багатотомної праці: Підназва* (номер видання). (Номер тому, сторінковий інтервал). Місце видання: Видавництво.

Niehuis, S. (2008). Dating. In J. T. Sears (Ed.), *The Greenwood encyclopedia of love* (Vol. 6, pp. 57–60). Westport, CT: Greenwood.

Oliinyk, B. (2006). *Pereklady. Publitsystyka*. V. D. Pavlychko (Red.), *Vybrani tvory* (Т. 2, S. 60–61). Kyiv: Ukrainska entsyklopediia.

#### **9. Автореферат або дисертація**

Прізвище, Ініціали. (Рік). *Назва роботи: Підназва*. (Тип роботи з вказівкою наукового ступеня автора). Університет, у якому захищено дисертацію, Місто.

Mylott, E. (2009). *To flatten her sphere to a circle, mount it and take to the road: The bicycle*. (Master's thesis). University at Albany, State University of New York, Albany.

Salenko, O. (2001). *Naukovi osnovy vysokoefektyvnoho hidro rizannia*. (Dys. kand. tekhn. nauk). Natsionalnyi tekhnichnyi universytet Ukrainy “Kyuyivskiy Politekhnichnyi Instytut”, Kyiv.

Zaitseva, I. (2001). *Rozvytok estetychnoi kultury maibutnikh uchyteliv zasobamy teatralnoho mystetstva*. (Avtoref. dys. kand. ped. nauk). Tsentralnyi instytut pisliadyplomnoi pedahohichnoi osvity APN Ukrainy. Kyiv.

#### **10. Матеріали конференцій**

Прізвище, Ініціали. (Рік). *Назва виступу*, Відомості про конференцію. Місце видання: Видавництво.

Josang, A., Maseng, T., & Knapskog, S. J. (Eds.). (2009). *Identity and privacy in the Internet age, 14th Nordic conference on secure IT systems, NordSec 2009*. Heidelberg, Germany: Springer Berlin.

Polishchuk, O. (Red.). (2008). *Inzheneriia prohramnoho zabezpechennia*, Materialy konferentsii molodykh vchenykh. Kyiv: Nauka.

#### **11. Закони, статuti, накази**

Назва закону, статуту або наказу. Номер закону § Номер розділу номер статті. (Рік затвердження).

Serve America Act. 42 U.S.C. § 12501 et seq. (2009).

Pro Natsionalnu politsiu. № 580-VIII § rozd. II st. 6. (2015).

#### **12. Урядові публікації**

Назва офіційного органу. (Рік). Назва урядового документа: Підзаголовок. Місце публікації: Видавець.



U.S. Department of Justice, Federal Bureau of Investigation. (2009). *The FBI story*. Washington, DC: GPO.

### 13. Патент

Прізвище винахідника, Ініціали. (Рік публікації). Номер патенту (вказати країну). Місце видання: Патентне відомство.

Le Van Meautte, V. (2003). U.S. Patent No 6,601,955. Washington, DC: U.S. Patent and Trademark Office.

Matsko, H. (1999). Patent Ukrainy 26933. Kyiv: Derzhavne patentne vidomstvo Ukrainy.

### 14. Стаття з журналу

Прізвище, Ініціали. (Рік). Назва статті: Підназва. *Назва журналу*, Номер журналу, Сторінковий інтервал.

Rowe, I.L., & Carson, N.E. (1981). *Medical manpower in Victoria* (4). East Bentleigh (AU): Monash University, Department of Community Practice.

Roik, M. (2014). Suchasnyi stan reiestratsii predstavnykiv rodu Salix. *Bioenerhetyka*, 1 (5), 21–23.

### 15. Стаття з газети

Прізвище, Ініціали. (Дата випуску). Назва статті: Підназва. *Назва газети*, сторінковий інтервал.

Itzkoff, D. (2010, March 31). A touch for funny bones and earlobes. *New York Times*, p. C1.

Ali, A. H. (2010, April 27). “South Park” and the informal Fatwa. *Wall Street Journal*, p. A17.

Lykhovyd, I. (2016, Sichen 15). Medychnyi proryv. *Den*, s. 2.

### 16. Електронні ресурси

БО документа\*. Взято з <http://> або DOI:

\*За прикладами, наведеними вище (книги, журналу, газети і т.д., але без відомостей про місце видання і видавництво)

Ingwersen, P. (1992). *Information retrieval interaction*. Retrieved from <http://www.db.dk/pi/iri>.

Musés, C. A. (Ed.). (1961). *Esoteric teachings of the Tibetan Tantra*. Retrieved from <http://www.sacred-texts.com>.

Hsueh, C. (2010). Weblog-based electronic portfolios. *Educational Technology Research*, 58(2), 11-27. doi:10.1007/s11423-008-9098-1.

Itzkoff, D. (2010, March 31). A touch for funny bones and earlobes. *New York Times*, p. C1. Retrieved from [www.nytimes.com](http://www.nytimes.com).

Dakhno, I. (2014). Pravo intelektualnoi vlasnosti. Kyiv: TsUL. Vziato z [http://culonline.com.ua/full/959-pravo-intelect-vlasn\\_dahnopdf.html](http://culonline.com.ua/full/959-pravo-intelect-vlasn_dahnopdf.html).



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

**ЗВЕРНІТЬ УВАГУ!**

В англomовній статті українські джерела подаються транслітеровано без перекладу. Відповідні зразки пропонуються у прикладах оформлення посилань та списку літератури в англomовній статті згідно з вимогами міжнародного стилю Американської психологічної асоціації (APA Style), представлених вище.

З чинними правилами впорядкування транслітерації українського алфавіту латиницею можна ознайомитися на сайті:

<http://zakon2.rada.gov.ua/laws/show/55-2010-%D0%BF>.