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PEDAGOGICAL ANIMATION: EDUCATIONAL PRACTICES OF UKRAINE AND POLAND

ABSTRACT

The article analyzes the essential characteristics of the concept of pedagogical animation in the context of Ukrainian and Polish educational practices, specifies the peculiarities of pedagogical animation, studies the vectors of developing the phenomenon under study and compares relevant approaches to its implementation in the systems of the Ukrainian and Polish teacher education. The conducted analysis on the interpretation of the concept of pedagogical animation concludes that the Ukrainian education system unilaterally uses the functionality of this phenomenon. Pedagogical animation is mainly a part of the problems of socio-pedagogical, socio-cultural, cultural and leisure nature and issues of physical education organization. The underestimated importance of the phenomenon under study in the context of the educational process can significantly affect the implementation of the analyzed programme for updating the system of general secondary education. The use of pedagogical animation as a method of interaction between teachers and students based on child-centeredness and partner pedagogy contribute to implementing the main components of the Concept of the New Ukrainian School. The range of using pedagogical animation in educational practices of Polish teachers is more expanded. Along with the traditional socio-cultural and activity-based one, pedagogical animation is an integral part of the educational process. High social standards in the country urge pedagogical science and practice to implement a variety of training programmes, which incorporate animation skills as components of professional competencies. The variability of special pedagogies in Polish educational practices highlights the issue of pedagogical animation development both at theoretical and methodological levels. The results of the comparative analysis show that the use of pedagogical animation in Ukrainian and Polish educational practices contributes to developing pedagogical interaction at various stages of education, namely from preschool education to adult education. The development of pedagogical animation and its justification as a didactic structure will help to bring this phenomenon to a new level of educational significance and promote it as advanced pedagogical experience.

Keywords: pedagogical animation, pedagogy of playing, animation activities of teachers, professional teacher training, Ukrainian and Polish experience.

АНОТАЦІЯ

У статті досліджено сутнісні ознаки поняття «педагогічна анімація» в контексті освітніх практик України і Польщі. Деталізуючи характерні особливості педагогічної анімації, визначено вектори розвитку досліджуваного феномену, порівняно підходи щодо його реалізації у системах вітчизняної і польської педагогічної



освіти. Проведений аналіз тлумачень поняття «педагогічна анімація» дає підстави стверджувати, що вітчизняна система освіти дещо однобічно використовує функціональні можливості вказаного феномену. Здебільшого педагогічна анімація є складовою проблем соціально-педагогічного, соціально-культурного, культурно-дозвіллевого характеру та питань організації фізичного виховання. Недооцінювання важливості досліджуваного феномену саме в контексті освітнього процесу може суттєво вплинути на реалізацію заявленої програми модернізації системи загальної середньої освіти. Використання педагогічної анімації як методики взаємодії вчителя й учнів на засадах дитиноцентризму та партнерської педагогіки сприяють реалізації основних компонентів Концепції Нової української школи. Більш розширеним є спектр використання педагогічної анімації в освітніх педагогічних практиках польських педагогів. Поряд із традиційністю соціально-культурної діяльної педагогічна анімація є складовою процесу навчання. Високі соціальні стандарти країни мотивують педагогічну науку і практику реалізовувати різноманітні програми підготовки фахівців, у яких навички анімаційної діяльності є складовими професійних компетенцій. Варіативність спеціальних педагогів в освітніх практиках Польщі актуалізує питання розвитку педагогічної анімації як на теоретичному, так і на методичному рівнях. За результатами порівняльного аналізу зроблено висновок, що використання педагогічної анімації в освітніх практиках України і Польщі сприяє розвитку педагогічної взаємодії на різних етапах освіти особистості – починаючи від дошкільної освіти і закінчуючи програмою освіти дорослих. Розвиток педагогічної анімації та її обґрунтування як дидактичного комплексу сприятиме виведенню вказаного феномену на новий рівень освітньої значущості та популяризацію її як передового педагогічного досвіду.

Ключові слова: педагогічна анімація, педагогіка гри, анімаційна діяльність учителя, професійна підготовка вчителя, досвід України і Польщі.

INTRODUCTION

In Ukraine, pedagogical science has radically changed the vectors of theoretical and practical development being focused on the European education systems. Given the rather high social standards of most European Union countries in the realm of education, there is probably no reason to doubt the correctness of the path chosen. The openness of the Ukrainian teacher education system and its ability to renew itself is a guarantee of rapid adaptation to the requirements for the modern educational process. In addition, specific attention should be paid to the development of the synthesized aspects of pedagogical action in some EU countries, which combine the activities completely different in terms of specificity and functionality into a single professional training. In the context of the current research, this is pedagogy and animation.

THE AIM OF THE STUDY

The research aims to comparatively analyze scientific approaches to forming the essence of such concepts as pedagogical animation and animation pedagogy and to identify the vectors for the scientific elaboration of these phenomena in the context of implementing Ukrainian and Polish educational practices.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

It is precisely a certain affinity between scientific views of teachers, the corresponding theoretical basis for developing coherent research topics which lie behind the comparative analysis of educational practices in Ukraine and Poland. In the context of



Ukrainian research, the synthesis of animation and pedagogical activity is defined as certain vectors of social pedagogy (L. Lokhvytska, N. Maksymovska, Yu. Vozna et al.); drama pedagogy (L. Ivanova, L. Lymarenko, A. Vitchenko, L. Zimakova et al.); sports pedagogy (V. Naumchuk, A. Sydoruk, A. Vindiuk et al.).

As for the studies of Polish teachers, the most developed vectors of the synthesis of pedagogy and animation are the pedagogy of playing (*pedagogika zabawy*) (I. Czaja-Chudyba, E. Kędzior-Niczyporuk, B. Sułkowski, D. Wosik-Kawala) and socio-cultural animation (*animacja społeczno-kulturalna*) (B. Jedlewska, A. Kobylarek, U. Lewartowicz).

The following methods were used to realize the aim of the study: analysis, synthesis, comparison and generalization of findings by Ukrainian and Polish teachers, which is a characteristic feature of comparative pedagogy.

RESULTS

Before studying the development vectors of such concepts as pedagogical animation and animation pedagogy, it is vital to analyze the semantics of the term “animation” in the Ukrainian and Polish context.

The analysis of Ukrainian educational practices in the use of animation in the context of pedagogical activity shows that the term “animation” has become rather common due to the modernization of preschool, general and vocational education. However, one should pay attention to the fact that the number of interpretations of the term in pedagogical dictionaries (Honcharenko, 1997; Flehontov, 2013; Honcharenko et al., 2000) and encyclopedias (Kremen, 2008) is still limited.

The Great Explanatory Dictionary of Modern Ukrainian Language does not consider the concept of animation to be a component of the subject-subject interaction (Busel, 2002). The essence of this concept is explained as follows: 1) a method of creating a series of pictures, drawings, coloured spots, dolls or silhouettes in separate movement phases, which animate the dead forms of movement on the screen; 2) animated cartoons (Busel, 2002, p. 31).

Analyzing research findings by Ukrainian scholars, the author of the article traced some interdependence between the concepts of animation and social pedagogy. This fact indicates a certain traditionalism of scientific views on the concept of animation in the context of organizing leisure activities for different age categories. In the Explanatory Mini Dictionary of Social Pedagogy and Social Work, L. Lokhvytska (2017) interprets the term “animation” as “a conscious action aimed at implementing certain actions to improve the social climate of a particular environment, create an atmosphere of creativity, help people adapt to social changes, promote their integration into the socio-cultural space, encourage them to interact and understand people in the group” (p. 15).

Exploring social and pedagogical activities in the field of leisure and, especially, animation approach, N. Maksymovska (2013) characterizes animation as “a prosocial catalyst of social creativity, social subjectivity, whose introduction through progressive development improves sociality; as motivation in action and a way of creating relevant conditions for revealing the essential needs of the individual, which improves the society” (p. 192). The scholar emphasizes the fact that “animation as a socio-pedagogical phenomenon has its own characteristics, namely promoting interaction, as well as a spiritual and consolidating character; manifesting motivated personal subjectivity and hidden positive potential, ensuring direct human involvement, stimulating initiative and activity, providing opportunities for social self-realization” (Maksymovska, 2013, p. 193).

One should also pay particular attention to Yu. Vozna’s research on the significance of socio-cultural animation in the context of social and pedagogical activities.



Indeed, the author analyzes the very concept of pedagogical animation, which implies “a pedagogically organized interaction between a social educator and a pupil in the leisure field, through which they satisfy and develop health-improving, recreational, cultural and educational, cultural and creative needs and interests; and which create relevant conditions for forming social activity of the individual who is able to change the surrounding reality” (Vozna, 2015, p. 27). Further, she determines the functions of pedagogical animation, namely “relaxation as the recovery of spent energy, psychosomatic relaxation, rest, emotional discharge; communication as an interaction; cognitization as the discovery of something new; creatization as the creative development in action and motion” (Vozna, 2015, p. 27).

The term “animation” is more widely used in educational pedagogical practices in Poland. The first thing to note here is the content of the concept of animation, which is interpreted in the Universal Dictionary of the Polish Language (*Uniwersalny słownik języka polskiego*) (*Uniwersalny słownik*, 2007) as follows: “1) a technique of producing films, which implies creating a series of drawings in different movement phases, which, at the time of the film’s release, create the impression of a holistic action or living; 2) controlling puppets in the puppet theatre or shooting them in a puppet film; 3) motivation towards activity: animation of cultural life in the working environment” (*Uniwersalny słownik*, 2007, p. 15). In contrast to the Ukrainian interpretation of the term “animation”, however, the Polish one explains its content in the context of the subject-subject interaction.

The analysis of Polish scientific works proves that it is necessary to consider theoretical views of A. Kobylarek on the variability of using animation both in the socio-cultural sphere and education. The author indicates, “in addition to understanding socio-cultural animation, there is the same narrow (educational) approach which emphasizes the introduction and promotion of stimulating the individual’s consciousness. In this regard, socio-cultural animation is viewed as a certain influence aimed at education and training of individuals, groups and social communities through culture. All this depends on the actions which help to reveal creative potential, stimulate and motivate creative activity of the individual and thus integrate people with each other and with the surrounding world, sustain spiritual development, self-development and purposefulness of learning and multiplication of culture, supporting and promoting its relevance in society” (Kobylarek, 2006, p. 35). The author also proves the significance of pedagogical animation, namely “in the socio-cultural animation, the cultural aspect is rightly shifted to the background since almost all animators have studied at pedagogical faculties and obtained corresponding humanities-oriented specializations” (Kobylarek, 2006, p. 36).

The study of U. Lewartowicz on socio-cultural animation as a method of preventing cultural exclusion is no less interesting. Analyzing the essence of the problem, she indicates, “socio-cultural animation has been employed in the Polish pedagogical theory and practice for almost 30 years. As a result, it has become a method of not only cultural activity but also of sociology, education and has been incorporated in such spheres of life as economics, sports, entertainment and leisure. The above-mentioned branches constantly disclose new animation contexts. However, it must be noted that the key positions for it have long remained unchanged, namely the category of social inclusion” (Lewartowicz, 2018, p. 200).

It is important to take into account some very powerful scientific studies of Polish teachers on the effectiveness of pedagogy of playing (*pedagogika zabawy*). When justifying the essence and functionality of pedagogy of playing in personal and professional training of teachers, I. Czaja-Chudyba (2006) indicates, “in psychological and pedagogical contexts, playing is a specific kind of activity which occurs naturally, expresses creativity, freedom



and independence and is characterized as a situation, personal position or activity” (p. 11). This motivates the author to consider the pedagogy of playing as an effective method of working with different age categories, namely from preschoolers to adults. In her conclusions, the author draws attention to the significance of pedagogy of playing in professional and personal training of teachers and emphasizes that “during professional teacher training, a dual function associated with playing is implemented: firstly, it is a form of self-improvement; secondly, it implies developing skills to use playing when designing the didactic and educational process” (Czaja-Chudyba, 2006, p. 77). It must be noted that the author absolutely does not use the term “animation” in the descriptions of pedagogy of playing. The author of the article assumes that this is the researcher’s own position, although the idea of pedagogical animation can be traced through its very nature.

CONCLUSIONS

It is beyond argument that the scope of one scientific article does not give grounds for final conclusions. This was not the main objective of this research either since it aimed to compare the vectors of theoretical comprehension of pedagogical animation in Ukrainian and Polish educational practices. According to the results of the comparative analysis, one can conclude that Ukrainian educational practices are mainly focused on the use of pedagogical animation within the limits of the social and pedagogical activity or specifically in the format of sports pedagogy, which has long existed as a playing-based form of learning. The topic of pedagogical animation is gradually becoming relevant in the context of organizing educational, cultural and leisure activities for schoolchildren. However, it must be noted that the overwhelming number of topics in this context relates to culturological issues within the educational process. It is a pity that pedagogical animation cannot be fully and completely integrated into the educational process. Despite the fact that the Concept of the New Ukrainian School has radically changed the approaches to organizing pedagogical interaction, pedagogical animation is still not employed in Ukrainian educational practices. It is also much contributed by the “isolation” of the Ukrainian pedagogical science from teaching placement. Therefore, it is completely groundless to neglect scientific findings by Ukrainian teachers (“The fundamentals of pedagogical mastery”, “The directional spectrum of pedagogical action”, etc.), which may become the starting point for implementing pedagogical animation, precisely within the educational process, and ensuring the implementation of effective pedagogical interaction. The implementation of the principles of partnership pedagogy motivates Ukrainian teachers towards the expediency of using pedagogical animation within the framework of the basic form of education, that is a modern lesson.

As for using pedagogical animation in Polish educational practices, it must be noted that there is a certain identity with the Ukrainian models for implementing socio-cultural and socio-pedagogical activities. However, specific attention should be paid to the broad thematic elaboration of pedagogy of playing and the current approach to training animators with the aim to implement relevant activities, namely professional training of animators is provided by pedagogical faculties. It is also necessary to focus on practical approaches of Polish higher education institutions to synthesizing animation activities with various pedagogical specializations, namely “Animation of free time and active leisure” (Animation czasu wolnego i rekreacja ruchowa); “Pedagogical and art therapy” (Terapia pedagogiczna z arteterapią); “Pedagogy of preschool and primary education and pedagogy of creativity” (Pedagogika przedszkolna i wczesnoszkolna z pedagogik kreatywności). The author of the article believes that such an approach and the mentioned variability contribute



to developing pedagogical animation as a practical component of the educational process at different stages of organizing pedagogical interaction. This experience should be studied more in detail and implemented in Ukrainian pedagogical practices, taking into account all the peculiarities and specifics of Ukrainian educational institutions.

The prospects for further studies should be aimed at conducting a comparative analysis of animation pedagogy's functionality in Ukrainian and Polish educational practices and teacher's pedagogical actions in this process.

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DIVERSIFICATION OF STRUCTURAL AND CONTENT PECULIARITIES OF NON-FORMAL ADULT EDUCATION IN THE USA AND CANADA

ABSTRACT

Types of non-formal adult education in the USA and Canada are singled out. Non-formal adult education in the United States and Canada is subdivided into basic adult education, education for professional development, education for personal development, specialized adult education, education for the development of civil society (constituents of which are education for peace, citizenship and democracy; education for protection of environment; multicultural education). The purpose and main assignments of adult education for professional development are systematized. The purpose is professional development, meeting the needs of personal development, self-actualization and self-realization in professional life. Its main tasks are: formation of positive attitude to professional work and motivation for professional growth; enriching social and professional competence; development of adequate professional conduct. Types of educational establishments for adults are systematized. University colleges, community colleges, colleges of general and vocational education, colleges of applied arts are an alternative to university education of adults in Canada and the USA. Specifics of programs in American and Canadian colleges is analyzed. Colleges and institutes introduce programs aimed at solving social problems, taking into account labor market demands. They offer training programs for development of applied skills in business, art, technology, agriculture, social and educational fields, medicine. A special place in non-formal education for professional development is given to education for the labor market, which is aimed at obtaining specific professional competencies that are necessary at labor market. Adults are involved in professional programs, trainings, courses, seminars, internships.

Keywords: *non-formal adult education, USA, Canada, apprenticeship, college, university, structural peculiarities, content peculiarities.*

АНОТАЦІЯ

Виокремлено види неформальної освіти дорослих у США і Канаді. Неформальна освіта дорослих у США і Канаді включає в себе базову освіту дорослих, освіту для професійного розвитку, освіту для особистісного розвитку, спеціалізовану освіту дорослих, освіту для розвитку громадянського суспільства (складниками якої є освіта для миру, громадянства та демократії, освіта для захисту навколишнього середовища, полікультурна освіта). Систематизовано мету та ключові завдання неформальної освіти дорослих для професійного розвитку. Метою неформальної освіти дорослих є задоволення потреб особистості у розвитку, саморозвитку, самоактуалізації і реалізації себе у професійному житті. Основними її завданнями є: формування позитивної установки на професійну діяльність і мотивації професійного зростання; збагачення соціально-професійної і спеціальної компетентності дорослої людини;



формування нових напрямків професійного розвитку дорослої людини і адекватних їм схем професійної поведінки. Систематизовано види навчальних закладів для дорослих учнів. Альтернативою університетської освіти дорослих у Канаді і США є університетські коледжі, громадські коледжі, коледжі загальної та професійної освіти, коледжі прикладних мистецтв та технології, інститути технології та посиленого навчання. Проаналізовано специфіку програм у американських і канадських коледжах. Коледжі та інститути досить гнучко, відповідно до запитів ринку праці вводять програми, спрямовані на розв'язання суспільних та соціальних проблем. Вони пропонують програми професійної підготовки для розвитку прикладних навичок у бізнесі, мистецтві, технології, сільському господарстві, соціальних та освітніх сферах, медицині. Особливо місце у неформальній освіті для професійного розвитку займає освіта для ринку праці, яка спрямована на отримання певних професійних компетентностей, які є актуальними на ринку праці. Дорослі залучаються до професійних програм, тренінгів, курсів, семінарів, стажувань.

***Ключові слова:** неформальна освіта дорослих, США, Канада, учнівство, коледж, університет, структурні особливості, змістові особливості.*

INTRODUCTION

Socio-economic transformations in Ukraine influence innovative processes in education. Rapid increase of scientific knowledge volume, changes in technologies and industry organization help to transform education into life-long one. At the beginning of the XXI century higher educational institutions of the USA and Canada began to consider adult education as one of the priorities of their functioning. High level of adult education is provided by powerful scientific and methodological potential, modern technical facilities, highly qualified teaching staff, research and theoretical development in this area and significant practical experience of adults.

THE AIM OF THE STUDY

The aim of the study is to explore structural and content peculiarities of non-formal adult education in the USA and Canada.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of adult education was researched by such Ukrainian scientists as N. Bidyuk (2009), O. Ohienko (2014). Different aspects of adult education in the USA and Canada were analyzed by foreign scientists: philosophical basics of adult education (Bergevin, 2014; Bogard, 2012), training of educators for adults (Brookfield, 2018), procedural aspects of teaching (Kruidenier, 2010; Langenbach, 2014; Merriam, 2013). To fulfill the aim of our research we will apply the following methods: analysis, synthesis, induction, deduction, analogy, comparative historical method, genetic method, problem-chronological method.

RESULTS

Analysis of scientific sources allows us to distinguish main types of non-formal adult education in the United States and Canada, taking into account specific context (school, work, community, family, self-development), focus of educational activities, general aims, content and direction of their implementation:

– basic adult education, which plays important role in the fight against illiteracy.

Its dominant feature is compensatory, which updates compensation shortfall of formal education and received remedial education;



- education for professional development, which presupposes broadening and mastering of certain competences, corporate education, training in the workplace. Its dominant feature is adaptive, which provides adult adaptation to changes in the labor market;
- education for personal development, provides functional mastery and critical literacy, and aims at meeting development needs, spiritual needs and interests of adult;
- specialized adult education, which includes education, targeted at enrichment of knowledge and skills that are needed for adequate performance of social roles (education for parents, education of women, education of people of the third age, education for the integration into society of people with certain disabilities), focuses on vulnerable populations (minorities, immigrants, people with disabilities and others);
- education for the development of civil society, constituents of which are education for peace, citizenship and democracy; education for protection of environment; multicultural education.

The purpose of education for professional development meeting the needs of personal development, self-actualization and self-realization in professional life. Its main tasks are: formation of positive attitudes in professional work and motivation for professional growth; enriching social and professional competence; development of adequate professional conduct (Bergevin, 2014).

Canadian and American universities have experience of programs for adults inclusion in their own traditional system.

The programs of lifelong university education reflect peculiarities of American and Canadian economy, because significant number of educational establishments train specialists and improve professional skills of workers in agriculture, fishery, forestry, metallurgy, chemical and mining industry. Universities provide an opportunity to improve skills and get training in the following areas: agricultural science, business and management, education, engineering and applied science, medicine, mathematics and computer science, physics, social and human science, transport and communication (Langenbach, 2014).

University colleges, community colleges, colleges of general and vocational education, colleges of applied art are an alternative to adult university education in Canada and the USA.

Canadian and American system of public colleges was formed only in 1960. Unlike universities, which have come a long way of evolution, a system of colleges formation was initiated by the government, taking into account necessity of socio-economic development of the United States and Canada, because it was thought that economic growth is possible only due to significant investment in the development of technical skills of population (Bogard, 2012).

Vast majority of colleges in the USA and Canada provide vocational training and are considered as steps for admission to universities, though some of them implement programs for bachelor degree obtaining, and receive significant government support.

Colleges and institutes introduced programs aimed at solving social problems rather flexibly, taking into account labor market demand. They offer programs for the development of applied skills in business, art, technology, agriculture, social and educational fields, medicine.

A special place in non-formal education for professional development is given to education for the labor market, which is aimed at obtaining specific professional competencies that are necessary at labor market. Adults are involved in professional programs, trainings, courses, seminars, internship.

Nunavut Arctic college offers a significant range of educational programs aimed at training mid-level specialists needed in the district. An example of such educational



program serves training of students for timber industry (carpentry pre-employment). The duration is 1 year. On completion of program, students receive a certificate. The second part of program (carpentry apprenticeship) provides practically oriented training of specialists in the field of construction, erection and reparation of wooden and concrete structures. The program offers acquisition of skills that are necessary for installation of doors, windows, staircases reading blueprints and calculating material. To be enrolled for the program an applicant must reside on the territory of Nunavut, be physically prepared for this type of activity and needs to find an employer who agrees to employ him after graduation. The program lasts four years, during which every seven weeks theoretical course is conducted (the theory of timber production, sale of timber industry goods). After successful completion of program students receive a license with the right for employment in the wood industry (journeyman carpentry ticket) (Brocket, 2014). In addition, college enables Aboriginal people to get the skills in development of mineral deposits (mine training); social assistance of Aboriginal health monitoring, disease prevention (community health); food industry (culinary art); early childhood education (early childhood education); business travel (guide training); housing (housing maintainer), etc.

Federal programs and initiatives help adults become competitive in the labor market: program for fired workers (dislocated worker program), national program for vocational training of representatives of rural areas (national farmworker jobs program), program of assistance in employment (employment and training assistance), project for homeless veterans reintegration (homeless veterans reintegration project), program for employment of former soldiers (local veterans employment representative program), employment and training program for the indigenous inhabitants of America (native American employment and training program), program of employment of older people (senior community service employment program) (Langenbach, 2014).

Study at work and corporate training is an important part of non-formal education for professional development of adults. So, two out of three workers feel that they can learn much more at work than in classroom. Therefore, almost 58 % of informal learning takes place in companies (Bogard, 2012). Training at workplace includes: experience that is gained in the process of work and apprenticeship.

A special place in the system of adult education in Canada unlike in the USA is given to apprenticeship – vocational training for adults, who wish to improve their skills by combining learning at workplace and at educational establishment. Adult student training period, according to the apprenticeship program, lasts from 2 to 5 years depending on the subject and on how quickly the student can accumulate credits required for the number of working hours. On average, student spends 85 % of time at company and only 15 % – attending educational institutions. To be enrolled in apprenticeship courses a candidate must formally apply for a job and have a journeyman status. On completion of program, he receives a certificate of apprenticeship and if it is necessary passes an exam for getting a certificate (Bogard, 2012).

Adults, who wish to increase the level of professional qualification, can take part in Co-Op Diploma Apprenticeship Program, which combines study in college and vocational training, which is proved by certificate of qualification. Studying in college, participants of this program get standard training and practical course in chosen specialty. The program includes business training and entrepreneurship, aimed at developing skills that are necessary for creating and managing ones own business. In addition, participants have practical training in workplace, after which the official document is given if student passes exam that meets professional requirements.



