

 sciendo

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

ХМЕЛЬНИЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ЦЕНТР ПОРІВНЯЛЬНОЇ ПРОФЕСІЙНОЇ ПЕДАГОГІКИ



**ПОРІВНЯЛЬНА
ПРОФЕСІЙНА
ПЕДАГОГІКА**

9(3)/2019

Науковий журнал

Англо-українське видання

Київ – Хмельницький
2019

Порівняльна професійна педагогіка № 3 (Т. 9), 2019 : наук. журнал / голов. ред. Н. М. Бідюк. – Київ. – Хмельницький : ХНУ, 2019. – 104 с.

Публікацію англомовної онлайн-версії журналу «Порівняльна професійна педагогіка» здійснює видавництво **Sciendo** (*De Gruyter*)
<https://content.sciendo.com/view/journals/rpp/rpp-overview.xml>
Журнал включено до 25 міжнародних наукометричних баз
(*Cabell's directory, EBSCO, Discovery Service, Google Scholar, WorldCat ma in.*)
Перереєстровано і включено до переліку наукових фахових видань України у галузі «Педагогічні науки»
(Наказ МОН № 1714 від 28.12.2017)
Офіційна веб-сторінка журналу:
<http://khnu.km.ua/angl/j/default.