Non-formal adult education for personal development is aimed at self-determination of adults and developing family relations, communication, intellectual, moral, artistic, physical, environmental, economic culture. Culture is based on life of self-conscious adult who is able to make decisions, identify himself, take responsibility for actions in different situations, take his own way in cultural, professional, social, interpersonal and other relationships with people.

It was found that human society is an important area of self-determination and integrative product of human activity. Therefore, non-formal adult education for personal development focuses on enriching cognitive abilities and acquiring new ideas about world, offering adults a large number of courses, workshops, seminars, lectures, debates on various subjects and directions in accordance with their interests and needs. However, non-formal adult education for personal development is aimed at developing understanding of person's strengths and weaknesses.

The structure of non-formal adult education in the USA and Canada is characterized by rapid development, for it is determined by society, needs and interests of adults, economy and society and fast changes taking place in society. Therefore, non-formal adult education in the USA and Canada has ability to cover different groups of adults, that allows to distinguish its structure and skills of adults that are necessary for adequate performance of social roles (education of parents, education of women, education of people of the third age, education for the integration into society of people with certain disabilities), it also focuses on vulnerable population (minorities, immigrants, people with special needs).

Saskatchewan Indian federated college provides aboriginal adult learning, combining traditional Indian and Western techniques. The college offers a program of Aboriginal art. College policy focuses attention on the study of tribal culture, not taken apart from life in Aboriginal realities; usage of holistic, integrated, comprehensive approach to learning rather than abstract fragmented approaches that are typical for traditional Western pedagogy (Bergevin, 2014).

The implementation of such training programs for indigenous people in Canada has many advantages: solution of problem of equal access to Aboriginal education; territorial government overcomes the problem of national personnel in the service and production; removal of various obstacles for those who wish to continue education, particularly overcome one of the major barriers – financial, since there is no need to pay for accommodation, transportation, food; indigenous population of Canada supports and develops communication skills in their own national environment.

CONCLUSIONS

The main types of non-formal adult education in the United States and Canada are basic adult education, education for professional development, education for personal development, specialized adult education, education for the development of civil society (constituents of which are education for peace, citizenship and democracy; education for protection of environment; multicultural education). The purpose of non-formal adult education for professional development is meeting the needs of personal development, self-actualization and self-realization in professional life. Its main tasks are: formation of positive attitude in professional work and motivation for professional growth; enriching social and professional competence; development of adequate professional conduct. Vast majority of colleges in the USA and Canada provide vocational training and are considered as steps for admission to universities, though some of them implement programs for bachelor degree obtaining, and receive significant government support. Colleges and institutes introduced programs aimed at solving social problems, taking into account labor market demand.



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POLISH EXPERIENCE OF FOREIGN LANGUAGE TEACHERS' TRAINING

ABSTRACT

Studying the experience of foreign language teachers' professional training in developed foreign countries opens up new opportunities for improving the system of pedagogical education in conditions of its adaptation to the requirements of the European educational space. Of a significant scientific interest are the progressive achievements of countries that demonstrate a high level of foreign language teachers' professional training in accordance with international standards; have rich historical traditions of education that contributes to their leading role in science and education at the regional and global levels; have gained considerable experience in the field of foreign language teachers' professional training in the new socio-cultural conditions. It is emphasized that the language policy of the European Union demonstrates the crucial importance of language learning in the integration processes. It is also underlined that in modern international documents on the modernization of the foreign language teachers' professional training it is stated that modern educational transformations should facilitate the implementation of a European dimension in the foreign languages teachers' training. The establishment of new values related to the search for a multicultural, multi-ethnic and multi-linguistic Europe depends to a great extent on the ability of the teacher to develop a European consciousness and an individual sense of moral responsibility in a pluralistic society. The paper presents the results of collective scientific research, in particular, the peculiarities of the foreign language teachers' professional training in Poland are presented and the recommendations on the creative use of constructive ideas of the progressive experience in the process of updating the system of pedagogical education are outlined.

Keywords: *future foreign language teachers' training; institutions of higher education; the European Union; Poland.*

АНОТАЦІЯ

Вивчення досвіду професійної підготовки викладачів іноземних мов у розвинених зарубіжних країнах відкриває нові можливості для вдосконалення системи педагогічної освіти в умовах її адаптації до вимог європейського освітнього простору. Значний науковий інтерес викликають прогресивні досягнення країн, які демонструють високий рівень професійної підготовки вчителів іноземної мови відповідно до міжнародних стандартів; мають багаті історичні традиції освіти, що сприяє їхній



провідній ролі в науці та освіті на регіональному та глобальному рівнях; отримали значний досвід у професійній підготовці вчителів іноземної мови у нових соціально-культурних умовах. Підкреслюється, що, відповідно до мовної політики Європейського Союзу, вивчення іноземної мови займає провідне місце у процесах інтеграції. Також підкреслюється, що в сучасних міжнародних документах щодо модернізації професійної підготовки вчителів іноземної мови зазначається, що сучасні освітні трансформації повинні сприяти впровадженню європейського виміру в підготовці вчителів іноземних мов. Створення нових цінностей, пов'язаних з пошуком мультикультурної, багатомовної та багатомовної Європи, значною мірою залежить від здатності вчителя розвивати європейську свідомість й індивідуальне відчуття моральної відповідальності в плюралістичному суспільстві. У країнах Європейського Союзу підготовка вчителів іноземної мови здійснюється, переважно, закладами вищої освіти, які готують вчителів 30 іноземних мов, хоча цей показник варіюється від країни до країни. У статті представлені результати колективних наукових досліджень, зокрема, особливості професійної підготовки вчителів іноземної мови в Польщі та рекомендації щодо творчого використання конструктивних ідей прогресивного досвіду в процесі оновлення системи педагогічної освіти.

***Ключові слова:** підготовка майбутніх учителів іноземної мови; заклади вищої освіти; Європейський Союз; Польща.*

INTRODUCTION

One of the initiatives of the Council of Europe and the European Union is the development of new approaches to language teaching and language learning. The European Union in this area follows the idea of multilingualism that is a political slogan and the EU action program. It is declared that the purpose of EU language policy is to preserve the linguistic diversity of the community and provide for its citizens the possibility to master foreign languages. Europe is trying to form an open, multilingual, intercultural society with substantial cultural and linguistic heritage, with all the obvious diversity at the local, regional and national levels. Schools have to play a significant role in the process of teaching and learning modern languages, so the problem of the future foreign language teachers' professional training remains the key one to the Council of Europe and the European Union.

THE AIM OF THE STUDY

The aim of the article is to present the results of comparative scientific-pedagogical research focused on studying the experience of foreign language teachers' professional training in Poland.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of the future foreign languages teachers' training was studied by R. Allan (2007), A. Fenner (2007), A. Gallagher-Brett (2018), M. Grenfell (2018), A. Hilmarsson-Dunn (2018), M. Jakowicka (2008), B. Jones (2007), M. Kelly (2018), H. Komorowska (2007), B. Kwiatkowska-Kowal (2015), D. Newby (2007), L. Richard (2018), K. Soghikyan (2007), G. Williams (2012). The following research methods were used: analysis, synthesis, comparison and generalization.

RESULTS

The language policy of the European Union demonstrates the crucial importance of language learning in integration processes. An increase in the importance of language policy has also affected the structure of the European Commission. On January 1, 2007 a separate position of the EU commissioner on issues of multilingualism was created. It is



currently headed by Leonar Orban from Romania. He is the head of the general directorate of the European Commission for translation services, the general directorate of interpreting and the Official Publications Office of the European Communities.

In modern international documents on the modernization of the foreign language teachers' professional training, such as 'Professional Teacher Training and its Development' (2008), the report of the Council of Europe 'Results of Strategic European Cooperation in Education and Training' (2009), it is indicated that modern educational transformations should facilitate the implementation of a European dimension in the foreign language teachers' training process. The Council of Europe has also highlighted its initiative in the following publications: ERLE 'European Recommendations on Language Education: Learning, Teaching, Evaluation' (2001) and ELP 'European Language Portfolio', which are presented as a tool for solving the problem of mastering a foreign language. The new tool for unifying the requirements for the professional competence of language teachers is the so-called European Portfolio for the Teachers of Languages (EPOTL), developed during 2004–2007 by an international group of experts commissioned by the European Center for Modern Languages at the Council of Europe. This is a document created with the support of teachers and lecturers of pedagogical institutions of higher education from the 33 member countries of the European Center for Modern Languages, which summarizes the knowledge and skills necessary for language teaching and learning and helps future foreign language teachers to self-assess the acquired didactic competencies and monitor their own progress in the process of professional competence mastering (Newby et al, 2007).

The mentioned documents state that the implementation of changes is possible only with the development of cooperation and convergence in the sphere of foreign language teachers' training, especially English as a modern international language of the media age. The foreign language teachers must meet the requirements that are put forward to them in the context of modern European linguistic policy. The implementation of ideas of the Bologna Process and the recommendations of the Council of Europe in the foreign language teachers' training requires preparation of professionals of a new generation who are completely ready to professional activity, effective performance of their professional duties, mastering of at least two foreign languages (Common European Framework of Reference for Languages: Learning, teaching, assessment, 2001).

The study of pedagogical sources shows that in the countries of the European Union, the foreign language teachers' training is mainly carried out by institutions of higher education, which prepare teachers of 30 foreign languages, although this indicator varies from country to country (Williams, 2012). Almost all European countries provide training for teachers of English, French, and German. Italian, Spanish and Russian language teacher training programs are also common. The largest selection of foreign languages for studying is offered in Austria, Bulgaria, the Czech Republic, Finland and France. In addition, students are encouraged to study at least one 'uncommon' European language. This provides the realization of one of the key tasks of the European community, i.e. the provision of linguistic diversity (The Training of Teachers of a Foreign Language: Developments in Europe, 2012).

Organizationally, each country has its own teacher training system, reflecting national needs, history and traditions. At the same time, considering the tendency of integration in higher education, the gradual introduction of common models and the adaptation of existing systems to the requirements of the present are observed in teacher training. The report of the European Commission Directorate in the field of education and



culture (The Training of Teachers of a Foreign Language: Developments in Europe, 2012) presents the results of the state of foreign languages teachers' professional training in European countries. The investigation was conducted on the basis of the English University of Southampton in 2012. The following aspects of the problem were analyzed: the peculiarities of the foreign language teachers' training process for students of a certain age group (for elementary school, secondary school, higher education and adult education); the use of autonomous or distance learning in teacher training; involvement of mentors in the organization of pedagogical practice; Europeanisation of teacher training programs (for example, the use of transnational programs, establishing professional contacts with colleagues in other countries); increasing the level of practical mastering of foreign languages; training of methodologists in the field of teaching foreign languages.

Poland, as a country with a decentralized education system, is actively implementing reforms in pedagogical education, developing modern standards for high-quality teacher training in higher education institutions. Scientific interest in the experience of this country arose due to the fact that Poland and Ukraine have much in common in the cultural and socio-historical development. The future foreign language teachers' training in Poland is provided by: 78 pedagogical colleges of foreign languages (45 colleges provide English language training); 37 higher vocational schools (including institutes); 19 universities; 7 academies and 1 polytechnic (total – 109).

As a result of the analysis, we can state that in Poland the guiding normative document is the Standard of a foreign language teacher professional training. The Polish Standard of a foreign language teacher professional training defines: general requirements to the foreign language teacher professional training; characteristics of the graduate; basic skills (foreign languages teachers' training should ensure the acquisition of competences in professional areas of knowledge); contents of educational disciplines; goals and requirements for the implementation of psychological and pedagogical practice at school (Reporting stanje edukacji, 2015).

The standard a foreign language teacher professional training coordinates and organizes the training process, providing the basis for the content of foreign languages teachers' training. This allows the preservation of a single educational space in a multinational society and stimulates the differentiation of education. Standardized requirements for teacher qualification are presented in the form of professional competencies. It is imperative that teachers' training programs should be based on their professional competences and reflect their content.

According to the state standard, a foreign language teacher in Poland must be aware of the following spheres of pedagogical activity: 1) the chosen major, in order to competently transfer the acquired knowledge, to deepen and update them on their own, and be able to integrate into other areas of knowledge; 2) psychology and pedagogy, in order to perform educational and mentoring function, to support the comprehensive development of students, to individualize the learning process, to meet the special educational needs of students, to organize the educational process in class, school and local environment, and to cooperate with other teachers, parents, carry out extra-curricular work; 3) educational subjects, in order to effectively conduct training sessions, to support students' intellectual development through the ability to choose the right active methods and technical means of teaching, adequately assess the achievements of students; 4) the use of information technologies during the lessons; 5) mastering another foreign language at level B2 in accordance with the



European Recommendations on Language Education (Rozporządzenie ministra edukacji narodowej z dnia 18 lipca 2006 r., No. 128, poz. 897, 2006).

Professional training of a foreign language teacher encompasses studies at the first degree with the title of licensee (corresponding to the educational qualification level, 'Bachelor'). Training lasts 6 semesters. The number of studying hours should be at least 2000, and the number of ECTS credits is not less than 180. As for the qualification requirements, the foreign language teacher must have basic knowledge of language, literature and culture in the field of the chosen foreign language, as well as the ability to use knowledge in professional activities. The future foreign language teacher should learn a foreign language as a mother tongue, at level B2 in accordance with the European Recommendations on Language Education of the Council of Europe, and must be able to use a foreign language in educational work.

The contents of the basic curriculum for the training of foreign language teachers are divided into three groups. The first group is the subjects of the philological cycle of training, which include (Kwiatkowska-Kowal, 2015): training in the field of practical English language (acquisition of language skills in writing, reading, listening, speaking; integrated competence; practical grammar; practical phonetics; theory and practice of translation; perfect knowledge of a foreign language and ability to use it efficiently in communication and writing); preparation in the field of practical course of the second foreign language; preparation in the field of knowledge of language and communication (introduction to linguistics, language history, descriptive grammar of a foreign language, the theory of the use of contrastive research, the theory of formal grammar with the use of language programming); training in the field of literature and culture (the history of writing or oral traditions of the language studied, taking into account literary genres – poetry, drama, prose, problems of periodization of the history of literature, introduction to literature studies); training in the field of the methodology of a foreign language teaching (problems of foreign language studying and theory of linguistic communication; psycholinguistic foundations of language).

The second group of disciplines includes the subjects of a pedagogical cycle: psychology, pedagogy, didactics, pronunciation, educational law (the organization and functioning of the educational system and the regulation of the activity of educational institutions), ethics, language culture, the history and culture of the native land. The third group of disciplines combines the subjects of general training (information technology and physical education) and pedagogical practice. A student of a pedagogical college of foreign languages must be prepared to use information technologies that play an important facilitating role in conducting lessons. The IT training program is at least 30 hours. Training programs also include studying classical languages (Latin, Old Slavic or Sanskrit) for at least 30 hours.

After the analysis of the cycles of professional of a foreign language teacher the place of theoretical and practical disciplines in the student's training was determined. Thus, the largest number of hours for practical classes is provided by the Pedagogical Collegium of Foreign Languages in Bydgoszcz (89 %), and the smallest number of hours is Bialystok University and PWS in Krosno (77 %, 78 %), respectively, these two educational institutions implement the largest number of hours for theoretical subjects (22 %, 23 %).

The implementation of practices at Polish higher education institutions is presented in two forms: assistant practice and subject-methodical practice. Among the reviewed educational programs of Polish educational institutions, 5–7 % of the total amount of training is related



to practice at school. Students have obligatory school practice (180 hours: 150 hours of basic specialization and 30 hours of additional specialization). Polish scholars have suggested improving the content of pedagogical education by introducing content modules from various academic disciplines (in the basic part of the training). Consequently, the emphasis is placed on the priority of the student-teacher cooperation at an institution of higher education and at a school (or other educational institution).

As a rule, at the 3-year educational qualification level, 'license' (pol. licencjat) includes two student practice sessions. The first, so-called general pedagogical practice is expected after the second semester and lasts for three weeks (in general up to 60 hours). Its purpose is the practical verification of studying and the acquisition of competences, including: educational reality and the daily work of teachers; the formation of new skills (cognitive, conceptual, psychological, social (in the context of educational, behavioral and mentor work), the initiation of the process of identification with the profession and the creation of the individual concept of educational work, strengthening the motivation for further academic and practical training. The next, so-called 'specialized' practice is expected after the IV semester, its term is extended to six weeks (by 3 weeks in kindergarten and primary schools). It usually takes up to 120 hours. The purpose of this practice is to verify and apply the knowledge and skills accumulated during the training, as well as in practical training for the performance of professional duties, and the tasks include not only observation, but also active participation of students-practitioners in organizing and conducting various forms of activities under the guidance of a teacher-curator, as well as mandatory summer practice (after IV semester).

During the 2-year master studies 150 hours are usually devoted to practice, in particular, in the second semester 90 hours (3 weeks) and in the third semester 60 hours (2 weeks). This practice is aimed at: familiarizing with the organization of the functioning of various types of educational institutions, especially those where graduates can be employed; receiving skills in planning, conducting and documenting classes, as well as analyzing the work of teachers and students, their own work and its results (Regulamin organizacji i realizacji praktyk pedagogicznych realizowanych w ramach projektu "Nowa jakość praktyk pedagogicznych", 2016).

Thus, the Standard of a foreign language teacher professional training ensures high quality of education in the national context of Poland and a prerequisite for effective teacher training for the teaching of a foreign language in various educational institutions. This document contains general requirements for teacher training, a description of the future teacher of a foreign language, his/her professional competencies, groups of subjects and their contents. And, of course, all pedagogical educational institutions use standard requirements as a model for developing their own curricula, depending on the level of knowledge and needs of students. As a result of the analysis of programs, it can be stated that in the future foreign language teacher training in Poland an integrated approach is used. It enables students to synthesize theoretical knowledge with practical skills for skillful work at school.

CONCLUSIONS

Analysis of national systems of professional training of foreign language teachers in foreign countries made it possible to formulate the following conclusions. The establishment of new values related to the search for a multicultural, multi-ethnic and multi-linguistic Europe depends to a great extent on the ability of the teacher to develop a European consciousness and an individual sense of moral responsibility in a pluralistic society. The key features of the professional training of foreign language teachers in Poland are:



expansion of the component of teaching practice; increase in the number and variability of educational routes; availability of several alternative ways of teacher training (programs ranging from university undergraduate and postgraduate programs to highly qualified pedagogical courses); updating of the content of programs for the training of foreign language teachers; diversification of forms and methods of training; internationalization of the content of professional training.

Prospects for further research include studying the experience of future foreign language teachers' training in Germany, Belgium, France and Great Britain.

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THE ROLE OF PARENT'S PARTICIPATION IN SPORTS ON CHANGE IN EXERCISE LEVEL: A CROSS-CULTURAL COMPARISON

ABSTRACT

The family, which is one of the smallest units of the society, has the most important effect on a child's life. It is known that parents are the initial examples for the child in many ways. This study primarily aims to compare the sports sciences students in Turkey and the United Kingdom in terms of their parents' participation in sports. The sample consisted of 390 sports sciences students (201 in the UK and 189 in Turkey). The study was conducted with the cross-sectional screening model. The data were collected by the Exercise Stages of Change Questionnaire (ESOCQ) and analysed by Chi-Squared (χ^2) test. Within the scope of the study, it was found that the sports sciences students in both countries were rather at the active stage of exercise stages of change in both countries, but the ratio of the students who actively participated in exercise in the UK was higher. The observations from the passive and preparation stages of the participation in exercises were examined and the frequency of the students in Turkey was higher compared to those in the UK. The rates of parent attendance in sports were also higher in the UK, and the active stage was on for the majority of these students from the exercise stages of change. In Turkey, the students whose parents do not attend sports have higher rates than those of the attending parents. In consideration of the sportive achievements, it is quite obvious that it is not enough simply to offer choices to children. Beyond that, another approach is required. The leading action to take can be participating in sports by themselves to become a model for their kids. Accordingly, it is essential that parents should be seen as a social support that may help them develop some new attitudes towards sports at their developmental ages.

Keywords: Parent role, parent support, sports participation, social support, adolescents, Turkey, the UK.

АНОТАЦІЯ

Дослідження спрямоване, перш за все, на порівняння участі студентів у фізичному вихованні та спорті у Туреччині та Великій Британії. Особливу увагу звернено на участь батьків студентів у спорті. Дослідження проводилося за участі 390 студентів, залучених до фізичного виховання та спорту (201 студент з Великої Британії та 189 студентів з Туреччини). Експеримент побудований на моделі перехресного скринінгу. У ході дослідження було з'ясовано, що студенти в обидвох країнах знаходяться на активній стадії фізичного навчання та виховання, але відсоток фізично активних студентів є вищим у Великій Британії. Були проаналізовані спостереження пасивного та підготовчого етапів участі у спортивній діяльності та встановлено, що кількість студентів з Туреччини на цих етапах є більшою у порівнянні з Великою Британією. Що стосується участі батьків у спорті, то їх кількість більша у Великій Британії. У Туреччині студентів, чії батьки не займаються спортом, більше, ніж тих, які займаються спортом. Що стосується спортивних



досягнень, то очевидним є той факт, що недостатньо просто надати дітям свободу вибору. Необхідно знайти інший підхід. Основним і найбільш дієвим є участь самих батьків у спортивній діяльності для того, щоб стати прикладом для наслідування для їхніх дітей. Відповідно, батьки мають надавати соціальну підтримку, яка може допомогти дітям розвинути нове ставлення до спорту на різних стадіях їх розвитку. У результаті аналізу даних дослідження було сформульовано деякі рекомендації щодо активізації участі батьків у спортивній діяльності та підвищення їх мотивації до занять спортом, зокрема практика дозволу державним працівникам, які займаються спортом, розпочинати робочий день на годину пізніше, ніж інші працівники.

Ключові слова: роль батьків, підтримка батьків, участь у спорті, соціальна підтримка, підлітки, Туреччина, Велика Британія.

INTRODUCTION

Parents try to support their children from several economic, psychological or emotional perspectives in their sports-related experiences and practices. With this support, they hope to contribute positively and permanently to their sports education and sportive lives (Martin, Jackson, Richardson, & Weiller, 1999; Welk, 1999). In addition to economic, psychological or emotional support related to the child's sports-related life, some parents knowingly or unknowingly play the role of a source of social support. This study discusses the participatory role of the parents in children's participation in sports.

The older people are, the less they have attention to improve their current well-being and more attention to preserve their existing health condition and capacities (Löckenhoff & Carstensen, 2004). As adults' ages are advancing, their participation in physical activities decreases (McPhee et al., 2016). Like it may be understood from this, it is highly important to adopt some sports-related habits at young ages. The report by the Department for Culture, Media and Sports similarly emphasised the importance of developing life-long sports-related habits among young people (Department for culture, 2012). The responsibilities of parents regarding the sports participation of children have been studied in a broad spectrum in different age groups starting with the preschool period (Abbot et al., 2016; Birchwood, Roberts, & Pollock, 2008; Hoyle & Leff, 1997; Laukkanen et al., 2018; Sallis et al., 1992; Trost, Kerr, Ward, & Pate, 2001). Some studies reported that children who received parent support take more pleasure from what they do, and active children usually have supportive families (Agata & Monyeke, 2018; Alemdağ, Alemdağ, & Özkara, 2016; Gustafson & Rhodes, 2006; Hein, 2015; Hoyle & Leff, 1997; Kremarik, 2000; Lijuan, Jiancui, & Suzhe, 2017). Considering all these studies, it is seen that they have emphasised the need for adopting sports-related habits at young ages and investigated this issue from different perspectives in relation to parents. Nevertheless, very few studies compared/contrasted different cultures on this topic.

If we consider the ranking at Olympic games as an indicator of sportive success, in the 120-year history of Olympics (1896 Athens – 2016 Rio), the United States has the first place with 2520 medals, and it is followed by Russia with 1865 medals, Germany with 1681 medals and the United Kingdom with 847 medals. Turkey is in the 32nd place in this ranking with 93 medals (IOC, 2018). Considering the sports statistics in Turkey, the ratio of individuals in the population at the age of 15 or older who participate in at least one branch of sports is 23.1 %, while those who do not participate constitute 76.9 % of the same population (Turkish Statistical Institute, 2008). These rates in the United Kingdom are as 61 % active, 14% fairly active and 26 % inactive (Audickas, 2017). According to the report of the



European Commission, the most physically active is the northern EU countries including Sweden (70 %), Denmark (68 %), Finland (66 %), the Netherlands (58 %), and Luxembourg (54 %), on the contrary to the southern ones with the lowest participation. It was also reported that there has been no significant change in these findings since 2009 (European Commission, 2014). Yüce and Hakan (2013) stated that active participation in sports in Turkey is on a very low level in comparison to some European countries. As the influence of the parents on the child is known, it was important for the target audience in the current study to investigate the sportive participation of parents in the UK and Turkey where noticeable differences in sports participation are observed. Nevertheless, Voss et al. (2014) emphasised that it is needed to determine the intercultural differences that determine the complexity of physical activity behaviours. Additionally, Özkara (2018) examined the physical activity environment in training and practice in Turkey and the EU and reported that there has been an insufficient number of studies in the fields of physical training and the sports in Turkey. Families may be examined as a socio-pedagogic problem area that may contribute to the improvement of the education system. This is why this study comparatively examined the family, which is a source of social support for children, in both countries. It was thought that comparing and contrasting different cultures would play a significant role in developing new strategies.

THE AIM OF THE STUDY

Thus, the purpose of this study is to investigate the exercise participation levels of sports sciences students in the UK and Turkey based on their parents' participation in sports.

Research Questions (RQ)

RQ1. Is there a significant difference between sports sciences students in the United Kingdom and Turkey based on their exercise participation levels?

RQ2. Do the exercise participation levels of sports sciences students in the United Kingdom and Turkey differ based on their parents' participation in sports?

THEORETICAL FRAMEWORK AND RESEARCH METHODS

This study employed a screening model. The statuses and characteristics of the sample were determined by the cross-sectioning approach (Karasar, 2012). The sample was selected by randomisation from among individuals who had common characteristics and experiences (Ekiz, 2009). The data were collected from students of sports sciences at Karadeniz Technical University (Turkey) and the University of Birmingham (the UK). The measurements were taken from different individuals/respondents approximately in the same time period and in compliance with the principles of cross-sectional screening (Figure 1) (Cohen, Manion, & Morrison, 2000; Fraenkel & Wallen, 2008). The measurements were taken in the academic year of 2015–2016.

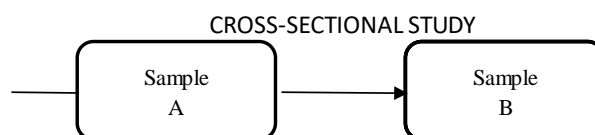


Fig. 1. A sample for developmental research. Reprinted from Research methods in education (p. 175), by L. Cohen, L. Manion & K. Morrison, 2000, London and New York, Routledge Falmer, Taylor & Francis Group



The data were collected by the method of surveying/questionnaire “that is especially frequently used for screening purposes” (Erkuş, 2009). The questionnaire was applied by two researchers in the UK and Turkey after obtaining written permissions.

Sample

The sample consisted of a total of 390 sports sciences students including 201 (102 female, 99 male) in the UK and 189 (84 female, 105 male) in Turkey.

Instrument

Exercise Stages of Change Questionnaire (ESOCQ). ESOCQ was developed by Marcus and Lewis (2003) to determine the stage of exercise behaviours of individuals. ESOCQ is a binary (yes/no) scale that consists of 4 items. Based on the responses, it classifies the respondents at five different stages through a scoring algorithm: precontemplation, contemplation, preparation, action, and maintenance. According to Marcus and Lewis (2003), both pre-contemplators and contemplators are now inactive, however the latter may be active in the expected future. For physically active people, who are not at the acceptable levels are called preparers while who are at the acceptable levels are any individuals at the action stage lasting for up to six months, and then they transit to the maintenance stage. ESOCQ was translated from English to Turkish, and its psychometric properties were examined by Cengiz, Aşçı and İnce (2010). Using the International Physical Activity Questionnaire (IPAQ) the validity of the Turkish version of ESOCQ was tested. This scale categorises the physical activity levels of individuals as *low, moderate and high* (Craig et al., 2003). According to the results, it was found that the Turkish version of ESOCQ is a valid and reliable instrument in determining the stage of exercise behaviours of university students (Cengiz et al., 2010). In the present study, the Turkish university students were evaluated applying the ESOCQ (Turkish version). *Parent Participation in Sports* was determined by a question directed to the students as a single item.

Data Analysis

Frequency analysis was used to determine missing or incomplete items. Accordingly, as no such problems were observed, the analysis process was fed with all the data obtained. The data analysis was made using a statistical package program (SPSS, version 22.0) based on Chi-Squared (χ^2) test.

RESULTS

First of all, this study compared the exercise participation levels of sports sciences students in the UK and Turkey (RQ1). Frequency and percentage distributions were considered to make such a comparison. The results of χ^2 test based on three levels of exercise participation are shown in Table 1.

Table 1

The distribution (n, %) of exercise stages of change by country

Country	Exercise Stages of Change			Total
	Passive	Preparation	Active	
The UK	1 (0.5)	6 (3)	194 (96.5)	201 (100)
Turkey	51 (27)	40 (21.2)	98 (51.9)	189 (100)
Total	52 (13.3)	46 (11.8)	292 (74.9)	390 (100)

$$\chi^2 = 104.5, df = 2, p = .00$$



Considering the results of the χ^2 test related to the levels of exercise participation, the levels of active participation in exercise were high for both countries. Moreover, the ratios of the students who actively participated in exercise in the UK were higher. Considering the findings at the passive and preparation stages of exercise participants, the ratios of the students in Turkey were higher (Table 1). The measurements that were taken determined that this difference in the levels of exercise participation was significant, $\chi^2(2) = 104.5, p < .01$.

For RQ2, the exercise participation levels of the sports sciences students in both countries were investigated based on their parents' sports participation levels. The χ^2 test results on the exercise participation levels of the sports sciences students that differed based on their parents' exercise participation levels are shown in Table 2.

Table 2

The distribution (n, %) of exercise stages of change by parents' participation in sports in the two countries

Country	Exercise Stages of Change	Parent Participation in Sports		Total
		yes	no	
The UK	passive	1 (100)	0 (0)	1 (100)
	preparation	6 (100)	0 (0)	6 (100)
	active	175 (90.2)	19 (9.8)	194 (100)
Total		182 (90.5)	19 (9.5)	201 (100)
Turkey	passive	15 (29.4)	36 (70.6)	51 (100)
	preparation	21 (52.5)	19 (47.5)	40 (100)
	active	58 (59.2)	40 (40.8)	98 (100)
Total		94 (49.7)	95 (50.3)	189 (100)
Total	passive	16 (30.8)	36 (69.2)	52 (100)
	preparation	27 (58.7)	19 (41.3)	46 (100)
	active	233 (79.8)	59 (20.2)	292 (100)
Total		276 (70.8)	114 (29.2)	390 (100)

$$\chi^2 = 54.96, df = 2, p = .00$$

Considering the χ^2 test results regarding exercise participation levels, in both countries, it was observed that the students who had parents who participated in sports were mostly on the active stage of exercise participation. While the ratio of the students whose parents participated in sports in the UK was 90.5 %, this ratio was 49.7 % in Turkey. In Turkey, the ratio of the students whose parents did not participate in sports was higher than the ratio of those whose parents participated in sports (Table 2). The measurements that were taken determined that this difference in the levels of exercise participation by the parents was significant, $\chi^2(2) = 54.96, p < .01$.

CONCLUSIONS

Considering the importance of establishing life-long sports-related habits in young people, it is necessary to understand the sportive participation and its influencing factors. We aimed to make contributions to this issue by comparing different culture.

Regarding the first research question (RQ1), the ratio of the students in the UK who actively participated in exercise was much higher than that in Turkey (difference: ~45 %). The ratio of the participants at the passive stage of exercise participation was very low in the UK.



According to a report by the European Commission the ratio of participation in physical activity in the age group of 15–24 in EU countries is 74 % in men and 55 % in women. While ratios of participation in physical activity are usually high in EU member states (especially the northern part of the EU, including Sweden (70 %), Denmark (68 %), Finland (66 %), the Netherlands (58 %), and Luxembourg (54 %), these ratios are lower especially in the southern parts of the EU, representing the rates of 78 % in Bulgaria, 75 % in Malta, 64 % in Portugal, 60 % in Romania, and 60% in Italia for those who never take exercises or take part in sports, regardless of age (European Commission, 2014). Voss et al. (2014) conducted a study on children and adolescents and found that the British participants had higher physical activity (PA) scores in comparison to the Canadian participants (except for adolescence female PA scores). It is seen in these two developed countries that the PA scores of especially children were higher than medium values. A study that investigated the participation of students in university sports on German students of the 16–29 age group determined that approximately half of the students participated in university students, and they mentioned the importance of this issue.

Performing a survey, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) released the outcomes of physical education and sports participation that, in underdeveloped African countries, the numbers of sports teachers were inadequate based on the numbers of students, and class hours allocated for physical education mostly could not be followed due to various reasons (sports facilities, equipment, etc.) (Souchaud, 1995). It was also reported that the capacity of training sports teacher in developing countries was higher than that in underdeveloped African countries. This situation may be interpreted as that the parents, particularly in underdeveloped countries, have greater responsibility for their children's sportive participation and habitual adoption.

In a study on the physical activity levels among the Turkish university students, it was reported that who did not have vigorous physical activity was 72 %, who lacked moderate physical activity 68 %, and who had insufficient walking activity 1 %. Another study in Turkey also determined that the male students were superior to the female ones in physical activity levels (Aşçı, Tüzün, & Koca, 2006). The physical activity participation levels of young people in Turkey are neither as low as those in the underdeveloped African countries nor as high as those in the northern European countries. It may be stated that Turkey displays similar characteristics to those in the southern European countries in terms of participation in physical activity.

Another issue that was focused on by this study was the significance of the parental role in the participation in the sports-related and physical activities of sports sciences students. This study found the levels of exercise participation of students in both the UK and Turkey whose parents participated in sports to be higher, and a greater number of these students remained at the active stage out of the exercise stages of change.

It is seen that the studies in the literature emphasised the importance of social support and parental modelling alongside other factors (body composition, physical fitness, etc.) in relation to the participation of children or young people in sports. Students whose parents participate in sports have higher levels of exercise participation. Looking from this perspective, the relationship between the parent and the child in this study was similar to the findings in the literature.

In both countries, the majority of sports sciences students remained at the active step out of the exercise stages of change. Nevertheless, the ratios of the students who actively participated in exercise in the United Kingdom were higher. These students also



had much lower ratios of being on the passive and preparation steps of the exercise stages of change in comparison to the Turkish students. The exercise participation rates of the students whose parents participated in sports were higher in both the UK and Turkey. However, in the comparison of the two countries, the ratio of the parents' participation in sports was higher in the UK, and these students were mostly on the active step of the exercise stages of change.

It is very clear that, considering sports-related targeted outcomes, it is needed to adopt an approach that is beyond providing options for children. Setting an example for them by participating in sports in person may be the first attempt. This is why it would be reasonable to consider the parents as a source of social support in the young individual's adoption of a set of new behaviours related to sports in their developmental ages. Measures to be taken in relation to the participation of the parent in sports will be reflected positively not only on their own health but also their children in terms of being a role model. Accordingly, it may be stated that participation in sports to some extent is the responsibility of the parent in this regard. The sports participation rates of sports sciences students and their parents in Turkey are lower than those in the UK. Based on this finding, and in connection to the results of this study, it would be reasonable to take a set of precautions towards increasing the sports participation rates of parents especially in Turkey and motivating them in this issue. In relation to the topic, in the scope of the project "reçetemiz spor" [our prescription, sports] that was carried out in Edirne in Turkey, the Governor of Edirne stated that civil servants who take part in sports may start their working day one hour later (Economy news, 2015). Precautions that promote participation of employees in sports may be taken this way or in similar ways.

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**EXAMINATION OF PHYSICAL EDUCATION AND SPORTS
UNDERGRADUATE PROGRAMS OF THE BOLOGNA PROCESS COUNTRIES
(POLAND-TURKEY CASE)**

ABSTRACT

With geographical, cultural and economic benefits, Poland has adapted to the Bologna Process and has been one of the countries most preferred by students in Turkey within the scope of Erasmus. Turkey and Poland Physical Education and Sports Undergraduate Curriculum were analyzed with data from government agencies in both countries. Erasmus program has been prepared within the framework of the European Union in order to ensure the development of higher education institutions, to work jointly between the universities and to eliminate geographical and educational boundaries. Bologna Process, founded in 1998, Turkey's included in 2001, envisages a structure that ensures the mobility of academic staff, comparable, not bounded by country borders, set standards, competitive and very well connected with each other. With over 400 universities, Poland offers a cost-effective and quality education program. Poland's Physical Education and Sports Undergraduate program is 3 years. The curriculum, which has a weighted structure in the Field Training, also includes Professional Knowledge and General Culture courses. Turkey's constant Physical Education and Sports Science program, which is determined by Higher Education Council (YÖK), is 4 years. In addition to the Field Training courses, Professions Knowledge and General Culture courses are also covered by the curriculum. There is one year (2 semesters, 60 ECTS) difference between Turkey and Poland curriculum. This difference is mostly composed of the National course elements in the Professions Knowledge and General Culture parts. The Field Training courses are divided into theoretical and practical applications and are processed at similar rates in both countries.

Keywords: Bologna Process, Erasmus, Polish Education System, Turkish Education System, Physical Education and Sports.

АНОТАЦІЯ

Плідно використавши власні географічні, культурні та економічні переваги, Польща приєдналася до Болонського процесу і є однією з країн, яка залучає на навчання іноземних студентів, зокрема студентів з Туреччини, до програми «Erasmus». У статті проаналізовано освітню програму з фізичного виховання та спорту Туреччини та Польщі на основі даних урядових установ обох країн. Програма «Erasmus» була створена Європейським Союзом з метою забезпечити розвиток вищих навчальних закладів, сприяти спільній роботі між університетами та усунути географічні та освітні кордони. Болонський процес, розпочатий 1998 року, і приєднання до нього Туреччини у 2001 році, сприяли появі такої структури, яка забезпечує мобільність академічного персоналу, не обмежену кордонами обох країн, встановлює новітні освітні стандарти й забезпечує конкурентоспроможність майбутніх фахівців обох країн. З-понад 400 університетами, Польща пропонує економічно



ефективну та якісну освітню програму. Бакалаврська програма фізичного виховання та спорту в Польщі триває три роки і включає у себе практичну підготовку, фундаментальну підготовку та покращення рівня загальної культури студентів. У Туреччині, освітня програма з фізичного виховання та спорту, схвалена Радою вищої освіти (YÖK), триває 4 роки і включає у себе такі ж складники, як і освітня програма, розроблена польськими фахівцями. Варто зазначити, що ці програми відрізняються між собою у контексті одного навчального року (два семетри, 60 ECTS). Ця відмінність здебільшого стосується елементів освітньої програми з фізичного виховання та спорту, а саме професійних знань та загальної культури. Навчальні курси поділяються на теоретичні та практичні і вивчаються за аналогічними темпами в обох країнах.

Ключові слова: Болонський процес, Erasmus, система освіти Польщі, система освіти Туреччини, фізичне виховання і спорт.

INTRODUCTION

In the light of Bologna Process, the purpose of this research is not only to analyze geographical directions between West and the East European countries, but also to review Curriculum of Physical Education and Sports School of Undergraduate universities in Turkey and Poland. Poland is in the position of a bridge of cultural aspects, economic structure, education levels and appropriate living conditions in the scope of Erasmus. In addition, Poland is the most preferred country of higher education by Turkish students.

The research was carried out based on the data received from the official government agency and through examination of the target undergraduate program universities in Turkey and Poland. In the study, at first the classification and identification of the data were carried out and then a framework was formed with the findings and finally interpretation of the findings executed.

THE AIM OF THE STUDY

The aim of the article is to examine physical education and sports undergraduate programs of the Bologna process countries (Poland-Turkey case).

THEORETICAL FRAMEWORK AND RESEARCH METHODS

ERASMUS (European Region Action Scheme For The Mobility Of University Students). Erasmus program is the name of the program, which was created to develop higher education institutions of member countries and candidate countries of European Union and to work as partners. In the following years in order to ensure the elimination of geographical and educational boundaries; it has been restructured as Erasmus + program in 2014 with many subtitles. (Yağcı et al., 2007).

Since 2014, the Erasmus + program has been established in Europe, which aims to help people in all age groups participating in the program in education, culture and sports. The Erasmus+ project includes 28 EU member states, non-EU program countries and third countries. Turkey takes advantage of the Erasmus+ program as a non-EU countries and as do Poland, which is a member of EU. Erasmus+ Program continues in 5 areas that include 3 main and 2 private activities. (Erasmus + Program: General Structure, 2019). These areas;

Main Action 1: Learning Mobility of Individuals.

Main Action 2: Cooperation for Innovation and Change of Good Practices.

Main Action 3: Support for Policy Reform.

Special Action 1: Jean Monnet Program (research and teaching).

Special Action 2: Sports Supports. (Erasmus + Program: General Structure, 2019).



Within the scope of the activities to be supported in the field of sports, non-profit organizations' applications are accepted especially for non-profit sporting events. (Erasmus + Program: General Structure, 2019).

The aim of the Erasmus + program is; in particular, to improve the education and training in the field of higher education in the countries of the European Union and the other countries participating in the program. It is aimed that the students who are participating in the program will be mutually exchanged and the academic outputs will be used in common. (Yagci, Cetin and Turhan, 2013).

For the country wishing to participate in the program, the prerequisite for the Erasmus + program is to be included in the European Education and Youth Program. Following the approval of the EU Commission, it is necessary to apply with the Erasmus University Charter. Almost all universities in Turkey are included in the Erasmus + program (Middle, 2014).

Bologna Process. The Bologna Process began in 1998 when France, Germany, England and Italy signed the Sorbonne Declaration. One year later it got the name used today after 25 countries signed the Bologna Declaration (1999). Turkey involved in the process officially by signing the Prague Declaration in 2001. (Acquire, 2008).

As of April 2019, the number of member countries is 48.

Member States participate in the process in accordance with their wishes; without making any protocol, contract or agreement. It is up to the countries to their own wills to implement the objectives or aims of this process, they do not have any binding. (Higher Education Institution, 2019).

The goals of the Bologna Process for creating a competitive and knowledge-based European economy:

- to increase the mobility of students, teaching and managerial staff;
- to compare national training areas;
- to consider the transnational education dimensions;
- to link education and research activities with each other;
- to ensure the establishment of the European Higher Education (EHEA-AYA) and Research Areas (ERA) which continuously monitor the whole process with internal and external stakeholder engagement (Edinsel, 2008).

The aim of the structured and continuously monitored process is to raise academic standards among the countries that are members of the process after they have established the Higher Education Area (EHEA) in Europe. Another task is to reduce the disagreements and make competitive and more attractive education systems. The process does not foresee a uniform type of education system, it aims to protect different elements in the characteristic education systems of countries and wants to create a unity by creating a balance between these differences.

To summarize the main focus points of the process;

- an easy to understand, interdepartmental transition possible and comparable academic degree system (Undergraduate, Graduate, Doctorate);
- a quality assurance that enables students and international participation, taking into account the National Quality Assurance System in compliance with European principles and standards;
- recognition of diplomas and study periods (European Credit Transfer System, ECTS). (European Higher Education Area, 2019);
- enabling life-long learning;



- high employability;
- to create a system that attaches importance to social dimension.

RESULTS

Examination of the Polish Curriculum

Poland, which is a geographical and cultural bridge between Eastern and Western Europe, has become one of the most prominent countries in Europe. With indicators such as its robust economic position, high standards of education, significant opportunities and innovations for students, life conditions, transportation, nutrition and cheap housing, Poland is becoming increasingly attractive for students from all countries.

Poland, with low cost, high quality education, the presence of equivalence of the Higher Education Council (YÖK) having more than 400 university, in English, French and Spanish education opportunity, and a member of the Bologna Process that aims to create a European Higher Education area, is a very suitable country for students whose goals are to receive university education abroad. There are world-famous universities in fields such as medicine, language, law, engineering and agriculture. In addition to these, creative and artistic studies, basic and applied research educations are provided. Thanks to the Bologna Process, foreign students who have graduated from Polish Universities gain a diploma that is valid not only in Poland, but also in Europe and in some countries of the world. At the same time, with the advantages of the European Credit Transfer System (ECTS), students studying at the Polish Universities can continue their education in other countries as well.

According to Curriculums of Faculties of Physical Education and Sports in the Warsaw University, Szczecin University and Opole Polytechnic University, the undergraduate education is 180 ECTS (European Credit Transfer System) for 3 years, 6 semesters (30 ECTS for each semester).

The distribution of 180 ECTS for 3 years (6 semesters), 40 ECTS for Professional Knowledge, 14 ECTS for General Culture and 126 ECTS for Field Training, are shown in Figure 1.

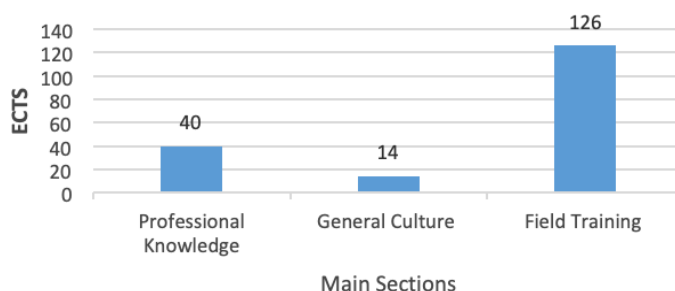


Fig. 1. Main Sections of courses through the Polish Universities

Professional Knowledge courses (40 ECTS) mainly consist of Teaching Practice and Internship (17 ECTS) and Introduction to Education, Educational Psychology, Sociology of Education and Philosophy of Education (16 ECTS). Teaching Practice and Internship courses (17 ECTS) are applied 2 days a week for 3 weeks in the Primary and secondary schools in October and November.

General Culture (14 ECTS) consist of Foreign Language and Information Technology courses.



Field Education courses (126 ECTS) are divided into two part as a theory (60 ECTS) and an application (66 ECTS). The theoretical part consists mainly of Training Knowledge and Health Information courses (22 ECTS) and Anatomy (14 ECTS) courses. The application part consists of the Elective Courses (17 ECTS), Team Sports (12 ECTS), Rhythm Education and Dance, Athletics, Swimming, such as branches and a Summer-Winter Camp (6 ECTS). Elective courses (17 ECTS) consists of these; Athletics, skiing and snowboarding, racquet sports, rhythmic gymnastics, football, basketball, handball, volleyball, swimming, aerobics, fitness, demonstration gymnastics and dance. Students prefer 2 or 3 elective courses.

Examination of the Turkish Curriculum

Physical Education Teaching students in Turkey, are studying at the University Teaching Department of Physical Education and Sport and Physical Education Teaching. The curricula of these departments of universities are determined by the Higher Education Council (YÖK) and the fixed courses are taught at all universities. The undergraduate education is 240 ECTS for 4 years, 8 semesters (30 ECTS for each semester). The courses in the curriculum are basically divided into three sections: Professional Knowledge, General Culture and Field Training.

Distribution of 240 ECTS for 4 years (8 semesters); Professional Knowledge (76 ECTS), General Culture (32 ECTS) and Field Training (132 ECTS) and its distribution is presented in Figure 2:

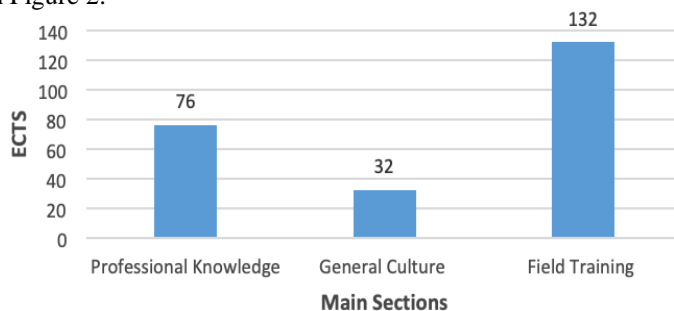


Fig. 2. Main Sections of Courses Taught in Turkish Universities

Professional Knowledge courses (76 ECTS) mainly consist of Teaching Practice and Internship (20 ECTS), elective courses (14 ECTS), Introduction to Education, Educational Psychology, Sociology of Education and Philosophy of Education (12 ECTS). In addition, there are National Education System and History of National Education courses (9 ECTS). Teacher Practice and Internship courses' (20 ECTS) aim is to make observations related to field-specific teaching methods and techniques, to make individual and group micro-teaching applications using these techniques, to prepare activities and materials, to prepare teaching environments and to manage the class. Elective courses (14 ECTS) consist of Child Psychology, Education Law, History of Education, Drama in Education, Critical and Analytical Thinking, Education of Hospitalized Children, Character and Value Education, Out of School Learning Environments, Adult Education and Lifelong Learning.

Half of the General Culture courses (32 ECTS) consists of National History, Ataturk's Principles and History of Turkish Revolution and Turkish Language (16 ECTS). There are also Foreign Language (6 ECTS) and Information Technologies (5 ECTS) courses.



Field Training courses (132 ECTS) are divided into two courses: theoretical (75 ECTS) and practice (57 ECTS).

Theoretical part (75 ECTS) mainly consists of Elective Courses (26 ECTS), Motor Development, Skill Learning, Exercise Physiology (20 ECTS), Adapted Physical Education and Sport Training and Health Information courses (13 ECTS) and Physical Training – Sports Learning and Teaching Approaches, Teaching Curriculum (13 ECTS). In Theoretical Elective Courses (26 ECTS); there are Physical Training Teaching Models, Drama, Physical Training Sociology, Physical Training and Sport History, Biomechanics, Exercise Psychology and Basic Music Education courses.

In the Practical part (57 ECTS); there are Elective Courses (18 ECTS), Team Sports (10 ECTS), Rhythm Education and Dance, Athletics, Swimming, as well as branches including the Folk Dance courses (3 ECTS). Practical Elective courses (18 ECTS) consist of Traditional Turkish Sports (wrestling, javelin, riding, sled etc.) and Defense Sports courses.

Comparison of Polish and Turkish Curriculum

When compared to Physical Education and Sports Teaching in Physical Education and curriculum section in Turkey with the Faculty of Physical Education and Sports of the University of Warsaw, Szczecin and Opole in Poland; it is seen that academic years, periods, the total amount of ECTS and the National themed courses in Turkey constitute the main differences. While Turkish curriculum duration is 4 years, 8 semesters and 240 ECTS, the curriculum duration in Polish is 3 years, 6 semesters and 180 ECTS. In both country, each semester consists of 30 ECTS.

Both Turkish and Polish curriculum are divided into three main sections: Professional Knowledge, General Culture and Field Training. The main section courses, which are distributed throughout the years of education, differ in terms of ECTS values and content. Table 1 shows the ECTS values of the courses as well as the sections dedicated to Professional Knowledge, General Culture and Field Training courses (see Table 1).

Table 1

Distribution of the Course in Turkish and Polish Curriculum

SECTIONS	COURSE NAME	TURKEY ECTS	POLAND ECTS
Professional Knowledge	Introduction to Education and Psychology of Education; Sociology; Philosophy	12	16
	Instructional Technologies; Teaching Principles and Methods; Research Methods in Education	9	4
	National Elements; National Education System and School Management; Turkish Education History; Classroom Management	9	–
	Ethics in Education; Measurement and Evaluation	6	1
	Teaching Practice and Internship	20	17
	Guidance in Schools	6	2
	Elective Lesson	14	–



Continued

SECTIONS	COURSE NAME	TURKEY ECTS	POLAND ECTS
PROFESSIONAL KNOWLEDGE --TOTAL		76	40
General Culture	National History; Ataturk's Principles and History of Turkish Revolution; Turkish Language	16	–
	Foreign Language	6	7
	Information Technologies	5	7
	Community Service Practices	3	–
	Elective Lesson	2	–
GENERAL CULTURE TOTAL		32	14
Field Training	Fundamentals of Physical Education and Sport; Training Information; Health Information and First Aid; Nutrition	13	22
	Anatomy	3	14
	Physical Education – Sports Learning and Teaching Approaches; Curriculum	13	9
	Motor Development; Skill Learning; Exercise Physiology; Physical Fitness; Movement Training; Adapted Physical Education and Sports	20	10
	Elective Lesson	26	5
	FIELD TRAINING (THEORETICAL) TOTAL	75	60
	Athletics	4	4
	Gymnastics	4	5
	Team Sports	10	12
	Rhythm Education and Dance	5	5
	Swimming	3	4
	Outdoor Sports	3	4
	Racket Sport	4	3
	Folk Dances	3	–
	Educational Games	3	4
	Elective Lesson	18	17
	Summer Camp-Winter Camp	–	6
	Martial Arts	–	2
	FIELD TRAINING (PRACTICE) TOTAL		57
FIELD TRAINING TOTAL		132	126
GENERAL TOTAL		240	180

While Professional Knowledge courses have 76 ECTS in Turkey, they have 40 ECTS in Poland. This is almost twice the value. While General Culture courses have 32 ECTS in Turkey, they have 14 ECTS in Poland. This value is approximately 2.5 times. Field Training courses have 132 ECTS in Turkey and they have 126 ECTS in Poland. There is no significant difference between the two curricula in the Field Education courses.



During the study period, the 60 ECTS (240–180) difference in courses taught in Turkish curriculum predominantly occurs in the Professional Knowledge and General Culture courses. This is shown in Figure 3.

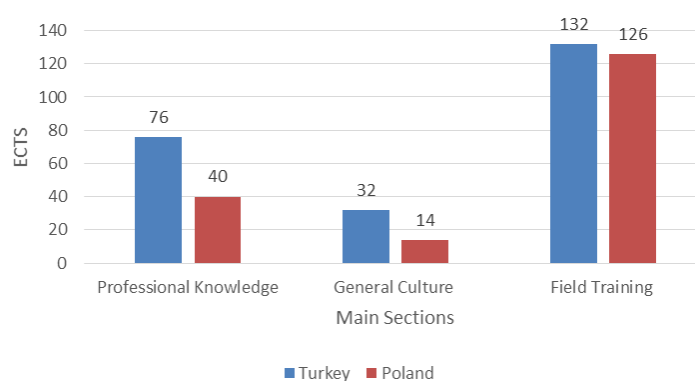


Fig. 3. Main Sections of Turkish and Polish Curriculum

In the Professional Knowledge courses, the teaching practices and internship (20–17 ECTS), the Sociology of Education and the Philosophy of Education (12–16 ECTS) courses are similar in both countries. 36 ECTS (76–40) difference in Turkish curriculum is derived from Elective Lessons (14 ECTS) and the National courses (9 ECTS).

In General Culture courses, the courses of Foreign Language (6–7 ECTS) and Information Technologies (5–7 ECTS) are similar in both countries. 18 ECTS (32–14) difference in Turkish curriculum is derived from National History, Ataturk's Principles and History of Turkish and Turkish Language (16 ECTS) courses (see Fig. 4).

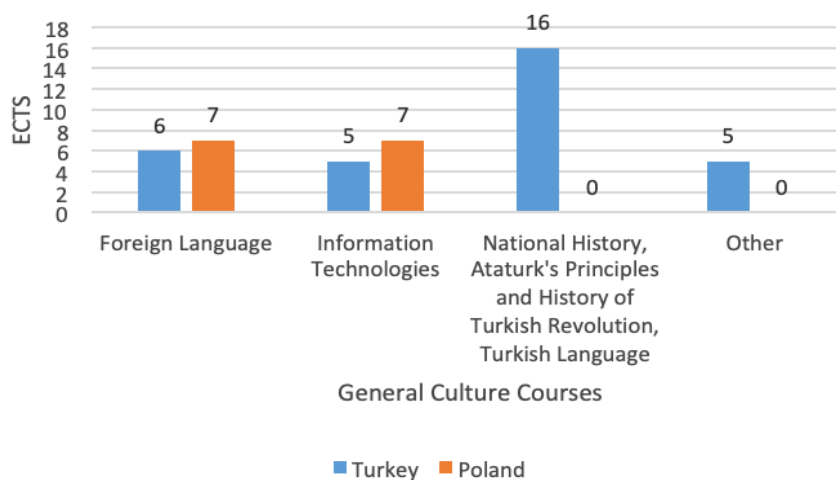


Fig. 4. General Culture Courses in Turkish and Polish Curriculum



Field Training courses, are divided into two as Theoretical and Practice, have similar weight (132–126) in both countries. When the Field Training courses analyzed, 18 ETCS (75–57) difference is seen in favor of theoretical part in Turkey. 6 ETCS (66–60) difference is seen in favor of practical part in Poland (see Fig. 5).

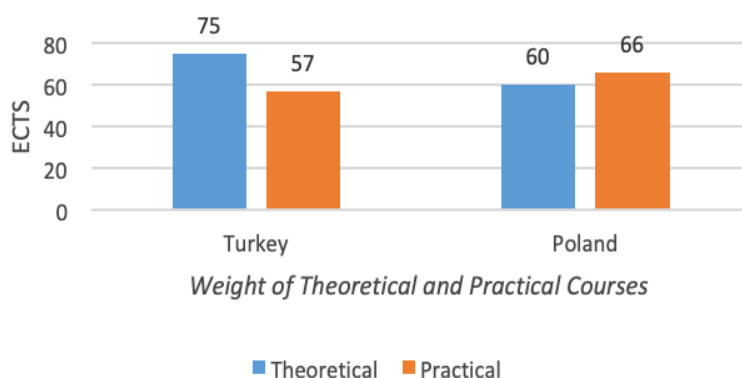


Fig. 5. Weight of Theoretical and Practical Courses at Turkey and Poland

The weight of Theoretical Courses of Field Training in Turkey have 15 ECTS (75–60) more than Practical courses. In Theoretical Courses of Field Training, Physical Education Learning and Teaching Approaches course (13–9 ECTS) have similar weight; Motor Development, Skill Education, Exercise Physiology (20–10 ECTS), and Elective Lessons (26–5 ECTS) have relatively more weight in Turkey; Training Information and Health Information courses (13–22 ECTS) Anatomy (3–14 ECTS) courses have relatively more weight in Poland.

The weight of Practical Courses of Field Training in Poland have 6 ECTS (66–60) more than Theoretical Courses. In Practical Courses, Elective Lessons (18–17 ECTS), Athletics (4–4 ECTS), Gymnastics (4–5 ECTS), Team Sports (10–12 ECTS), Rhythm Education and Dance (5–5 ECTS), Swimming (3–4 ECTS), Nature Sports (3–4 ECTS), Racket Sport (4–3 ECTS) and Educational Games (3–4 ECTS) have similar weight. The main differences in the Practical Courses are folk dances (3 ECTS) in Turkey and Summer-Winter camp (6 ECTS) in Poland. Martial Arts courses in the curriculum Poland (2 ECTS) is located in Elective Lessons in Turkey.

Consequently, the results obtained from the examination and comparison of Turkish and Polish curriculum is as follows:

1. 60 ECTS (240–180) difference arises from being more than a year (two semesters) of Turkish curricula, is derived from Professional Knowledge and General Culture courses.
2. The main differences between the curricula are given in Table 2.

Table 2

Main Differences between Turkey and Poland Curricula

Criterion	Turkey	Poland
GENERAL:		
Difference of Curriculum	It is fixed at each university	Each university can make changes to the curriculum



Continued

Criterion	Turkey	Poland
Academic year, Semester	4 Year, 8 Semester	3 Year, 6 Semester
Total ECTS	240 ECTS	180 ECTS
Main parts of the curriculum	Professional Knowledge General Culture Field Training	
PROFESSIONAL KNOWLEDGE:		
ECTS	76	40
Courses of Similar Weight	Teaching Practice and Internship, Sociology and Philosophy of Education,	
Courses of Different Weights	Elective Lesson; National Education System and National Education Courses	–
GENERAL CULTURE:		
ECTS	32	14
Courses of Similar Weight	Foreign Language, Information Technologies	
Courses of Different Weights	National History; Ataturk's Principles and History of Turkish Revolution; Turkish Language	–
FIELD TRAINING		
Total ECTS	132	126
Theoretical Courses		
ECTS	75	57
Courses of Similar Weight	Physical Education – Sports Learning and Teaching Approaches, Curriculum	
Courses of Different Weights	Motor Development; Skill Learning; Exercise Physiology; Elective Lesson	Training Information and Health Information, Anatomy
Practical Courses		
ECTS	60	66
Courses of Similar Weight	Elective Lesson; Athletics; Gymnastics; Team Sports; Rhythm Education and Dance; Swimming; Outdoor Sports; Racket Sport; Educational Games	
Courses of Different Weights	Folk Dances	Summer-Winter Camps

CONCLUSIONS

Some social, cultural, economic and academic justifications make Poland one of the most preferred country by Turkish students in the Erasmus Program. 3 academic years of the undergraduate program, a diploma that is valid in the countries involved in the Bologna Process in Turkey and low cost of living mainly constitute these justifications.

As a result of the comparison and examination of Turkish and Polish curriculum, almost half of the courses are the same or very similar. Differences are mainly due to the Turkish curriculum that is longer. If the National Courses and Elective Lessons are ignored, the similarity ratio is stands out two thirds.



In Turkish curriculum, there are national courses on General Culture section (folk dances, national sports) in addition to Professional Knowledge and Field Training. The existence of national elements is entirely related to national culture and academic culture. It is very useful and important to shape the education system on national foundations and to transfer this system to the lower generations with the local elements. It should not be expected that the successful academic systems created in any country will have the same results when applied to another country. Successful results can be achieved when successful systems are supported by local and cultural motifs. In this context, additional one more academic year in Turkey should not be considered as a weakness.

The most significant difference in Polish universities is the short duration of the academic period and the presence of summer and winter camps. The importance of camping concept in team sports is unquestionable. It is very beneficial to involve this camp programme in curricula. In addition to increase the physical condition, sport camps strengthen the ties of unity and solidarity within the team and increase personal development and sport success.

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POWER ENGINEERING EDUCATION IN INDIA: PAST, PRESENT AND FUTURE SCENARIO

ABSTRACT

The present paper deals with the sphere of Power Engineering and its past developments, current status and future scope of Power Engineering education in India. The aim of this manuscript is to explore the prevalent status of Power Engineering education in India from the grassroot level to Industry level applications, data has been collected from India's premier Institutes of National Importance for this purpose. Introduction to Power Engineering has been given with India-specific past developments and current obstacles faced by the nation's Power Engineering community in order to achieve a hundred percent electrification rate through clean and efficient means. India ranks second on the list of countries with the most population and seventh on the list of countries with the most land area, it is imperative that India becomes independent in terms of energy production, energy transmission and most importantly energy management. Electric power transmission-loss remains a major roadblock in the delivery of sufficient electric power to India's citizens and the Power Engineers of India have to contribute to the best of their abilities in order to solve the problem of electric power transmission-loss in the world's second most populated and seventh largest country. Challenges faced by Power Engineering aspirants and students who are pursuing undergraduate and postgraduate courses in Power Engineering have been analysed for every level of technical education available for students in India. Requirements for a Power Engineering Undergraduate aspirant currently in twelfth grade or currently pursuing a Diploma degree



and requirements for a Power Engineering Post-Graduate currently in graduation have been explained separately using data from their syllabus which is verified by the All India Council for Technical Education (AICTE), a regulatory body formulated by the Government of India to guide, promote and scrutinize technical education syllabus' in all institutes and organizations of India concerned with science and technology. Since a large portion of India's population resides in rural areas and indulges in agrarian based employment practises, the importance of the Deendayal Upadhyaya Gram Jyoti Yojana (DUGJY) which is an initiative specifically formulated by the Government of India for electrification of India's villages and rural areas has been explained, India is the second most populated country in the world and predominantly most of this population lives in villages, many of which are located in remote areas and thus it becomes nearly impossible to supply continuous electricity to these areas. As mentioned earlier a major part of India's economy depends on agrarian products and by-products, thus it is imperative that Power Engineers of India contribute in the development of these areas through continuous supply of clean electrical power which helps in keeping the rural environments of India's villages clean and green. Government of India's approach towards marginalised sections of the Indian society for the implementations of these schemes so that they can offer last-mile connectivity has been statistically explained. Jawaharlal Nehru National Solar Mission (JNNSM) is being approached and implemented for using the sun as a source of electrical power on war-footing by the Government of India to meet the demands of the second most populated nation on the planet. Power Engineers have actively participated for the efficient utilization of India's 7500-kilometre coastline in order to generate electrical power from the force of blowing wind, employment opportunities for Power Engineering aspirants, Power Engineering Graduate and Power Engineering Postgraduate students have been disclosed in this manuscript. Initiatives of the Government of India in developing and redefining Power Engineering courses through massive open online courses through National Program on Technology Enhanced Learning (NPTEL) which is an online based platform for students and academia alike, NPTEL lectures are available in video format and are delivered by faculties from India's designated Institutes of National Importance. Past involvement of power engineers in the electrification of India and their role in research and development of new technologies such as ultra-high voltage direct current and superconductors has been scrutinized. In conclusion, future scope of Power Engineering and new technological research and developments have been mentioned with regards to Industrial Revolution 4.0. Possibilities of Power Engineering's contribution in research and development of Smart-Grids, Micro-Grids and Electrical Power Management sourced from academia, which includes the fourth largest Ph.D. population on the planet and industry alike have been explored in this manuscript.

Keywords: Power Engineering, Technical Education System, Engineering Education in India.

АНОТАЦІЯ

Дослідження стосується галузі енергетики, її розвитку, сучасного стану та перспектив розвитку енергетичної освіти у майбутньому. Дані для дослідження були зібрані провідними інститутами національного значення у цій галузі. Актуальність дослідження зумовлена тим фактом, що Індія займає друге місце у світі за населенням і сьоме за площею, тому для неї надважливим є отримання незалежності в рамках вироблення енергії, її передачі та управління. Головною



проблемою залишається втрата енергії при передачі її для населення. У статті подається статистичний аналіз та графічна презентація вищої та пост-вищої освіти у галузі енергетики, описується діяльність інститутів національного значення, у яких така освіта реалізується. Окреслено роль енергетиків у забезпеченні позитивних соціально-економічних змін. Охарактеризовано діяльність уряду Індії у виробленні, передачі та розповсюдженні енергії, а також перешкоди на цьому шляху. Визначено вклад енергетики як науки у галузь відновлювальної енергії Індії. Проаналізовано проблеми, з якими зіштовхуються студенти та аспіранти, які вивчають енергетику. Вимоги до випускника енергетичної спеціальності обґрунтовано у відповідності з навчальним планом та програмами, затвердженими індійською Радою технічної освіти. Визначено, що енергетик 21 століття повинен мати базові знання механічної інженерії, практичні навички інженера-електрика, далекоглядність комп'ютерного інженера. У статті проаналізовано програму навчання, яка включає всі три галузі інженерії. Наголошено, що оскільки Індія є аграрною країною, енергетична галузь має бути спрямована на забезпечення аграрного сектору чистою електроенергією, зокрема сонячною. Енергетики працюють над ефективним накопиченням та використанням електроенергії з 7500 кілометрової берегової зони з використанням енергії вітру. Окреслено можливості працевлаштування аспірантів галузі енергетичної освіти. Охарактеризовано ініціативи уряду Індії щодо розвитку та удосконалення онлайн освіти у енергетичній галузі. Розкрито фінансові заохочення для аспірантів галузі енергетичної освіти і процедуру їх отримання.

Проаналізовано сучасний підхід уряду Індії до політики відновлюваної енергії та перспектив її розвитку у майбутньому.

Ключові слова: енергетика, система технічної освіти, енергетична освіта Індії.

INTRODUCTION

Power Engineering is regarded as a specialist field Of Electrical Engineering where it encompasses the generation, transmission and usage of electricity and electric power (Ushakov, 2004). Earliest recorded evidence of electricity was found in Greece where Thales of Miletus discovered static electricity while rubbing fur on materials such as amber. Alessandro Volta's invention of the electric battery ushered in a century of electrical and power systems innovation. India's introduction to electricity began in the year 1899 with the establishment of Calcutta Electric Supply Corporation (CESC). Harrison Road in Kolkata became the first electrically illuminated street in the year 1891. Calcutta experienced a transition from horse driven trams and fossil fuel powered industrial motors to electric trams and electric motors for industrial applications. Expertise in Power Engineering was of the utmost importance as work began on the Sidrapong Hydroelectric Power Plant, Shillong which used Beadon Falls as a source of generating electricity. The transmission and distribution component of Power Engineering enabled Shillong to be illuminated by electric lights in the year 1923 (Khan, 2018).

India is the seventh largest country in the world in terms of total surface area and second largest country in the world in terms of population. According to the World Bank, India is the sixth largest economy in the world with 74 % of its populace being classified a literate in accordance with India's Census of 2011 (Khare, 2015). India has taken rapid strides in the field of Power Engineering since its independence in the year 1947. 97 % of India's urban populace has access to electricity, this statistic pales in comparison to 67 % of rural areas having electricity. Generation and transmission of electric power have been



subjected to various schemes and policies initiated by the Government of India such as the Deendayal Upadhyaya Gram Jyoti Yojana (DUGJY) which is the successor to the Rajiv Gandhi Grameen Vidyutikaran Yojana (RGGVY). India has made progress in field of Electric Power Generation notwithstanding the fact that it has yet to make the same magnitude of progress in the field of Electric Power Transmission, International Energy Agency and US Energy Information Systems tabled a report stating that India's electricity transmission and distribution losses are as high as 20 % of the electricity intended to be transmitted and distributed (Palit, 2016). To reduce the aforementioned statistic and increase efficiency of India's electric transmission and distribution network, National Load Dispatch Centre under Power System Operation Corporation Limited, a public sector enterprise was tasked with monitoring regional electricity grids, controlling dispatch and monitoring national electricity grids in the year of 2009. By the end of 2013, all of India's Regional Electricity Grids were interconnected and the National Smart Grid Mission was launched by the Government of India to accelerate the growth of better communication systems, decrease transmission and distribution losses, smart meters and other components of an efficient Smart Grid Network. Smart Grid Networks have had the attention of India's best and brightest Power Engineers since the inception of Industrial Revolution 4.0. A Power Engineer of the 21st Century has the responsibility of designing home electrical appliance which is Bureau of Energy Efficiency (BEE) Ratings compliant. BEE Ratings are a 5-point scale for home-based electrical appliances with regards to energy conservation (Kappagantu, 2015).

THE AIM OF THE STUDY

Our study is aimed at: finding the prevalent status specific to Power Engineering education in India; collecting data related to Power Engineering from various premier institutions of India such as Jadavpur University, National Institutes of Technologies and Indian Institutes of Technologies; overview of Power Engineering Education in India and scope of job opportunities in public sector as well as a private one.

THEORETICAL FRAMEWORK AND RESERCH METHODS

Scrutiny of engineering education for undergraduate courses and post graduate courses has been done in the past by well-known researchers. This research intends to assimilate information regarding Power Engineering undergraduate courses as well as post graduate courses. Syllabus of Power Engineering has been analyzed from websites of premier technological institutes and institutions classified as Institutes of National Importance. Framework for admissions into Power Engineering courses has been briefly discussed followed by syllabus of Power Engineering undergraduate and post-graduate courses. Doctoral syllabus and responsibilities of a Power Engineering Doctorate holder have been mentioned. Power Engineering is offered in some technological institutes of India to Diploma (Engineering or Technology) students as a compulsory subject. Out of the 4587 engineering and technology-oriented institutions in India, none of them offer a Diploma (Engineering or Technology) degree to students. Jadavpur University, a public university in the state of West Bengal, India offers a Bachelor of Technology degree in Power Engineering to interested students (Power Engineering Department-Jadavpur University, 2019). Admissions into Jadavpur University are done through West Bengal Joint Entrance Examination conducted by the West Bengal Joint Entrance Examinations Board, where students have to perform exceptionally well. First year syllabus of Bachelor of Engineering program for Power Engineering at Jadavpur University consists of subjects regarding advanced and applied sciences, engineering mathematics, engineering drawing



with computer aided drafting, and professional communication-oriented subjects. Students perform laboratory experiments as part of their Bachelor of Engineering (Power Engineering) first year course in the field of applied and advanced sciences as well as carpentry, fitting, welding and machining workshops. First year students of Bachelor of Engineering (Power Engineering) are introduced to basic electrical and electrical circuit concepts through subjects named Circuit Theory and Principle of Electrical Engineering, these subjects form the bedrock of complex electrical based theory and laboratory-based subject in the student's subsequent years. Students of Bachelor of Engineering (Power Engineering) indulge in core subjects regarding Power Engineering in their second year, Engineering Thermodynamics is offered to the students divided in two parts, Fluid Mechanics, Materials and Processes, Heat Transfer and Theory of Machines and Design are the subjects offered from Mechanical Engineering background. Subjects from Electrical Engineering domain are also offered such as Electrical Machines in two parts and Power Electronics. Contribution from Electronics Engineering includes Digital Electronics and Basic Electronics. Students perform laboratory experiments in the field of Basic Electrical Engineering, Basic Electronics Engineering and Machining Workshop Practice (Murti, 1972). Information Technology and Consulting is a sector that has found exponential growth in India. Keeping future job prospects from Information Technology and Consulting organizations in mind, Jadavpur University offers a Numerical Methods and Computer Programming subject in which students also have to perform laboratory experiments. All round development of the student is ensured when subjects such as Engineering Economics and Costing are offered to second year students of Bachelor of Engineering (Power Engineering) students. Pre-final year curriculum of Bachelor of Engineering (Power Engineering) is broadly focused on Electric Power Generation with subjects such as Steam Generators, Steam and Gas Turbines, Control Systems, Transducers and Measurement Systems and Microprocessor. Transmission and Distribution skills required by a Power Engineer are provided by Power Transfer Systems, a subject which covers the Mechanical and Electrical aspects of electric power transmission and distribution. Students of pre-final year have to perform laboratory experiments in the field of Transducers and Measurement Systems as well as using MATLAB to solve power plant related numerical problems. India is a signatory to the Paris Climate Change Agreement and the Kyoto Protocol, a congregation of countries who have decided to bring down their green -house gas emissions and slow down global warming. To achieve targets set under the Kyoto Protocol, India must gradually abandon the usage of fossil-fuel based electric power generation plants. Hydro Power Generation and Non-Conventional Power Generation are two subjects offered to pre-final year students of Bachelor of Engineering (Power Engineering) undergraduates in order to equip them with industry relevant knowledge and skills which will help them contribute to solving India's energy problems and saving the environment. Final year syllabus of a Bachelor of Engineering (Power Engineering) student is concerned with 21st century operations, maintenance and optimization of an electricity generating power plant with subjects such as Microcomputer and Digital Systems, Computer Aided Power System Analysis and Power Plant Simulation and Modelling. Undergraduate students of Power Engineering have to complete and submit two projects, one each from Mechanical Engineering domain and Electrical Engineering domain to attain their degree. Students undergoing Bachelor of Engineering (Power Engineering) are recommended a plethora of textbooks to refer from Indian authors and foreign authors alike. First batch of seven Indian Institutes of Technologies and Indian Institute of Science took advantage of India's first



telecom revolution in launching the National Program on Technology Enhanced Learning (NPTEL). NPTEL offers courses to students, academia and industry professionals in technological, management and humanities domain. Power Engineering enthusiasts can find Engineering Thermodynamics and Waste to Energy Conversion courses offered by Chemical Engineering Department of Indian Institute of Technology-Kanpur, Electrical Machines offered by Electrical Engineering Department of Indian Institute of Technology-Madras. Power System Engineering, Fundamental of Power Electronics and Power System Dynamics, Control and Monitoring offered by Department of Electrical Engineering of Indian Institute of Technology, Kharagpur. Additionally, a Power Engineering enthusiast can enhance his or her knowledge by taking up courses regarding Machine Learning and Artificial Intelligence in order to induce inter-disciplinary coursework. To be eligible for a seat in technology and science oriented educational institutes of India, a candidate must have scored 6.0 on a Cumulative Grade Point Average (CGPA) scale of 10 or score a minimum of 60% in his/her Undergraduate programme along with clearing national-level cut-off Graduate Aptitude Test in Engineering (GATE) conducted by any one of the seven Indian Institutes of Technologies and Indian Institute of Science-Bangalore. Monetary Assistance termed as Institute Assistantship (IA) of Rs.25000 is provided for the first two years which is increased by Rs.3000 for the next two years resulting in IA of Rs.28000. Indian Institute of Technology-Kanpur has crafted an emulation worthy model of Post Graduate studies in the field of Power Engineering, Master of Technology program in Power Engineering (Comprising Power Systems, Power Electronics and High Voltage Engineering) is a two-year program offered by IIT-K (Power Engineering Department, Indian Institute of Technology-Kanpur, 2019). First year syllabus of Master of Technology (Power Engineering) is concerned with Simulation of Modern Power Systems, Electrical Insulation in Power Apparatus and Systems and Basics of Power Electronic Converters, a post graduate student of Master of Technology (Power Engineering) has the freedom to choose a total of six elective subjects in his first year. Second year of Master of Technology (Power Engineering) is concerned with dissertation of the project chosen by the student for which he has to defend his thesis in front of a review board in order to complete his Master of Technology (Power Engineering) degree.

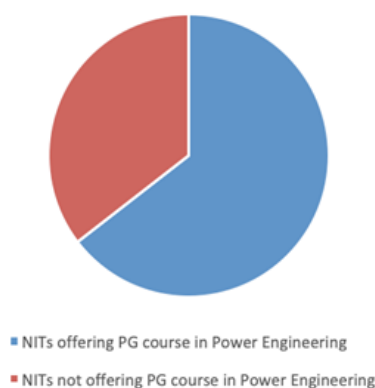


Fig. 1. Availability of Power Engineering Post Graduate Courses in National Institutes of Technologies



Doctoral students in the field of Power Engineering are involved in development and optimization next generation technologies such as Smart Grids, Superconductors for electric power transmission and distribution, Renewable energy technology, Energy systems and climate change, offshore energy systems, Nuclear energy systems and many more. University Grants Commission-National Eligibility Test (UGC-NET), Council of Scientific & Industrial Research-National Eligibility Test (CSIR-NET) and Junior Research Fellowship are some examinations that a Power Engineering doctoral aspirant has to clear for admissions to doctoral programs at the institute of their choice. Availability of Power Engineering undergraduate and postgraduate courses in IITs and NITs have been illustrated in Fig. 1 and Fig. 2 respectively.

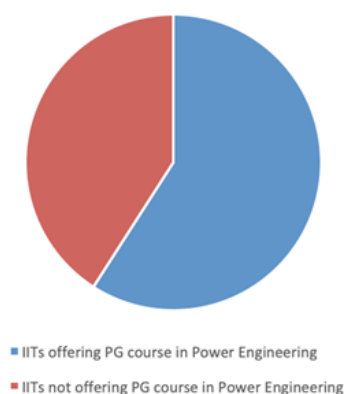


Fig. 2. Availability of Power Engineering Post Graduate Courses in Indian Institutes of Technologies

RESULTS

Power Engineering graduates and undergraduates have the opportunity to work in the public sector and private sector. Public Sector Undertakings are corporations which are controlled and monitored by the Government of India mainly recruit Power Engineering enthusiasts by the means of Graduate Aptitude Test in Engineering (GATE) examination. Power Engineering have to clear cut-off set by various Public Sector Undertakings followed by an interview, an essential pre-requisite for landing a job in a Public Sector Undertaking is that aspirants must have a minimum of 6.0 out of 10 on the Cumulative Grade Point Average (CGPA) scale or have a minimum of 60% marks in their graduate degree. Oil and Natural Gas Corporation of India Limited (ONGC), Nuclear Power Corporation of India (NPCIL), National Hydropower Corporation of India (NHPC) and Bharat Heavy Electricals Limited (BHEL) are some Public Sector Undertakings which recruit Power Engineers. Liberalisation of the Indian Economy in 1991 arrived with a boon for the private sector in India. Power generation, transmission and distribution sector benefitted from the opening of the Indian Economy as was seen by the entry of many private sector enterprises in this sector. Tata Power, Adani Power, Reliance Energy are some private sector enterprises which have benefitted the economy of India and its electricity consumers. In order to make India self-dependent in Electrical Power production, the Public Sector and Private Sector has taken up acceleration of Renewable Energy



Technologies. The Jawaharlal Nehru National Solar Mission has been implemented by the Government of India to establish India as a global leader in the solar sector by creating the policy norms (Quitow, 2015). An ambitious target of deploying 20,000 MW of grid connected solar power plant by the year 2022 has been set. The Government of India has even provided subsidy on the installation of solar power plants both off grid and on grid. About 50 % of subsidy is provided to the people of general category, 75 % of subsidy is provided to the people of scheduled caste and 90 % to the people belonging to the category of scheduled tribe. Solar Energy Corporation of India (SECI), a Public Sector Undertaking under the aegis of Ministry of New and Renewable Energy recruits Power Engineers to implement the program objectives of Jawaharlal Nehru National Solar Mission (JNNSM). Tata Solar, Adani Power, Reliance Solar and Suzlon Energy recruit Power Engineers to work in the Renewable Energy Technology domain. Power Engineers are an essential part of utilising India's 7500-kilometre-long coastline in order to generate electrical power sourced from the force of wind and can find employment in Suzlon Energy, a private sector organisation which specializes in generation of electrical power through wind turbines (Khan, 2018).

CONCLUSIONS

Power Engineers play a crucial role in making India a self-dependent nation in the terms of Electrical Power. Electrification of urban as well as rural areas have been one of the top priorities of Government of India since independence since electrification is responsible for bringing positive socio-economic change in the society. As mention earlier transmission and distribution losses amount to 20 % of the intended supplied electricity in India which is why reducing transmission and distribution losses remains a challenge for Power Engineers of India. Ultra-High Voltage Direct Current (UHVDC) for electric power transmission has emerged as a solution for India's transmission and distribution losses along with Superconductors. Electrical Engineering Department of Indian Institute of Technology-Kanpur has developed emulation worth model of Research and Development in the domain of Power Engineering. Power Management, Smart Grids and Microgrids are some research domains where research scholars work to create next generation technologies. In compliance with India's commitment to Renewable Energy, Power Engineers work on integrating Renewable Energy Systems with conventional source-based energy systems. Onset of Industrial Revolution 4.0 has brought the onus on Power Engineers to deliver environment friendly electric power to manufacturing industries of India and the world. Clean and Renewable Energy domain currently has the best and brightest of Power Engineering minds working to provide environment friendly electrical power to manufacturing units and residential areas alike. Smart Grids with Internet of Things enabled electrical appliances offer real-time statistics for usage of electricity and not only help Power Engineers design better components and electrical appliances but also conserve electrical power.

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THE CONTENT OF PROFESSIONAL TRAINING OF MASTERS IN NATIONAL SECURITY AT THE UK UNIVERSITIES

ABSTRACT

The article deals with the content of training Masters in National Security at the UK universities. The problem of the state's national security in the context of the state's general development and the realization of its national interests has been actualized. It is noted that maintaining the national interests of any state world provides an adequate response to the challenges and threats of today, namely the implementation of an effective national security policy. It is found that the UK's national security strategy lists all the key threats that the government believes are threatening the state. Terrorism has been the top problem since the terrorist attacks in London in 2007. The proliferation of nuclear weapons and other types of weapons of mass destruction causes much anxiety, too. The UK strategy also includes threats such as transnational organized crime, global instability and conflictogenity (in the Middle East and Africa), global climate change, energy shortages, poverty, etc. The conducted research proves that the UK seeks to identify and eliminate such threats as transnational organized crime, global instability and conflictogenity, global climate change, energy shortages, poverty, etc. The UK National Security Strategy is based on such key values as human rights, the rule of law, a lawful and responsible government, justice, freedom, tolerance and equal opportunity for all. As a result, the UK universities aim to diversify professional training of specialists in national security incorporating into the field such areas as peace or war studies, conflict studies, terrorism, insurgency, etc. The content of professional training for national security specialists, namely masters, provided by King's College London, the University of Leeds and Coventry University are characterized by the following features: adherence to the nation-wide principles of national security, the conceptual diversity of degree programmes (national security studies; peace and conflict studies; security, terrorism and insurgency), focus on humanities, profession-oriented compulsory modules, a wide range of optional courses, flexible combination of study and work and personal commitments, research challenges, taking into account the dilemmas and challenges of globalization and integration, promotion of human rights, etc. The relevant recommendations have been singled out to improve the content of professional training for such specialists at Ukrainian universities.

Keywords: national security specialist, master's degree, national security studies, professional training, universities, content, the UK.

АНОТАЦІЯ

Стаття присвячена проблемі змісту підготовки магістрів національної безпеки в університетах Великої Британії. Заактуалізовано проблему національної безпеки держави у контексті загального розвитку країни та реалізації її національних



інтересів. Зазначено, що забезпечення національних інтересів будь-якої держави світу передбачає адекватне реагування на виклики та загрози сучасності, а саме проведення ефективної політики національної безпеки. З'ясовано, що стратегія національної безпеки Великої Британії перераховує усі ключові загрози, які, на думку уряду, загрожують державі. На першому місці перебуває тероризм, що є наслідком терористичних атак у Лондоні в 2007 році. На другому місці є загроза поширення ядерної зброї та інших видів зброї масового знищення. Стратегія Великої Британії передбачає також такі загрози, як транснаціональна організована злочинність, глобальна нестабільність і конфліктогенність (на Близькому Сході і в Африці), глобальна зміна клімату, нестача енергії, бідність та ін. Здійснене дослідження свідчить про те, що університети Великої Британії прагнуть диверсифікувати професійну підготовку фахівців національної безпеки, упроваджуючи у неї такі предметні сфери, як встановлення миру та урегулювання конфліктів, тероризм, толерантність, кібер безпека, політика брексіту, контртероризм, американська зовнішня політика, політика ізраїльсько-палестинського конфлікту, теоретичні підходи в міжнародних відносинах, громадянська війна та внутрішньодержавний конфлікт, сучасна політика Близького Сходу, європейський аналіз оборони та безпеки, тощо. Зміст професійної підготовки фахівців з національної безпеки, а саме магістрів національної безпеки, здійснюваної Королівським коледжем у Лондоні, Університетом Лідса та Університетом Ковентрі, передбачає дотримання загальнонаціональних принципів національної безпеки, концептуальне розмаїття освітніх програм з національної безпеки, професійно-орієнтовані обов'язкові модулі, широкий спектр вибіркових модулів, врахування викликів глобалізації та інтеграції, просування прав людини та ін. Окреслено рекомендації для покращення змісту професійної підготовки фахівців з національної безпеки в українських університетах.

Ключові слова: фахівець з національної безпеки, магістерський рівень, студії з національної безпеки, професійна підготовка, університети, зміст, Велика Британія.

INTRODUCTION

The problem of national security has always been a concern for all humanity in the process of its civilization development. After the two world wars and the end of the cold war, they did not justify their hopes for reducing the number of threats to national and international security. Interstate conflicts, terrorist acts, the threat of nuclear war, emergencies of anthropogenic and natural character continue to pose a great danger in the 21st century. The list of actual and potential threats to national and international security is far from limited by the above-mentioned examples. Under these circumstances, the safeguarding of national interests of any state in the world provides an adequate response to the challenges and threats of today, that is, the implementation of an effective national security policy.

The difficult political situation in Ukraine and the threat to Ukrainian statehood necessitate the strengthening of defence capabilities, including through improving the quality of training highly qualified national security specialists. The Ukrainian government is now updating the system of combat and special training of specialists in national security and defence sector of Ukraine, which involves improving the content of such training, introducing an integrated system of education, combat and special training of specialists in national security and defence sector and involving instructors from the member states of NATO and the EU, forming a new culture of security, preserving the specialization and



individualization of the training system if needed. Thus, professional training of highly qualified national security specialists is one of the most relevant issues of ensuring law and order, protecting human rights and the rule of law in the state.

The success of these specialists' training in many respects depends on the ability to take into account foreign experience in professional training of national security specialists and implement the most effective achievements and areas in professional training of national security specialists in Ukraine. The author of the article believes that one should pay considerable attention to the UK experience in ensuring professional training of national security specialists since the main issue of the country's concept of national security is not only its external form but also the specific content, the definition of new threats and national interests, etc.

THE AIM OF THE STUDY

The paper aims to study and analyze the content of professional training for national security specialists in UK universities and single out some positive aspects of such experience in order to implement it at Ukrainian universities.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The UK National Security Strategy lists all the key threats that, in the government's view, are threatening the state. Terrorism has been the top problem since the terrorist attacks in London in 2007. The proliferation of nuclear weapons and other types of weapons of mass destruction causes much anxiety, too. The UK National Security Strategy also includes such threats as transnational organized crime, global instability and conflictogenity (in the Middle East and Africa), global climate change, energy shortages, poverty, etc. According to it, national security for the UK is not only the mere protection of the state and its vital interests from the attacks of other states. Over the past decades, the understanding of it has rather expanded. Now, national security, among other things, must also pay attention to the threats to the way of life of British society and the integrity of the state. In the UK National Security Strategy, the approach to national security is based on a number of key values. They include human rights, the rule of law, a lawful and responsible government, justice, freedom, tolerance and equal opportunity for all. These values form the basis of Britain's security, well-being and prosperity. Bearing in mind the joint efforts to confront challenges and threats, the UK National Security strategy is aimed at an interaction at the level of such integration structures, such as the UN, the European Union and NATO. Their efforts are considered by the UK to be sufficient to address security concerns.

The UK National Security Strategy foresees that Britain is in a favourable position to benefit from globalization. However, it takes on the responsibility to control the threats posed by globalization. Thus, threats are divided into the following categories: economic (threats to open markets, global financial stability, potential threats to international trade); technological (Internet); demographic (population growth and related problems with food and water shortages, rising unemployment, migration) (HM Government, 2010).

Some British strategists believe that instability and conflicts abroad are among the most important threats to UK national security. In those areas, where the government is absent or weak, for example in Somalia or Yemen, such phenomena as terrorism, organized crime and piracy are spreading. The fight against terrorism was reflected in the concrete measures taken by the government of Mr Cameron. The Terrorism Prevention and Investigation Measures Act was adopted in 2011, whereas the Counter-Terrorism and Security Act – in 2015. The British anti-terrorist acts are subject to regular review by an independent expert on terrorism (HM Government, 2015a; 2015b).



T. May considers the issue of ensuring national security to be a top priority. The prime minister has announced about the plans to introduce new anti-terror acts after the London Bridge attack in 2017. In her speech after the extraordinary meeting of the Cobra committee, Mrs May stated that Internet companies should be more actively involved in combating extremism. She also indicates that it is necessary to work with democratic governments in order to achieve international agreements on the regulation of cyberspace and, therefore, prevent the spread of extremism and terrorism. At the same time, the opponents of T. May criticize the proximity of conservatives to Saudi authorities and call for limiting the funding of Islamist organizations in the UK (HM Government, 2015a; 2015b).

Therefore, the conceptual analysis of the concept of national security in the UK shows that the country needs highly qualified specialists who are able to combat the today's challenges in the form of terrorism and military instability and ensure the protection of citizens at all levels. The Results section of the research, in turn, studies and analyzes the context of professional training for national security specialists at UK universities. The research findings, however, help to understand not only the specifics of such training but also outline its positive aspects which can be implemented in the context of higher education to combat terrorism and ensure the protection of individual countries, as well as the whole world.

RESULTS

To begin with, the Quality Assurance Agency (QAA) classifies national security studies as a field of the Subject Benchmark Statement for Politics and International Relations (2015). Indeed, it says, "degree programmes in peace or war studies, or in conflict studies, cut across conventional knowledge-based categories and their distinctive approaches to understanding; skills may need to draw on a wider range of materials and resources, including other Subject Benchmark Statements, to capture fully the specific character of their particular degree programmes" (QAA, 2015, p. 7).

Degree programmes in National Security involve studying the threats to both national and international security. The majority of higher education institutions offer various postgraduate programmes in National Security Studies (Terrorism/Security Studies; Defence and Security Studies), namely full-time master's degree, postgraduate certificates, diplomas and short duration courses in specific fields (e.g. global security, robotics, etc) (Defense and Security Courses in the UK, 2018).

Such UK universities as King's College London, the University of Leeds and Coventry University provide different postgraduate courses in national security studies, terrorism studies, military studies and forensics, international security strategies, defence and security systems. It must be noted that the graduates of such degree programmes have secure career opportunities within the government and other private or public defence organisations, defence manufacturing sector, including R&D. In brief, the major learning outcomes of studying national security studies are the following: a) the knowledge of an individual country's national security policies and strategies; b) the ability to analyze some relevant security and defence-related issues; c) the ability to evaluate critically relevant approaches and support the decision making process (Defense and Security Courses in the UK, 2018).

King's College London offers National Security Studies MA, which aims to ensure the collaboration between the UK security policy practitioners and the representatives from the private sector, as well as postgraduate students who are interested in policies. The College guarantees that graduates will be able to obtain profound knowledge of national security issues in order to come up with cross-governmental responses to the challenges of national



security. The degree programme also includes some conceptual and theoretical issues related to national security, as well as the aspects of UK national security analysis, including the analysis of approaches to national security in the international context (King's College London, 2018a).

Thus, the MA degree in National Security is divided into modules totalling 180 credits. The required modules are National Security Studies (40 credits) and Dissertation (60 credits). National Security Studies is a twenty-week programme, which is designed for students and practitioners who seek to enrich their knowledge about the processes of security policy-making and practices. As for its content characteristics, it covers the following aspects: the conceptual and practical policy aspects of the UK's attempts to implement a complex national security approach, as well as the history of the UK's modern strategies for ensuring national security; international comparative prospects for introducing some case studies on national security abroad; strategic and operational aspects of national security policymaking; the origins and development of the UK's modern approach to assuring national security and the conceptual history of policy-making processes in this particular field; an intellectual framework for comprehending the concept of national security, obtaining the knowledge about other important areas of national security policy (the effectiveness of political oversight arrangements; the UK's growing engagement with private organizations in realizing its objective in this policy area); the principles of national security; practical and conceptual challenges, including counter-terrorism, oversight of national security, cybersecurity; the key national security schemes and developments in this field, etc. (King's College London, 2018b).

As for the optional modules, there are the following choices: Cyber Security (40 credits); Intelligence & Small Wars (40 credits); Chemical, Biological, Nuclear (CBN) Weapons in the Hands of States (20 credits), Homegrown Radicalization & Counter-Radicalization in Western Europe & North America (40 credits).

Therefore, the graduates of the MA degree in National Security should be able to understand and critically analyze the origins, characteristics and prospects for the approach to assuring national security in the UK;

The University of Leeds offers Security, Terrorism and Insurgency MA. The degree programme is designed to teach students to analyze academically (counter-) terrorism and (counter-) insurgency and develop their expertise on various security challenges, including human rights, globalization and conflicts, climate change, religious radicalism, poverty, post-conflict reconstruction on global and regional levels. It is divided into compulsory and optional modules. The compulsory modules include Terrorism (30 credits), Insurgency (30 credits) and Dissertation (60 credits). After mastering them, the graduates will be able to engage in political polemics and media platitudes, comprehend the concept of terrorism and insurgencies as global, national and regional security threats, appreciate the political, legal and ethical issues, which may be faced by democracies and authoritarian regimes in developed and developing countries when they deal with terrorist and insurgent strategies and tactics (University of Leeds, 2018).

The range of optional modules is rather wide. Students have the opportunity to select such typical modules (30 credits each) as The Rise of China; The Politics of Brexit; Global Justice; Counter-Terrorism; American Foreign Policy; Conflict and Insurgency in Southeast Asia; The Politics of the Israel-Palestine Conflict; Popular Culture: World Politics, Society and Culture; Theoretical Approaches in International Relations; Civil War and Intrastate Conflict; Contemporary Politics of the Middle East; European Defense and Security Analysis; Conflict, Complex Emergencies and Global Governance.



Thus, University of Leeds (2018) prepares specialists who are able to understand the history of terrorism (state-sponsored terrorism, radical Islamism, preserve democratic liberties and develop counter-terrorism strategies, assess the need and effectiveness of the UK anti-terrorism legislation, as well as that of other countries and also analyze the political context and causes of terrorist violence and radicalization and the geopolitics of the Middle East.

The MA Peace and Conflict Studies offered by Coventry University is based on critical history and legacy of Coventry and promotes integrity and courage under today's conditions. It is designed to provide students with the knowledge of peace and conflict theories and practices and teach them how to apply this knowledge to peacebuilding in complicated situations. In addition, it aims to improve the knowledge, skills and competencies of those individuals who are ready to promote peace worldwide (Coventry University, 2018a).

The degree programme consists of three stages, namely the Postgraduate Certificate (60 credits), Postgraduate Diploma (120 credits) and Masters (180credits). It must be noted that each stage is built on the principle of blended learning, that is a mixture of face-to-face and distance learning. It allows students to combine studies and work, as well as personal commitments. Indeed, the three qualifications are sequential resulting in the full Master's degree. However, students are entitled to stop, pause or continue at each stage (Coventry University, 2018b).

The structure of the degree programme is as follows: the PC stage consists of Semesters 1 and 2. In Semester 1, students are to study two compulsory modules such as Peace, Conflict and Security in the 21st Century (20 credits) and Philosophies of Non-Violence and Reconciliation (20 credits) and one compulsory module in Semester 2 – Peacebuilding: Theories in to Practice (20 credits); the PG Dip stage consists of Semesters 3 and 4. However, there are two different paths offered: Identity and Culture Pathway: in Semester 3 – Project Design and Planning (10 credits), Religion, Peace and Conflict (20 credits), in Semester 4 – Project Management in Practice (10 credits), Gender, Violence and Justice (20 credits) or Peace and Development Pathway: in Semester 3 – Project Design and Planning (10 credits), Comparative Peace Processes (20 credits), in Semester 4 – Project Management in Practice (10 credits), Environment, Conflict and Sustainability (20 credits); the MA stage consists of Semesters 5 and 6: in Semester 5 – Research Design in CTPSR (10 credits, compulsory) and in Semester 6 – Dissertation in CTPSR (50 credits, compulsory).

According to this degree programme, the learning outcomes are the following: the graduates should be able to comprehend the nature and significance of peace and conflict studies as a multidisciplinary field which covers international relations, peace studies, war studies, sociology, psychology, anthropology, political science; single out and analyze the dynamics and resolution of conflicts in different theoretical contexts; understand the roles of gender, youth and non-state actors for creating peaceful societies at different levels, namely conflict prevention, peace and security architectures, alternative conflict management, transitional justice, etc.; show the awareness of the challenges which may occur in peacemaking peacebuilding practices at different levels; demonstrate profound knowledge about advanced methodological tools to evaluate their relevance in order to analyze specific research issues; think critically and analytically to evaluate one's arguments academic performance, as well as organizational and planning skill (Coventry University, 2018a; 2018b).



Therefore, the UK aims for national security, prosperity, global reach and influence. It must be noted that they also believe that economic security goes hand-in-hand with national security. Since 2010 they have restored their economic security to live within their means. They now have one of the fastest-growing developed economies. They have chosen to invest in projecting our power, influence and values. These commitments constantly increase their security and safeguard their prosperity.

CONCLUSIONS

The conducted research proves that the UK seeks to identify and eliminate such threats as transnational organized crime, global instability and conflictogenity, global climate change, energy shortages, poverty, etc. The UK National Security Strategy is based on such key values as human rights, the rule of law, a lawful and responsible government, justice, freedom, tolerance and equal opportunity for all. As a result, the UK universities aim to diversify professional training of specialists in national security incorporating into the field such areas as peace or war studies, conflict studies, terrorism, insurgency, etc.

The content of professional training for national security specialists, namely masters, provided by King's College London, University of Leeds and Coventry University are characterized by the following features: adherence to the nation-wide principles of national security, the conceptual diversity of degrees (national security studies; peace and conflict studies; security, terrorism and insurgency), focus on humanities, profession-oriented compulsory modules, a wide range of optional courses, flexible combination of study and work and personal commitments, research challenges, taking into account the dilemmas and challenges of globalization and integration, promotion of human rights, etc.

Based on the above-mentioned positive aspects of the UK experience in building the content of professional training for national security specialists, the following recommendations can be singled out to improve the content of professional training for such specialists at Ukrainian universities:

1. It is necessary to diversify the content of professional training for national security specialists incorporating such areas as (counter-) terrorism, cybersecurity, peace and conflict studies, insurgency, etc.

2. It is vital to make learning more flexible allowing students to combine study and work, and most importantly, personal commitments since they will be able to engage in both professional and personal development.

3. It is important to prepare future national security specialists to deal with the ever-increasing challenges of geopolitical situations, especially taking into account the difficult political situation in Ukraine and the threat to Ukrainian statehood.

4. It is crucial to promote human rights and equal opportunities for all in the context of assuring national security of the state in order to decrease potential political, economic, social threats and violence.

5. It is essential to teach future national security specialists to strengthen defence capabilities through enhancing their knowledge about policy-making and practices.

Further research should be aimed at studying the peculiarities of training national security specialists in NATO and the UN.

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THE CHARACTERISTICS OF SUBJECT-SUBJECT INTERACTION DURING PROFESSIONAL TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS AT FRENCH UNIVERSITIES

ABSTRACT

The article studies the conditions of the educational environment in higher education institutions in France, especially at pedagogical universities, in order to explore the psychological conditions for developing competencies in future foreign language teachers. The article thoroughly analyzes the studies of French scholars on the interaction between the participants in the educational process. There are two main trends in sociological studies on educational relationship. The first theory proves the impossibility of abstracting the interaction between teachers and students from the organization of teacher education and its role in society and highlights the interaction in the division of labour. The second theory lies in studying the interaction between the subjects as a social reality, which occurs as a result of implementing certain interactions. The article considers the effects of mass formation in the context of such areas as degradation and remotization of interactions during professional training. It also describes the results of observations on the subjects of educational activity conducted by certain French scholars between the early 20th century and the early 21st century. The studies between 1975 and 2000 reveal the effects of massification in the social and public environment. The image of French universities of that period is characterized by overload and degradation in the relational context. The authors point to the weakness of integration between students, misunderstandings with teachers and, finally, the distance of communication. The early 21st century has not yet much contributed to the professional training of future foreign language teachers in the context of educational relationship between the participants in the educational process. The article analyzes possible explanations of relational difficulties. These, first of all, include unjustified expectations of the subjects of both parties. In addition, one of the most important influential factors is pedagogical mastery of communication quality. However, one of the most important reasons is the quality of human relationships. The current period in professional teacher training is characterized by a gap in the interaction between students and teachers as a result of introducing technologies, acquiring virtual knowledge and culture of instant information.

Keywords: *subject-subject interaction, teacher-student interaction, French universities, pedagogical mastery, professional competency, teacher training, sociological survey, relational difficulties, university integration.*

АНОТАЦІЯ

Статтю присвячено дослідженню стану освітнього середовища у вищих навчальних закладах Франції, зокрема в педагогічних університетах, з метою вивчення психологічних умов для розвитку компетентностей майбутніх вчителів



іноземних мов. Проведено детальний аналіз праць французьких науковців щодо взаємодії між учасниками навчально-виховного процесу. Виділено дві основні тенденції в соціологічних дослідженнях суб'єкт-суб'єктних відносин. Перша теорія доводить неможливість абстрагування стосунків між викладачами та студентами від організації системи педагогічної освіти та її ролі у соціумі, висвітлює відносини у розподілі праці. Основа другої теорії полягає в дослідженні взаємозв'язку між суб'єктами як соціальної реальності, що виникає внаслідок провадження комплексу взаємодій. Розглянуто ефект масоутворення за напрямками деградації та дистанціювання стосунків в процесі професійної підготовки. Описано результати спостережень за суб'єктами освітньої діяльності низки французьких вчених в період кінця минулого та першої декади XXI століття. Дослідження з 1975 по 2000 рр. розкривають наслідки масифікації у соціальному і громадському середовищі. Образ французького університету цього періоду характеризується перенавантаженням і деградацією в реляційному контексті. Автори вказують на слабкість інтеграції студентів, непорозуміння з викладачами, віддаленість у спілкуванні. Початок XXI століття в підготовці майбутніх вчителів іноземних мов також не відзначився великим задоволенням в суб'єкт-суб'єктних відносинах між учасниками навчального процесу. В статті проаналізовано можливі пояснення реляційних труднощів. Це, в першу чергу, невиправдані очікування суб'єктів обох сторін. Крім того, одним із найважливіших факторів впливу є педагогічна майстерність якості спілкування. А також, однією з найвагоміших причин, є якість людських стосунків. Сучасний період в професійній підготовці вчителів характеризується розривом у відносинах студентів з викладачами внаслідок впровадження технологій, набуття віртуальних знань та культури миттєвої інформації.

Ключові слова: суб'єкт-суб'єктні відносини, взаємодія викладача і студента, університет Франції, педагогічна майстерність, професійна компетентність, підготовка вчителів, соціологічне опитування, реляційні труднощі, університетська інтеграція.

INTRODUCTION

Under today's conditions, the quality of training any specialist and teacher, in particular, is determined not only by the level of his/her knowledge but also by professional skills that allow him/her to creatively solve potential problems, actively interact with people based on establishing educational relationship. In the context of the professional training for future foreign language teachers, higher education should incorporate a wide range of tools for developing relevant skills. When studying the development of competencies in future teachers, it is necessary to take into account the psychological conditions of the internal environment in higher education institutions.

The educational process involves the interaction between teachers and students, which influences the implementation of educational activities and the quality of professional training. The relationships in the student-teacher system serve as the psychological domain, where personal self-affirmation of a future specialist occurs for the first time, his/her self-awareness develops and a model of professional activity is assimilated. The interaction between teachers and students in a pedagogical institution implies special relationships between the teacher and the student (vertical relationships) and relationships with future colleagues (horizontal relationships) (Mykytiuk, 2003).

Given the interest of Ukrainian pedagogy in the Western model of implementing educational and research activities in higher education, it is vital to study the French experience as the leading one in Europe.



Educational relationship within the university is a relatively unexplored field of research in France. However, certain works that are not sufficiently covered by Ukrainian scholars can be used in comparative pedagogy of Ukraine. Basically, these are sociological surveys relating to the university issue as a whole, pedagogical activities and student experiences, which are discussed by French scholars in terms of content and methods (P. Bourdieu, R. Boyer, C. Coridian, A. Coulon, F. Dubet, S. Paivandi, J.-C. Passeron). However, a few studies have been conducted on the educational environment in higher education institutions in the course of students' accepting their own autonomy and eliminating school dependence, which arose in the previous period. Such a pressing state can be justified by the difficulties in conducting an academic analysis of academic practice. Still, under such conditions, educational relationship loses its importance and no longer is a decisive problem in the educational process at universities (Coulon, & Paivandi, 2008).

The author believes that this determines the relevance of the current research, especially in the context of introducing information and computer and digital technologies in educational institutions in the leading countries of the world, in particular, France and Ukraine, within which a new form of influence on the interaction between teachers and students in higher education institutions is possible since it is one of the components of effective professional training for future foreign language teachers.

THE AIM OF THE STUDY

The article aims to provide an analytical review of the French experience in educational relationship during the professional training of future foreign language teachers, identify possible influential factors and analyze the difficulties in the interaction between teachers and students at French universities.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Ukrainian pedagogy considers educational relationship mainly in the context of studying various aspects of pedagogical communication (N. Holiardyk, V. Kan-Kalyk, L. Savenkova, N. Starovoitenko et al.). Some studies were devoted to the relationships between teachers and students: general issues of psychology of pedagogical interaction in higher education (I. Bekh, O. Korolchuk, D. Kriukova, H. Mykytiuk, I. Ziaziun et al.); a dialogical interaction between the teacher and the student as a prerequisite of personal and professional growth of future teachers (L. Dolynska, V. Semychenko); psychological aspects of an interpersonal interaction between teachers and students (I. Bulakh, L. Dolynska); the influence of relationships between teachers and students on the process of forming the "self-concept" in future teachers (V. Yurchenko), etc.

However, the above-mentioned types of research were conducted only in the Ukrainian system of higher education. The Western experience of relationships between the participants in the educational process has not been sufficiently studied by Ukrainian science.

To achieve the set aim, such methods as analysis, synthesis, generalization and systematization were used.

RESULTS

Two trends in the perception of relationships. The two main trends can be distinguished in sociological studies on the relationships between students and teachers at French universities. The first attempts were made to demonstrate the impossibility of abstracting educational relationship from the organization of teacher education, its social functions and connections with the global society. According to this theory, the system of education highlights the relationships in the division of labour. The teacher is seen as a representative of the "legitimate" culture and an agent of cultural selection. Pedagogical



modality is also perceived as a practice of symbolic control, based on the gradual hierarchy of positions and processes of cultural reproduction. P. Bourdieu & J.-C. Passeron (1964) believe that teachers have already tried to leave the platform without abandoning their “ultimate protection, professorial use of the language of instruction” or “language abuse”. These sociological data exclude any “compensatory” movement. Therefore, educational relationship is considered as non-dialectical relationships based on a graded hierarchy of positions.

The second trend, rejecting mechanical and linear determinism, seeks to investigate the interconnection between educational partners as a social reality arising at the heart of a complex of interactions, transformations and operations between the subjects involved in activities. The university is not only a basis for reproducing social relations, which exist outside its borders. It is also a place where social phenomena are developed and educational partners are subjectivized. There, there are also differences and tensions inherent in the institutional educational link, namely cultural conflict, asymmetry, authority, attitude towards differentiated knowledge, exclusion, generational disagreement, relationships with the authorities. The connection between the participants in the educational process is not limited to the existential dimension (an event, here and now) since it simultaneously involves a temporary measure (recorded in duration, at the level of individual persons) and the historicity of the groups and the immediate environment (Pinel, 2003).

The effects of mass formation: degradation and remotization of relationships. According to these two main directions, a significant number of sociological studies on universities took place between 1975 to 2000. The consequences of massification in the social and public environment are emphasized; the provocation of “social and cultural gap between universities and students” is described (Fave-Bonnet, 2003, p. 34). The image of French universities of that period is characterized by the overload and degradation in the relational context. The state of relationships between participants in the educational process, described by the scholars, very often corresponds to the first “non-selective” university cycles, in which such phenomena as failure, reorientation and refusal are prevailing. The studies on student behaviour focus on their critical remarks oriented towards some aspects of the human environment: the disadvantages of primary acceptance, the complicated relationships with teachers, weak communication skills (Coulon, & Paivandi, 2008).

The pedagogical forms of French universities offer a rather free structure that complicates the transition from secondary to higher education, as well as the study of the student’s profession. Institutional expectations and goals of university education actually assign different roles for students compared to secondary education. J. Guyot’s work (1979) was one of the first studies in this field devoted to the interaction between the participants in the educational process. The author attempts to show that “a physical distance reflects an already existing psychological distance in communication” (Guyot, 1979, p. 164). G. Felouzis (2001) describes “the student world” as an atomized universe, with a very weak integration, in which “the relationships with teachers are combined with misunderstanding” (p. 213). R. Boyer & C. Coridian (2002) highlight the results obtained from a survey of future teachers, who lack support from their teachers. Junior students support occasional and distant relationships with their teachers, while senior students are more likely to need regular communication. P. Merle’s survey (1997) attempts to cover various factors associated with the development or lack of contact between the two partners. According to the author, “communicating with the teacher is rather difficult for students: it implies a gap in status and power” (p. 381). The results of another survey, conducted by C. Hadji, T. Bargel, & J. Masjuan (2004) in three countries (France, Germany, Spain), show that only



one-third of students studying in higher education institutions, in particular, future foreign language teachers, maintain frequent relationships with teachers.

In the late 20th century, a three-year observation on student life was conducted by the Sociological Laboratory (OVE), which involved a large research sample (an average of 25,000 students). The review of the conducted work reproduced the process of studying the interaction between the participants in the educational process. The comparison of the results from the five surveys between 1997 and 2000 shows that as B. Lahire (2000) noted, “student ratings were not characterized by special “enthusiasm” (p. 308).

The first decade of the 21st century has not been marked by special progress. The 2010 survey also confirms that educational relationship rarely involves mass satisfaction and demonstrates a clear gap between the selective sector (more “satisfied”) and the university (Pinel, 2003).

Possible explanations of relational difficulties. Some problems are often mentioned in student discourse upon the relationships with teachers. The first point relates to an understanding of teachers’ expectations. It must be noted that especially first and second-year students find it difficult to comprehend the content of educational discourse and realize actual expectations from them (homework, part-time study). For one, the general educational atmosphere is more often viewed as “relaxed and enjoyable when students perceive the teacher at the proper level” (Merle, 1997, p. 333). The second point concerns both pedagogical mastery and quality of communication demonstrated by the teacher at the lesson. The third critical point involves human relationships at the university. Students are often disappointed with the weakness of the very human relationships. Some surveys show that educational institutions with small capacity and a low number of education providers create “more favourable” conditions for more tolerant relationships (Felouzis, 2001).

On the other hand, the studies published by French scholars also often criticize students. The worldviews of participants in the educational process seem to be alien to each other (Coulon, & Paivandi, 2008). According to the authors, teachers have different views on their students, although with the systematic gap between expectations and the culture of students and their own. The prevailing discourses coincide with the idea that disadvantages always occur because of students. As evidenced by D. Martuccelli (1995), “teachers are unanimous in condemning “the invasion of the logic of knowledge through the logic of expertise”. Thus, the teacher perceives the student as a problematic category because he/she is constantly in opposition. The author believes that the teacher lives in a radically different world from his/her student (Martuccelli, 1995, p. 123). Teachers assume that the massification impedes their relationship with students, making any personalized report impossible.

Showing some interest in educational relationship in higher education institutions, F. Dubet (1994) presented a “human” dimension in the student experience. He believes that there are the following three systems in it:

- a community structured according to the logic of integration (an integration with the institution);
- one or several competitive markets according to the logic of strategy (a project-based dimension);
- a cultural system that corresponds to the logic of subjectivation (estimating vocation).

According to F. Dubet (1994), the student is obliged to formulate the logic of different actions, and the very dynamics of this activity reflects its subjectivity and reflexivity. “These dimensions are determined by the subjects based on their compliance with the standards of organization and the environment of the university, intellectual



interest, vocation” (Dubet, 1994, p. 512). Therefore, F. Dubet (1994) offers a theoretical model comprising eight categories of students after combining these three dimensions, which constitute student experience.

In the context of the interconnection with the environment designed by F. Dubet (1994), people are at the heart of a living part of the experience. However, the author is quite critical about the relational aspect of student life in higher education institutions, especially in relation to teachers.

According to the scholar, some distance prevails in the image of the teacher, namely social, cultural and physical. This implies the need for the student to motivate himself/herself “to create his/her own experience”.

F. Dubet (1994) shows that a mass university is a multiple reality, which requires that education faculties should offer a more integrated structure, “every student builds his/her own form and level of participation and integration in the organization where the research was conducted. The student is more exposed to the stronger influence of the surrounding environment than an educational one, where integration is not so widespread” (p. 515).

There is a certain gap between students with classical cultural forms in favour of image, technology, virtual, “useful” knowledge, the culture of instant information in the relationships between future foreign language teachers and their teachers, during the professional training at French universities, as well as at other faculties.

Thus, the influence of modern mutations on the relational context has become the object of criticism since educational institutions are characterized by technological culture, prevailing individualism and “the emergence of youth as a cultural value”. The new generation seems to be less hard-working, respect teachers less and begin the era of exaggeration in the freedom of speech, taking a more “bold” position in behaviour in relation to the teaching authority (Pinel, 2003).

CONCLUSIONS

In the process of studying the conditions for developing competencies in teachers, there appears to be a need to study the psychological conditions of the internal educational environment in educational institutions. An analytical review of French scholars’ works indicates only a few research on educational relationship during the professional training of future foreign language teachers. In addition, the results of the conducted studies prove that teachers are not so much interested in promoting education and human investment. The conducted analysis of students’ involvement into university life and causes of possible difficulties in the interaction between teachers and students demonstrates the widespread use of information and communication technologies in the modern world as the main source of breaking off the relationships between participants in the educational process.

The prospects of further studies involve considering the general framework for introducing digital technologies and tools for instant virtual communication at French universities, as well as identifying and analyzing the factors in the possible influence of information and communication technologies on educational relationships in the system of higher education.

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**ANALYSIS OF EXPERIENCE IN PROFESSIONAL TRAINING
OF FUTURE SPECIALISTS IN PHYSICAL CULTURE AND SPORT
IN HIGHER EDUCATIONAL ESTABLISHMENTS OF NORWAY AND SWEDEN**

ABSTRACT

The article analyzes experience of professional training of future specialists in physical culture and sports in higher educational establishments of Norway and Sweden. Research papers dealing with practice of realization of professional training of specialists in physical culture and sports abroad have been analyzed. Topicality of the research of professional training of future sports coaches in Scandinavian higher educational establishments has been proven. The fact that Scandinavian countries actively promote sports, advantages of physical culture, healthy lifestyle, health improving motor activity, and quality training of staff have been taken into account. The aim of the article is to define basics of the system of professional training of future specialists in physical culture and sport, namely sports coaches, in leading higher educational establishments of Norway and Sweden. The objectives of the research lie in the analysis of present-day state of physical-culture and sports education in Norway and Sweden; qualification trends and organizational peculiarities of professional training of specialists in the sphere of physical culture and sports in higher educational establishments of the aforementioned countries. Curricula of training program bachelors and masters of sports profile in Norway and Sweden have been characterized in the article. Peculiarities of educational programs of professional training of sports coaches in leading physical education and sport higher educational establishments of these countries have been defined. Curricula programs of Norwegian University for Sport and Swedish School of Sport and Health Sciences have been presented. It has been revealed that the systems of higher sport education in Norway and Sweden are characterized with educational trajectory of specialists training being expressed in succession of stages of education that a student has to complete in order to acquire knowledge, skills, competences, and has a tendency to profile specialization. Analysis of differences and application of leading experience of professional training of future coaches in Norway and Sweden will have positive impact on the improvement of national system of higher sports education and will promote improvement of efficiency of future specialists' education in the sphere of physical culture and sport/

Keywords: professional training, coach, physical culture, sport, higher educational establishment, Norway, Sweden.

АНОТАЦІЯ

У статті розглянуто досвід професійної підготовки майбутніх фахівців фізичної культури і спорту у закладах вищої освіти Норвегії та Швеції. Проаналізовано роботи вітчизняних науковців, що стосуються практики реалізації професійної підготовки фахівців фізичного культури і спорту у зарубіжних країнах.



Доведено актуальність дослідження професійної підготовки майбутніх тренерів з виду спорту у закладах вищої освіти Скандинавії, зважаючи на те, що країни півострова активно пропагують досягнення у спорті, переваги фізичної культури, здорового способу життя, оздоровчої рухової активності та якісної підготовки кадрів відповідного профілю. Метою статті є визначення основних засад системи професійної підготовки майбутніх фахівців фізичної культури і спорту, зокрема тренерів з виду спорту, у провідних закладах вищої освіти Норвегії та Швеції. Завдання статті полягають в аналізі сучасного стану фізкультурно-спортивної освіти Норвегії та Швеції; кваліфікаційних напрямів її організаційних особливостей професійної підготовки майбутніх фахівців сфери фізичної культури і спорту в закладах вищої освіти зазначених країн. У роботі охарактеризовано освітні програми підготовки бакалаврів і магістрів спортивного профілю в Норвегії та Швеції. Визначено особливості навчальних програм професійної підготовки тренерів з виду спорту провідних вищих навчальних закладів фізкультурно-спортивного профілю цих країн. Наведено програми навчальних планів Норвезького університету спорту та Шведської школи спорту та наук про здоров'я. Встановлено, що характерним для системи вищої спортивної освіти Норвегії та Швеції є те, що освітня траєкторія підготовки фахівців виражається в послідовності етапів навчання, яку здійснює студент для отримання знань, навичок, компетенцій та має тенденцію до профільної спеціалізації. Вивчення відмінностей та використання передового досвіду професійної підготовки майбутніх тренерів у Норвегії та Швеції матиме позитивний вплив на вдосконалення положень вітчизняної системи спортивної освіти та сприятиме підвищенню ефективності вищої освіти майбутніх фахівців сфери фізичної культури і спорту.

Ключові слова: професійна підготовка, тренер, фізична культура, спорт, заклади вищої освіти, Норвегія, Швеція.

INTRODUCTION

As a specific multifunctional phenomenon and a separate sphere of human activity, physical culture and sport have gained great importance for the state, society, and individuals. Effective development and management of the sphere of physical culture and sports under conditions of modern intensive integration processes cannot be done without appropriate personnel. Present-day colleges of physical culture and sport need qualified specialists with a higher educational degree, who are able to implement the required functions according to demands of modern labor market taking into account innovation health-protection technologies. Personnel in the sphere of physical culture and sport are one of the key aspects of professional physical-culture and sports education. It is also the most important area and primary task of national strategy of physical culture development. Training of personnel and advanced training of individuals engaged in physical culture and sport are presented in the Concept of State Social Target Program of Physical Culture and Sports Development for the period till 2020 as a priority area of state policy regarding this sphere (Decree of the Cabinet of Ministers of Ukraine, 2015). Since 2007 Ukraine has been a member of UNESCO Intergovernmental Committee for physical education and sport (CIGEPS). At present, development of physical culture and sport and professional training of specialists in this sphere are one of the perspective areas of cooperation between Ukraine and UNESCO.

Modernization strategy for the system of higher physical education focuses on integration to world's educational and scientific space, improvement of its quality and



quick reacting to innovation changes on the market of physical-culture and sport services. Given these facts, many countries put a lot of effort into formation of the system of professional training of future specialists in physical culture and sport.

THE AIM OF THE STUDY

The aim of the research is to analyze experience in professional training of future specialists in physical culture and sports, namely sports coaches, in leading higher educational establishments of Norway and Sweden.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Analysis of references shows significant growth interest to issues of organization of the process of professional training of specialists in physical culture and sports in Ukraine. Individual aspects of organization of the process of professional training of students in higher educational establishments were the subject of research in works of the following researchers: M. Dutchak, H. Lozhkin, Yu. Michuda, V. Platonov, O. Tymoshenko, N. Volyniuk, V. Voronova et al.

Research of the practice of realization of professional training of specialists in physical culture and sports abroad is of great interest. Foreign experience in training of specialists in this sphere was researched by the following native researchers: L. Sushchenko (professional training of future specialists in physical education and sports abroad) (Sushchenko, 2003); R. Karpyuk (professional training of future specialists in adaptive physical education abroad) (Karpyuk, 2008); A. Svatiyev (professional; training of specialists in sport and physical culture in countries of Eastern Europe and Asia-Pacific region) (Svatiyev, 2013); Ye. Pavlyuk (vocational training of future coaches-teachers in the USA, Germany, and Poland) (Pavlyuk, 2014) et al.

Peculiarities of professional training of future coaches in Scandinavian countries are not well analyzed in works by native researchers despite the fact that these countries promote physical culture and healthy lifestyle, have great achievements in sports. Thus, Sweden accounts for 51 national sports federations, of which 48 are engaged in development of a single kind of sports. 3 develop different kinds of sport. Norway accounts for over 12 thousand sport clubs for professional athletes. In late 90s, a trend called “Sports for everyone”, which has gained popularity in European countries and Ukraine over the past decades, was established in Norway.

In order to achieve the aim methods of theoretical analysis and synthesis, as well as the method of educational documents analysis were used.

RESULTS

Most European Universities and institutes of physical culture have been united into European Network of Sport Science, Education, and Employment (ENSSEE). The aim of this organization is to focus on development of sport and sport science, while its priority activity is cooperation of sport higher educational establishments in creation of curricula that would meet the demands of labor market in European Union (Hrinenko, 2013, pp. 4-5).

Norway was among first countries to start implementation of the aims of Bologna process. The country’s labor market is considered to be one of the most appealing with its low level of unemployment (4.5 %) and good opportunities for employment of graduates, their professional development, and mobility.

The system of higher education of Norway includes state universities, specialized universities, institutes of arts, state colleges that realize professional higher education, and private colleges. The country has adopted a three-level system of academic degrees: bachelor’s degree, master’s degree, and doctoral degree. Bachelor’s degree requires three



years of study, after completion of which students get a diploma that equals to 180 credits (ECTS). At the same time, there exist four-level bachelor's degree programs that are primarily designed for creative professions. Norwegian universities require profound understanding of the field that students will be studying at graduate level. That is why it is required after completion of bachelor's degree in the same or related specialty.

Professional training of specialists in the sphere of physical culture and sport is done in a specialized university – Norwegian School for Sport (*Norgesidrettshøgskole, NIH*) (2018), which is a state higher educational establishment of national significance. The university researches the issue physical culture and sport, provides training, and awards professional qualification ranks to specialists in this sphere. Over the past decade, the university has been a national center of sports expertise and has been engaged in elaboration of official sport standards and methods.

Professional training of future specialists in physical culture and sport in Norwegian School for Sport is distinguished with a variety of fields and content of specialized bachelor's degree programs: coaching activity and sports psychology; physical education of various groups of society; sports management, sports in society; outdoor physical education and a teacher at a department of physical education and sport subjects.

Training of coaches and sport psychologists at the first academic level (*Bachelor i trenerrollenogidrettspsykologi*) envisages a three-year term of studies totaling 180 credits (ECTS) in NIH. Curricula for training of specialists in physical culture and sport have been developed in accordance with “The Ordinance on limit plan of a three-year training of teachers in practical and aesthetic subject areas” (2013).

First year of studies includes general subjects for all programs of bachelor's degree (30 credits (ECTS)), the rest – specific to each program that give a student multi-disciplinary basic knowledge and skills. During the first year of studies students acquire basic theoretical knowledge and practical skills regarding the role of a coach, sports psychologist taking into account peculiarities of present-day market of sports services; they form skills in planning, organization, testing and assessment, psychological support of individual athletes of various qualification and age as well as teams as a whole.

On the second year of studies, students choose one of two profiles: coaching or sports psychology, which allows broadening of knowledge and formation of practical skills as well as acquisition of professional experience, namely due to a number of optional courses and participation in international exchange programs. At this stage of studies, students who choose coaching can choose a specific kind of sports that they can attach to practicum. During practicum (2nd–3^d year of studies), which is organized in cooperation with Sports Association of Norway and/or association, club of the chosen kind of sports, students obtain practical skills in future professional activity.

Basic tasks of the third year of studies include direct training of students to fulfill professional duties regarding specific professional tasks and writing a bachelor's thesis (*bacheloroppgave*) (table 1).

Students' performance assessment is done with testing throughout academic year and includes a broad range of assessment methods: examination (verbal, written, distance), weekly tasks, compulsory reporting, student presentations, thematic research, group projects, seminars etc.

Thus, bachelor's degree allows mastering basic modern sciences and practical knowledge in coaching activity; it gives training for future specialist to complete tasks related to practices, studies, and organization of physical culture and sports for children,



teenagers, athletes of various qualifications and levels, physically-challenged people. Students study peculiarities of practical activity of a coach and sports psychologists within the process of completing specific educational projects, having practicum, completion of scientific projects.

Table 1

**The structure of bachelor's degree curriculum
(Bachelor i trenerrollenogidrettspsykologi) for "Coaching
and sports psychology" educational program in Norgesidrettshøgskole, Oslo (2018)**

Subject code	Subject name	ECTS
1st year (compulsory subjects)		
IDR107	Sport and society	10
IDR109	Physical exercises science	10
IDR111	Ball games 1	5
IDR112	Ball games 2	5
IDR113	Individual kinds of sport 1	5
IDR114	Individual kinds of sport 2	5
Ti100	Psychology of sport and sports activity	10
THP101	Functional anatomy	10
2nd year (compulsory subjects)		
TCI230	Coaching 1	10
TCI240	Specialization / Studies 1	10
TCI241	Specialization / Studies 2	10
TCI250	Sports psychology 1 – Motivation and education in sport and physical activity	–
TCI255	Sports psychology 2 – Psychology of efficiency in sport	10
STA200	Statistics methods	5
VTM200	Theory and methods of sport science	5
CPR	Instructor's course – first aid	–
3rd year (compulsory subjects)		
TCI331	Coaching 2	10
TCI342	Specialization / Studies 3	10
TCI390	Scientific project	10
3rd year (recommended optional subjects)		
TCI317	Analysis system in sports	10
TCI355	Applied sports psychology	10
IBI217	Nutrition and physical activity	10
FAH385	Sports medicine	10

Apart from bachelors, the university offers master's program in sports science that includes five areas: coaching and psychology; physical activity; sports medicine; physical education and pedagogy; physical culture and society totaling 120 credits (ECTS).

Masters training program in "Coaching and psychology" provides overall sports scientific competence and is designed for 2 years of studies. The first year encompasses



compulsory courses and thematic seminars totaling 60 credits (ECTS). The second year encompasses master thesis, 60 credits (ECTS) (table 2). Masters training program is designed to improve theoretical knowledge and methods of sports science, specialized research in respective field.

Table 2

**The structure of master's degree curriculum (Coachingogidrettspsykologi)
for "Coaching and sports psychology" program in Norgesidrettshøgskole,
Oslo (2 years of studies) (2018)**

Subject code	Subject name	ECTS
Compulsory subjects		
VIT400	Theory of sport science	5
MET400	Scientific methods of research	5
MA400	Education and management in sports	10
MA401	Psychology of sport and physical activity	10
MA403	Scientific research of sports psychology	10
MET410	Specialized methods of research in sports (scientific project)	5
MA500	Master's thesis	60
Recommended methods of research (choose one)		
MET405	Quality research	5
STA400	Statistics	5
Recommended specialization (choose one)		
MA402	Applied sports activity and psychology	10
MA404	Football and science	10

During first year of studies, methods of teaching change depending on courses: lecture, individual work, group tasks, presentations (abstract, critical analysis of educational and training programs), and reports on completed projects. Second year of studies focuses on master's thesis, which is an individual task for each student. Dissertation master's thesis is presented as a completed project or as a scientific article published in English.

An important feature of university's educational activity is an extensive engagement of students in research activity. A number of world's leading research centers that study issue of sports injuries, sports psychology, children's and youth sports, top sport achievements function in the university.

In general, the analysis of training of future specialists in physical culture and sports proves that the Norwegian university does significant work in coaches and sports psychologists training. A multi-level system has been implemented. Totality of subjects and special courses teaching of which provides formation of the system of knowledge of general anatomy system, physiology, sports practice, sports psychology as well as applied aspects of physical activity and sports has been defined. University's graduates can use their knowledge and skills in the following spheres of professional activity: sports coach for all age categories and professional levels (including team sports); coordinator, coach, and sport manager in sport schools, clubs; coordinator and manager of Federation of Sport of Norway and specialized associations; sports psychologist.

In Sweden, professional training of specialists in physical education and sports is done in university colleges (*högskola*) and universities (*university*). Universities and college



in Sweden have high degree of autonomy that is manifested in the right to individually develop and implement educational programs and curricula in accordance with general aims and standards of vocational training of future specialists, which is defined in Swedish Higher Education Act (1992) and The Higher Education Ordinance (1993).

Universities in Sweden provide training for sports coaches and teachers based on curricula of three education cycles: bachelor's degree, master's degree, doctoral degree. First cycle (bachelors program) is a program of studies for those who school graduates and usually lasts for three years. Master's program is a subsequent cycle of training in a higher educational establishment and lasts for one or two years.

Bachelor's degree envisages 180 academic credits (ECTS) in major field of training, envisages three semesters (90 credits (ECTS)), and includes completion of a science project (15 credits (ECTS)). Education in the second cycle (master's program) envisages improvement of knowledge and skills and includes 60 credits (ECTS) throughout one academic year, or 120 credits (ECTS) throughout two academic years.

In Norwegian universities, professional training of masters in physical culture and sports is distinguished by variability of curricula content. Curricula and education plans of the first cycle are oriented on the development of applied skills and critical knowledge base for efficient labor activity in the sphere of sport, leisure, and health protection as a place for social changes. Special attention is paid to the ability to use various theories and methods for understanding and sport application analysis in the area of continuous development of society. Moreover, educational program is oriented on support of local, regional, national, and international perspectives in the sphere of sports and sports science.

Training coaching staff is done in Sweden School for Sports and Health Sciences, Institute of Physical Culture and Sport of the Army of Sweden, and in specialized faculties of universities.

Sweden School for Spot and Health Sciences (*Gymnastik-ochidrottshögskolan, GIH*) is the oldest sports educational establishment, a specialized state higher educational establishment, a leading research center that research issues of physical culture, sport, health-improving systems, and general human health. GIH performs the function of sport regulation state program body that is responsible for academic training of coaches, fitness coaches, instructors for motor activity, physical education teachers. Since 2011 a postgraduate course has been established in the university, which is a positive aspect of continuous education concept in the context of a complex education strategy and expands opportunities for professional mobility of graduates in physical culture and port profile (2019).

At bachelor's degree, the university provides training of specialists in the following fields: Sport science and coaching programmer; Sport and health programmer, specializing in didactics; Sport science and health science programmer; Sport management programmer.

"Sport science and coaching programmer" (*Tränarprogrammet*) program envisages an overall of 180 credits (ECTS) of educational workload. The structure of curriculum is composed of 6 courses that include respective module:

1) *Sports science and coaching – 30 credits (ECTS)*: "Introduction" – 1,5 credits (ECTS); "Anatomy and physiology I" – 7,5 credits (ECTS); "Anatomy and physiology II" – 7,5 credits (ECTS); "Sports history and sports in society" – 6 credits (ECTS); "Sports didactics and applied sports science" – 7,5 credits (ECTS);

2) *Sports specific methodology – 30 credits (ECTS)*: "Theory and methodology of training I" – 7,5 credits (ECTS); "Theory and methodology of training II" – 7,5 credits (ECTS); "Theory and methodology of training III" – 7,5 credits (ECTS); "Sports medicine" – 7,5 credits (ECTS);



3) *Sports science and coaching – 30 credits (ECTS)*: “Specialization 1” – 7,5 credits (ECTS); “Research methods” – 7,5 credits (ECTS); “Degree work” – 15 credits (ECTS);

4) *Sports science and coaching II – 30 credits (ECTS)*: “Applied physiology” – 7,5 credits (ECTS); “Sports didactics and applied sports science 2” – 7,5 credits (ECTS); “Biomechanics and motor control” – 7,5 credits (ECTS); “Sports psychology” – 7,5 credits (ECTS);

5) *Sports specific methodology II – 30 credits (ECTS)*: “Organisation and leadership I” – 7,5 credits (ECTS); “Sports pedagogy” – 7,5 credits (ECTS); “Sports psychology” – 7,5 credits (ECTS); “Organisation and leadership II” – 7,5 credits (ECTS);

6) *Sports coaching III – 30 credits (ECTS)*: “Coach retention” – 7,5 credits (ECTS); “Coaching at championships” – 7,5 credits (ECTS); “Optimal performance from a nutritional perspective” – 7,5 credits (ECTS); “Peak performance from a multi-disciplinary perspective” – 7,5 credits (ECTS) (theoretical multidiscipline that includes completion of a science project).

Practical training of future specialists in coaching is based on cooperation between the university and sport federations and is realized within the process of completing educational projects and practicum.

Undergraduates can continue their studies in the second cycle of training. Masters program is designed for 120 credits (ECTS) and is composed of compulsory (30 credits (ECTS)), optional courses (60 credits (ECTS)), and master qualification paper (30 credits (ECTS)) (table 3).

Table 3

The structure of master’s degree curriculum for “Master education program in sport science” program (masterprogrammet i idrottsvetenskap) in Gymnastik- och idrottshögskolan, GIH, Stockholm (2018)

Course name	ECTS
First year of studies	
Compulsory courses	
“Sports science”	7,5
“Methodology and study design in sports science”	7,5
“Analytical statistics for sports science”	7,5
“In depth, project specific studies”	7,5
<i>Electives</i>	
“Sports physiology”	15
“Biomechanics and motor control”	15
Second year of studies	
Optional courses (as of 2018-19 academic year)	
“Performance and training”	7,5
“Culture and learning”	7,5
“Physical activity and health”	7,5
“Sports psychology, motivation”	7,5
<i>Thesis</i>	30

An important feature of education in Swedish School for Sport is improvement of the content of training of coaches via analysis of respective educational programs. Thus, topicality of optional courses is defined by scientific topics that are researched in the university during respective year.



Based on the results of studies, graduates acquire theoretical knowledge and practical skills needed for realization of the aims of sport movement and development of kinds of sport at national and international levels; skills in application of leading scientific experience, analysis of athletes training; ability to associate scientific theories with professional tasks of a coach and a head of a sports association/organization.

Analysis of activity of higher educational establishments in Norway and Sweden proves that they do significant work in training of specialists in the sphere of physical culture and sport, namely, coaches. Higher sports education is characterized by combination of basic scientific and professional knowledge, which is extremely important for achieving educational results. It promotes graduate's active self-realization, his competitiveness, professional mobility.

It should be noted that training of coaches primarily focuses on meeting staff needs of top-achievements and mass sports institutions. Professional training of future coaches, sports educators, sports psychologists, is viewed as the one that is oriented on preparing students to execute certain types of professional activity in the sphere of physical culture and sport. Importance of this training is stipulated by social needs. Since present-day employers need specialists who possess not only conceptual and applied basis within professional field of knowledge, but also skills that allow to efficiently use this knowledge under conditions of continuous development and constant modification related to modern tendencies in sport and physical-education health improvement spheres.

We assume this experience to be the fact that specialists in the sphere of physical culture and sport in the aforementioned countries have real opportunity for continuous improvement of qualification and post-graduate studies, re-training and acquire new qualification.

CONCLUSIONS

Under conditions of updating new standards of higher education for physical culture and sports field, namely 017 Physical culture and sport, experience of European schools of training of specialists in physical education and sport including achievements of leading higher educational establishments of Norway and Sweden should be used. The most important among them is gaining fundamental knowledge in the theory of sports training that are combined with continuous practice or completion of practical projects on the bases of scientific centers and laboratories. A characteristic feature of the system of higher physical culture and sport education of the aforementioned countries is the fact that their educational trajectory of specialists training is expressed in succession of stages of education that a student has to complete in order to acquire knowledge, skills, competences, and has a tendency to profile specialization.

We assume that the study of differences and application of leading experience in professional training of future coaches in Norway and Sweden can be a source for analysis and rethinking of points of native system of sport education and will promote improvement of efficiency of future specialists in the sphere of physical culture and sport.

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AMERICAN EXPERIENCE OF THE DALTON PLAN IN THE DUTCH SCHOOLING

ABSTRACT

This article presents the results of scientific-pedagogical research, which consisted in analyzing the American experience of the Dalton plan in the schooling of the Netherlands, the ranking surveys according to strict criteria, and the implementation of an adapted version of the original American pedagogical model of the Dalton Plan in the schooling of Holland; characterizing the features of the introduction of the Dalton Plan into the Dutch educational systems. While researching the works of M. Montessori, H. Parkhurst and D. Lager, had been examined as the main source of the study. The archival documents of the biggest collection of Helen Parkhurst papers of the Archive of University of Wisconsin Stevens Point had been analyzed. It was studied that American experience of the Dalton Plan is top ranked among private institutions of the country. It is obvious that after the United States, the country of the Dalton Plan origin, the continental Europe and Holland have a dominant position regarding the implementation of the Dalton plan in the educational systems. It is stated that schools implementing the Dalton Plan are united in recognizing the fact that such a pedagogical model ensures the development of the student's individuality and his social experience. The special advantage the Dalton students obtain is the ability to use different approaches and sources in seeking information that is necessary for the organization and achievement of their own research. The ideas of the Dalton Plan can be justified in the light of modern theory and research. The Dalton Plan was successfully implemented into the primary and secondary schools of the Netherlands ranked the country 11th in the world education survey. The Dalton Plan philosophy became one of the components of the complicated Dutch educational system.

Key words: the Dalton plan, American model, individual education, Dutch schooling.

АНОТАЦІЯ

У статті автором представлені результати науково-педагогічних досліджень, які полягали в аналізі американського досвіду Дальтон плану в освіті Нідерландів, показників рейтингових оцінок Дальтон-школи, проведених за суворими критеріями провідними американськими виданнями та характеристики особливостей впровадження адаптованої версії оригінальної американської педагогічної моделі Дальтон плану в освіту Голландії. Під час дослідження було розглянуто роботи Марії Монтесорі, Хелен Паркхерст і дисертаційне дослідження Діани Лагер. Проаналізовано архівні документи найбільшої колекції документів Х. Паркхерст архіву Університету Вісконсину Стівенс Пойнт. Було зазначено, що американський досвід Дальтон плану за рейтинговими оцінками має найвищі показники серед приватних установ Сполучених Штатів. Очевидно, що після США, країни походження Дальтон плану, континентальна Європа і Голландія займають друге місце щодо реалізації Дальтон



плану в освітніх системах. Зазначається, що школи, які практикують Дальтон план, єдині у визнанні того факту, що така педагогічна модель забезпечує розвиток індивідуальності студента та його соціального досвіду. Значна перевага, яку отримують студенти Дальтона, полягає в можливості використовувати різні підходи та джерела в пошуку інформації, необхідної для організації та досягнення власних досліджень. Така характерна риса виокремлює Дальтон студентів, особливо в умовах дистанційного отримання освіти. Ідеї Дальтон плану можуть бути виправдані у світлі сучасних теорій і досліджень. Дальтон план був успішно впроваджений у початкові та середні школи голландської освітньої системи, яка посіла 11 місце у світі за результатами обстеження освіти. Філософія Дальтон плану стала однією зі складових освітньої системи Нідерландів.

Ключові слова: Дальтон план, американська модель, індивідуальне навчання, освіта Нідерландів

INTRODUCTION

The idea of the equal access to the basic values of a post-industrial society is the basis of the new information era. A particular citizen is considered as the main component of this type of society. Education is no longer a means of mastering the system of ready-made, generally accepted knowledge. It is forced to change, becoming a strategic factor that results in the productive assimilation of the personality of a large stream of information.

The innovative idea of the Dalton Plan is based on the principle of the individual development of students. Schools implementing the Dalton Plan are united in recognizing the fact that such a pedagogical model ensures the development of the student's individuality and his social experience. The special advantage the Dalton students obtain is the ability to use different approaches and sources in seeking information that is necessary for the organization and achievement of their own research. The difference between Dalton students and students from traditional educational institutions is that the former do not need to be rebuilt for study without a mentor, tutor. It results in adapting to the conditions of education that researchers see in the future, namely, education at online courses. The online education system is just emerging. Yet due to the fact that the leading universities practice the online schooling widely, the online form of education is rapidly developing and improving. Consequently, the Dalton Plan is valuable in its approach to educating students in their responsibility for self-education, self-development.

From the point of view of socialization, after studying according to the Dalton philosophy, society, as a result, receives a citizen with a prevailing social consciousness; he is trained to work effectively not only as an independent unit, but also in the context of the community to which it belongs, directed towards its development.

Experimenting with alternative forms of learning organization led to the fact that Dalton's plan was recognized as an effective form of organization of learning activities and introduced not only in the country of its origin, but also far beyond the borders of the United States. It is obvious that continental Europe has a dominant position regarding the implementation of the Dalton plan in the educational systems. Such countries as Great Britain, the Netherlands, Finland pioneered in the introducing this pedagogical model. Therefore, they have many years of experience in applying either the Dalton Plan or some of its elements in pre-school and school education.

THE AIM OF THE STUDY

The aim of the study is to analyze the implementation of an adapted version of the original American pedagogical model of the Dalton Plan in the foreign schooling; to



characterize the features of the introduction of the Dalton Plan into the foreign educational systems.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The research relies extensively upon the comparative analysis and synthesis as the basic traditional methods of studying reality in the historical research; the archival research comprises the analyzing of the existing data, such as archival documents of the Archive of University of Wisconsin Stevens Point, the biggest collection of Helen Parkhurst papers; the descriptive method is used for the study and description of official documents, scientific and pedagogical sources; the cycles had been studied by the historical method and analytical methods. While researching the works of M. Montessori, H. Parkhurst and D.Lager, had been examined as the main source of the study.

RESULTS

In 1919, after testing the Dalton Laboratory Plan at school in Dalton, using the financial support of prominent businessmen Helen Parkhurst opened her own school in New York, USA. The Dalton School, which became the founder of the Dalton Plan methodology, is located in East Side, Manhattan. Since the very first years of its foundation, the school has had a tremendous success. Teachers from all over the world came to study Parkhurst' Plan. As The Dalton Plan gained popularity, it soon became apparent the need for significant expansion.

The school has been known for a hundred years as a constructivist elite private school, which is considered one of the most innovative models of education reform. The Dalton School remains an example of the perception of a bold vision of a new, progressive American approach to education. As a result of the rating of well-known American analytical publications, Dalton School, as a prestigious private educational institution, takes places at the top lists (see Table 1).

Table 1

**Rating results of the Dalton School among private US institutions
(2003–2018)**

№	Year	Place	Publishing company	Reference
1	2003	3 rd from 65	Worth	http://www.worth.com/the-new-school/
2	2003	8 th from 10	Wall Street Journal	http://webreprints.djreprints.com:80/wsj_tuition_040104.pdf
3	2010	13 th from 55	Forbes	https://www.forbes.com/pictures/fl45mj/americas-best-prep-sc/#367ff2134ea0
4	2014	10 th from 25	Business Insider	https://www.businessinsider.com/best-private-high-schools-america-2014-11
5	2018	5 th from 8000	Niche	https://www.niche.com/k12/search/best-private-high-schools

So, it goes without saying that The Dalton School is one of the top elite private schools in New York City.

The ratings of the US private schools comprised strict criteria, according to a thorough analysis of data from the US Department of Education regarding test scores received, data from colleges on the number of students enrolled in private schools, feedback from parents and students about the educational environment of educational institutions. So,



it is obvious that the Dalton School has occupied one of the dominant positions among the private educational institutions of the country since the last century.

The Dalton School in New York is positioning itself as one of the best educational institutions to prepare for the entry into the leading universities of the USA. According to well-known American analytical publications, 100 % of the Dalton graduates enter colleges every year (Worth, 2003), (Wall Street Journal, 2003), (Forbes, 2010), (Business Insider, 2014). The school provides an environment in which students are actively involved in the learning process, gaining knowledge through their own experience and primary sources. Academically strong, intellectually inquisitive, independent in beliefs, and most importantly independent and interested in exploring a new, such characteristic, according to L. Stiller, a former assistant to the director of a senior school of educational work, give university lecturers to those students who completed Dalton.

Almost a century ago Helen Parkhurst, originator of the Dalton Plan and founder of the Dalton School in New York, visited many countries. She was propagating the Dalton plan among the pedagogical community. Her lectures, pedagogical seminars, radio program cycles, speeches at meetings, exhibitions, parenting meetings took place during the favorable climate of the time (Lager, 1983). The progressive educators were interested in experimenting with alternative forms of learning organization. It led to the fact that the Dalton plan was recognized as an effective form of learning organization. Parkhurst's ideas were adopted in other countries. They were implemented not only in the country of its creation, but also far beyond the borders of the United States.

During the life H. Parkhurst was recognized internationally. H. Parkhurst was awarded with gold medals, received honors in 1937 from the Emperor of Japan and the Presidents, (Archives of Stevens Point, 1937). In 1925, she was presented to the awards first president of the Chinese republic. In 1957, the Queen of the Netherlands, Juliana, awarded H. Parkhurst the Order of Orange-Nassau for the significant contribution and influence on the education of the Netherlands.

Continental Europe has a dominant position regarding the implementation of the Dalton plan into the educational system. Such countries as Great Britain, the Netherlands and Finland were the first to introduce such a technique; therefore, these countries have many years of experience in applying not only the Dalton Plan but also some of its elements in pre-school and school education. Parkhurst's 1924 reception in Japan also provides an example of the Dalton Plan abroad (Archives of Stevens Point, 1924).

The educational system in the Netherlands is characterized by innovation, democracy, openness and affordability. In 2008, education in the Netherlands ranked 9th among the best educational systems in the world according to the Program for International Student Assessment (PISA), developed by the Organization for Economic Co-operation and Development (OECD). In 2017, after adding 5 new key indicators to the assessment system, the Netherlands ranked 11th in the world's ranking of education with a score of 67, leaving behind countries such as Belgium (65), Germany (63), France (50) and the United States (47) (OESD.org, 2019).

A considerable number of elementary schools in the Netherlands are mostly based on a certain educational philosophy. In Holland, the extremely popular is the Montessori Method, the Dalton plan, the Pestalozzi plan and the Jena plan. Most of these schools are state-owned, but some special schools can also support one of the above-mentioned educational philosophies.



At the beginning of the last century, the country began to introduce the latest approaches to the organization of the educational system. In 1917, Maria Montessori visited the country for the first time. The first Montessori society was founded there. A meeting with Hugo de Vries, Professor of Biology at the University of Amsterdam was crucial. The acquaintance with his studies of "sensitive periods" influenced M. Montessori. De Vries's discovery of animals' of special periods characterized by the highest susceptibility during which the animals acquired the necessary knowledge, skills and patterns of behavior were reflected in the pedagogical work of M. Montessori, since the teacher observed the same phenomena in children.

After the Second World War, the teacher settled in the Kingdom of the Netherlands, where she spent the rest of her life. The foregoing explains the popularity of the Montessori method in this country.

In the pedagogical practice of the Netherlands after the Montessori method the second place in popularity is occupied by schools, the educational process of which is in accordance with the principles of the Dalton plan.

Early last century the Dutch commission visited the Dalton Schools in England. As a result in 1928 the first Dalton School for Girls appeared in Holland.

The war damage and the baby boom after the liberation led to the construction of various emergency schools in Rotterdam around 1950. Shortly after the Second World War, in 1952, H. Parkhurst visited the Netherlands. She was invited by the headmaster, Van der Geer, his team and the parent committee. It was made the decision to name the school after the founder of Dalton education. Such recognition is usually bestowed after one is dead, wrote Parkhurst (Parkhurst, 1952). She felt honored and after correspondence she decided to come and take a look. She wrote to the Dalton School that it should not be a holiday trip and she liked a heavy program (Archives of Stevens Point, 1957). So, the Dalton school in Rotterdam conceived the name of Helen Parkhurst.

The development of schools in accordance with Dalton's pedagogical principles is that they are based on the principles of freedom, cooperation. The most important characteristic that distinguishes the Dalton Plan is a managed budget of time. This feature is equally acceptable for work of teachers, parents and students. This Dalton Plan concerns freedom in the organization of the school, the choice of an educational concept, cooperation with other institutions, etc.

At primary schools in Holland, we see the introduction and development of the Dalton Plan, which in this educational system is called the sub-Dalton plan. Thus, at the beginning of the twentieth century the reformist sentiment in pedagogy did not stop at the critique of the "old" schools, but also contributed to the emergence of "new" educational models and schools.

CONCLUSIONS

Thus, at the beginning of the twentieth century Holland was in the mainstream of the reformist sentiment in pedagogy. The Dutch educators criticizing the "old" schools had been practicing with some educational implications. It resulted in the emergence of "new" educational models and schools. The Dalton Plan was successfully implemented into the primary and secondary schools. The Dalton Plan philosophy as one of the components of the complicated Dutch system brings the American style of innovation into education, ranking the country 11th in the world's ranking of education, leaving behind countries such as Belgium, Germany, France and the United States. It is obvious that the American experience of the implementing the Dalton School philosophy into Dutch system of



primary schooling is fruitful. The present obscurity of the Dalton Plan among the Ukrainian educators is obvious. At present there is little experience and information about the peculiarities of the practicing the Dalton Plan in the Ukrainian schooling, in connection the further scientific research of this issue is beyond doubt.

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ІННОВАЦІЙНИЙ ПОСТУП ПОЛЬСЬКОЇ ПЕДАГОГІКИ ПРАЦІ

(Рецензія на монографію “*Praca zawodowa – życie osobiste. Dysonans czy synergia?*” Renata Tomaszewska-Lipiec. Bydgoszcz 2018. – 672 s.)

Педагогіка праці з 1972 р. почала свій поступ як субдисципліна педагогічної науки у польській, європейській і світовій педагогічній думці завдяки великій інтелектуальній праці, теоретико-методологічному обґрунтуванню і прогностичному науковому баченню її засновників професорів Тадеуша Вацлава Новацького (Tadeusz Wacław Nowacki (1913–2011), Станіслава Качора (Stanisław Kaczor (1924–2014) і Зигмунта Вятровського (Zygmunt Wiatrowski). Впродовж 47 років відбувалося й нині продовжується її утвердження і розвиток, поглиблюються міждисциплінарні зв'язки з різними науками – філософією, соціологією, психологією, економікою, психофізіологією, ергономікою та іншими галузями наукового знання. Ефективність і динамічність цього досить складного й суперечливого процесу підтверджується такими даними: лише в «Бібліотеці педагогіки праці» видано – понад 300 філософсько-педагогічних, психологічних, науково-методичних та інших праць. Автори і співавтори багатьох із них – відомі науковці, дослідники проблем педагогіки праці, члени секції педагогіки праці Комітету педагогічних наук Польської академії наук, яку нині очолює професор звичайний доктор хабілітований Ришард Герлях (Ryszard Gerlach).

Помітною подією в науково-педагогічному житті Республіки Польща стало видання фундаментальної наукової праці – одноосібної монографії “*Praca zawodowa – życie osobiste. Dysonans czy synergia?*”. Її автор – відомий дослідник проблем педагогіки праці Рената Томашевська-Ліпец (Renata Tomaszewska – Lipiec) з університету Казимира Великого в Бидгощі. Це наукове видання ми аналізували досить тривалий час, осмислювали його концептуальний задум, вивчали структуру і зміст кожного розділу. Значну увагу було приділено ознайомленню з дослідницьким інструментарієм, розробленим особисто автором монографії. Передусім зазначимо, що таку фундаментальну працю неможливо написати за короткий час. Вона задумувалася й створювалася впродовж багатьох років у процесі паралельних експериментальних пошуків з участю роботодавців, які стали безпосередніми учасниками особливого професійно-дидактичного процесу.

Креативність та інноваційність монографії Р. Томашевської-Ліпец відчувається з її першої сторінки й, зрозуміло, змісту першого розділу – “*Rozważania wstępne*” («Вступні роздуми»). Цілком доречним є афоризм К. Обуховського (K. Obuchowski): «Вчений не має бути капланом правди. В димі його кадил правда зміниться на фальш. Тому він повинен бути швидше мандрівником (pelgrzymem), сповненим переконання в своєму виборі, підтримуваним надії на те, що є на доброму шляху» (с. 9).

Р. Томашевська-Ліпец звертається до результатів своїх попередніх наукових пошуків щодо професійної праці та позапрофесійної діяльності в контексті організацій, що навчаються. Їх результати було опубліковано в монографії «Освіта в закладі праці в перспективі організації, що навчається» (“Edukacja w zakładzie pracy w perspektywie organizacji uczącej się”). Дослідниця закономірно звертається до концепції, запропонованої американським теоретиком П. М. Сенге (P. M. Senge),



якого у 80-х роках ХХ століття називали «стратегом століття». Вчений особливу увагу приділяє проблемі зростання труднощів, пов'язаних із дисонансом між професійною працею й особистим життям. Він дійшов висновку щодо посилення дисонансу між світом праці людини та іншими аспектами її життєдіяльності.

Нетрадиційним є вступ до дослідницької проблематики. Дослідниця обґрунтовує її з урахуванням глибокої сутності поняття рівноваги у всесвіті: «Космос, наша планета, пори року, вода, вітер, вогонь і земля – це все триває або змінюється, залишається в рівновазі. Лише ми, люди, становимо виняток» (Вайне В. Діер – Wajne W. Dyer). Отже, фундаментом дослідження є одвічна істина: людина – центр Всесвіту. Саме тому найважливішою для такого наукового пошуку є персоналістичне покликання людини. У цьому контексті набуває особливого значення гармонійний, всебічний розвиток особистості, її фізичний, інтелектуальний, емоційний, суспільний, релігійний, моральний і духовний потенціал, що вимагає інтегрованого підходу. Саме це уможливило самореалізацію людини.

Інтегрований розвиток, як наголошує Р. Томашевська-Ліпец, «це також розвиток усіх вимірів активності, що впливають на формування людської екзистенції, яка найчастіше приводить до власне двох засадничих аспектів, тобто *професійної праці й особистого життя*» (с. 11).

Звертаючись до положень щодо «персоналістичної економіки», за М. Новаком (M. Nowak), автор монографії обґрунтовує концептуальний простір наукового дискурсу в контексті реляції «професійна праця – особисте життя» працівників. Таке тематичне спрямування зумовлюється міждисциплінарною взаємодією в системі «педагогіка – психологія – соціологія – філософія – економіка». Це проілюстровано на концептуальній схемі П. М. Сенге (с. 14). Зокрема йдеться про «петлю», що впливає на зростання кількості часу і заангажування в професійній праці в поєднанні з «петлею» зростання часу, передбаченого на позапрофесійні справи (с. 16). Досить слухним є звернення до такого висновку вченого: конфлікт між працею і родиною (тобто родинними, сімейними та іншими особистими справами значно знижується) за умов, коли організація (підприємство) визнає цінності, що узгоджуються із сутністю людини; цінності, що мають таке ж значення в праці і вдома (с. 17).

Дослідник П. Вільсон (P. Wilson), порівнює риси біографії, що характеризується як рівновагою, так і її недостатністю. Такий підхід становить філософський, соціологічний, психологічний і педагогічний інтерес. Автор спрямовує свій пошук на виявлення суперечностей за П. Вільсоном (P. Wilson), під впливом яких знаходиться сучасна особистість.

Вважаємо позитивним те, що Р. Томашевська-Ліпец теоретично виражено порівнює підходи різних вчених до аналізу проблем рівноваги часу на «працю і життя». Зокрема, йдеться про ключове положення Д. Аллена (D. Allen) щодо утримання рівноваги і буття, повністю зосередженого на своїй діяльності, а не спроба постійного «встановлення кордону між приватним життям і професійною працею» (с. 25).

Зазначимо, що досить кваліфіковано і детально викладено методологічну інформацію (с. 29–44). Дослідниця визначає предмет власних досліджень: реляція між професійним й особистим життям працівників. При цьому вона аналізує семантичне значення слова «реляція» (від латинської мови “Correlation”, “Correlatio”, від com – і “razem, łącznie”; i relation, relatio – “związek, relacja”), що означає «співзалежність» (współzależności) і «взаємний зв'язок» (wzajemny związek).

Ознайомлення з поняттєво-термінологічним апаратом здійсненого наукового пошуку дозволило дійти висновку щодо «філігранного відпрацювання» й



взаємоузгодженого семантичного й методологічного «відшліфування» кожного дослідницького компонента. Головну мету свого наукового пошуку автор визначає так: вивчення-розпізнання, описування і з'ясування характеру реляцій, що виникають завдяки впливу професійної праці на особисте життя працівника, а також виявлення ефективності цього впливу на обидва напрями його функціонування.

Визначивши чотири конкретні мети теоретично-пізнавального спрямування, автор формулює практичну мету. Її сформульовано чітко: підготувати рекомендації для організацій і підприємств щодо підвищення ефективності підходів, спрямованих на забезпечення синергії між професійною працею та особистим життям працівників.

Головну проблему автор визначає так: яким є характер реляції, що виникає завдяки впливу професійної праці на особисте життя, а також, які його результати? Автор аргументовано формулює сім конкретних завдань, спрямованих на з'ясування головної проблеми наукового пошуку.

Заслужують позитивної оцінки авторські підходи до проведення кількісно-якісних досліджень, в процесі яких кількісні методи збагачують якісні методи, систематизовані в таблиці 1.3 «Методи, техніки та інструменти, застосовані у власних дослідженнях» («Metody, techniki i narzędzia zastosowane w badaniach własnych»). Цей доробок можна кваліфікувати як авторську «дослідницьку мапу» або дослідницьке поле (с. 36).

Автором детально схарактеризовано дослідницьку базу. В кожному із 16 господарських секторів було визначено по 5 організацій. Цінну інформацію представлено в таблиці 1.4 «Dobór próby w pierwszym etapie badań własnych według 16 sekcji PKD» («Добір проби на першому етапі власних досліджень відповідно до 16 секцій Державного класифікатора діяльності»).

Результати опрацювання відповідей учасників експерименту на першому і другому етапах дозволили дослідниці здійснити порівняльний аналіз з таких аспектів: рівновага між професійною працею й особистим життям в організації, установі, де в даний час працює фахівець, а також реляція між професійною працею й особистою сферою працівника в умовах «рівноваги» (с. 42–43). На третьому етапі використовувався метод аналізу випадковостей («studium przypadku»), а також дослідження організаційної культури в двох економічних секторах: O – публічна адміністрація і національна оборона; обов'язкове національне забезпечення; S – інша діяльність у сфері обслуговування. Це дослідження проводилося в шести організаціях з використанням авторських методик.

Отже, уважне прочитання монографії дозволяє дійти висновку, що це видання може бути добрим орієнтиром і водночас путівником для молодих і зрілих дослідників проблем андрагогіки та педагогіки праці на міждисциплінарному рівні.

Важливу наукову інформацію викладено у другому розділі «Професійна праця – особисте життя – між минулим і сучасністю» («Praca zawodowa – życie osobiste – między przeszłością a teraźniejszością»). Спочатку автор аналізує та інтерпретує основні поняття: «професійна праця», «особисте життя», «дисонанс», «синергія», «рівновага». Ці та інші поняття розглядаються на основі міждисциплінарного підходу в різних аспектах: філософському, соціологічному, праксеологічному, етичному. Слушним є звернення автора монографії до категорії «нова праця», що введена в науковий обіг В. Фурманеком (W. Furmanek). Такий підхід набуває особливого значення у зв'язку з новими технологіями, технологічними процесами в умовах інформаційно-технологічного суспільства, що трансформується в цифрове суспільство. Наголошується, що праця є домінуючим чинником розвитку нашої



цивілізації й об'єктивно зумовлює необхідність змін. Як зазначає автор, найбільше цивілізаційних змін відбулося впродовж останнього століття. Безумовно, вони є динамічними й відповідно спричиняють зростання дисонансу між професійною і позапрофесійною сферами.

У цьому розділі наголошується, що особиста сфера тісно пов'язана з позапрофесійною діяльністю. Вона охоплює різні індивідуалізовані форми активності, зокрема:

- активність родинна;
- активність освітня (наукова);
- активність фізична / турбота про здоров'я, заняття спортом;
- активність культурна (відвідування кінотеатрів, театрів, концертних та інших програм, вистав, футбольних матчів тощо);
- активність громадянська (громадська діяльність, приналежність до позаурядових громадських організацій, а також до інституцій Костьола);
- активність товариська (зустріч із приятелями і знайомими);
- активність хоббістична (розвиток своїх інтересів, подорожі, особистий розвиток);
- вільний час лише для себе (с. 53).

Запропонована класифікація активності особистості, на нашу думку, відображає реальне життя різних категорій дорослого населення. Хоча зауважимо, що в кожній із цих груп можна виокремити ще й окремі підгрупи. Наприклад, чимало їх у родинній активності: турбота про здоров'я і виховання дітей; підтримка родинних традицій, участь у сімейних і релігійних святах; турбота про батьків, їхнє здоров'я та матеріальне забезпечення, догляд за ними в похилому віці тощо.

Поряд з родинним життям доцільно приділяти особливу увагу вільному часу, що практикується досить широко. Автор звертається до змісту поняття «вільний час», починаючи з визначення, прийнятого конференцією ЮНЕСКО у червні 1957 року. Враховуючи зміст цього поняття, за французьким соціологом Ю. Думазед'єром (J. Dumazedier), – це усі заняття людини для її відпочинку, здобуття нових знань, навчання за своїми інтересами або для добровільної участі в громадському житті, а також для виконання позапрофесійних, родинних і громадських обов'язків.

Привернемо увагу до змісту таблиці 2.1 «Приклади інтерпретацій категорій «рівновага професійна праця – особисте життя в науковій літературі» (Przykładowe interpretacje kategorii “równowaga praca zawodowa – życie osobiste”), а також таблиці 2.2 “Przykładowe interpretacje kategorii “równowaga praca zawodowa – życie osobiste w ujęciu instytucjonalnym i słownikowym”. У цих таблицях викладено результати семантичного аналізу широкої джерельної бази. Поряд з цим, автор звертається до багатьох інших понять (наприклад, «поліпшення ролей праця-життя», «культура праця-родина», «фасилітація - праця-життя» та інші). Особливу увагу приділено аналізу концепцій американських вчених: праця/вільний час (work / leisure) або «рівновага праця / вільний час, а також англійських дослідників, які ввели в науковий обіг це поняття. Автор розмірковує над «психологічним міфом», спричиненим математичним підходом до аналізу дефініції «праця в порівнянні із життям».

Багато зусиль доклала Р. Томашевська-Ліпец для здійснення ретроспективного аналізу різних аспектів співвідношення професійної праці та особистого життя. Використовуючи офіційну статистику, вона порівнює щотижневі витрати часу на працю в старих країнах Європейського Союзу (станом на 2012 р.), а також у Польщі.



Враховуючи багатовимірність чинників, що впливають на здоров'я людини, автор називає її «корисною екосистемою» (с. 108). У такій системі дуже складні взаємозв'язки (прямі й зворотні), що впливають на якість життя працівників, професійну й особисту сфери їхньої діяльності.

«Професійна праця – особисте життя у світлі теорій і концепцій суспільних, а також гуманітарних наук» (“Praca zawodowa – życie osobiste w świetle teorii i koncepcji nauk społecznych oraz humanistycznych”) – особливість змісту цього розділу полягає в глибокому міждисциплінарному аналізі цієї проблеми. Йдеться про економічний, соціологічний, психологічний та філософський аспекти.

З урахуванням результатів, одержаних під час міждисциплінарного аналізу стану цієї проблеми в чотирьох галузях, автор переходить до наукового викладу свого бачення сукупності проблем нового світу праці й цивілізації «нерівноваги» (“W kierunku nowego świata pracy i cywilizacji “nierównowagi”) Р. Томашевська – Ліпец звертається до таких проблем: прискорення темпу життя як результату трансформації суспільного часу; зміни у співвідношенні часу праці і вільного часу (czas pracy versus czas wolny); щастя як мета цивілізації “konsumpcyjnej”; складний світ праці й організації, що спішають (“spieszące się organizacje”) (с. 233–338). Неабиякий інтерес викликає виклад суперечностей: між улюбленою працею та втратою незалежності; загрозами в середовищі праці та “work-life balance”; золотою серединою і метафорами “Linokoczka” (с. 339–386).

Зміст монографії значно збагачено й поглиблено завдяки ретельному опрацюванню й методологічно виваженому узагальненню результатів багатолітніх наукових пошуків автора. Йдеться про 6–8 розділи. Спочатку Р. Томашевська-Ліпец детально характеризує умови досліджень, їх напрями, а також здійснює кількісний і якісний аналіз учасників експерименту. Далі викладено чинники, що впливають на сучасну професійну працю. Значну увагу приділено розкриттю характеру взаємозв'язку між професійною працею й особистим життям (с. 389–478). Такий дослідницький підхід дозволив виявити витоки успішності у функціонуванні працівників і роботодавців у позапрофесійній сфері, а також відповідно в їх діяльності у відповідних організаціях. Це спонукало автора до роздумів щодо синергії між особистою професійною працею та особистим життям.

Восьмий, завершальний розділ монографії **“Synergia między pracą zawodową a życiem osobistym – autorefleksje badanych i propozycje rozwiązań”** («Синергія між професійною працею та особистим життям – авторефлексії досліджуваних і пропозиції змін»), свідчить про творчий підхід автора до узагальнення результатів багатолітнього дослідження, а також про креативність і прогностичність рекомендацій для працедавців.

Дуже цікаві, нетрадиційні, інноваційні методики та результати їх використання на різних етапах наукових пошуків систематизовано в додатках (с. 635–671). До цього слід додати, що монографію підготовлено і видано з любов'ю, на високому науково-професійному й естетичному рівні.

Вважаємо, що зміст монографії дуже актуальний і корисний для різних категорій читачів, зокрема, для науково-педагогічних працівників, викладачів закладів освіти різних типів, молодих і зрілих дослідників, а також для роботодавців. Творче використання прогресивних і конструктивних ідей, викладених у монографії, сприятиме вдосконаленню підготовки сучасного виробничого персоналу – людського капіталу ХХІ століття.



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 англomовній статті викладені наприкінці інформаційного листа і повинні відповідати міжнародному стилю Американської психологічної асоціації (APA).

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

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

СТАТТІ ПРОХОДЯТЬ ПЕРЕВІРКУ В МІЖНАРОДНІЙ СИСТЕМІ АНТИПЛАГІАТ.

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

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

Наукові праці докторів наук друкуються в журналі безкоштовно.

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

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



Приклад оформлення англомовної статті
(скорочено)

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TRENDS IN INCLUSIVE EDUCATION IN THE USA AND CANADA

ABSTRACT

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

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Приклад оформлення україномовної статті
(скорочено)

УДК 376

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ТЕНДЕНЦІЇ 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. Orlandsky), Л. Савчук, Т. Сак, Є. 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 ...

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

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

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

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

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

2) у дужках після парафраза разом із роком видання (через кому).

Наприклад:

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

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

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

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

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

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

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

1) безпосередньо в реченні, тоді після нього в круглих дужках зазначається рік видання, а після цитати в круглих дужках зазначається сторінковий інтервал;

2) у дужках після цитати разом із роком видання та сторінковим інтервалом (через кому).

Наприклад:

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

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

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

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



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

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

Наприклад:

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

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

Посилання на роботу кількох авторів (редакторів/укладачів)

Внутрішньотекстове посилання на роботу кількох авторів залежить від їх кількості:

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

Наприклад:

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

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

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

...

або

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

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

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

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

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

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

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



або

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

Посилання на декілька робіт різних авторів (одночасно)

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

Наприклад:

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

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

Посилання на роботу невідомого автора

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

Наприклад:

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

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

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

Наприклад:

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

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

Посилання на декілька робіт різних авторів з однаковими прізвищами

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

Наприклад:

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

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

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

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



Упорядкування списку використаних джерел

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

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

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

Правила бібліографічного опису для списку використаних джерел

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

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

Назви книг, журналів зазначаються без скорочень.

1. Книга: 1–7 авторів

Прізвище¹, Ініціали¹, Прізвище², Ініціали², Прізвище³, Ініціали³, Прізвище⁴, Ініціали⁴, Прізвище⁵, Ініціали⁵, Прізвище⁶, Ініціали⁶, & Прізвище⁷, Ініціали⁷. (Рік).
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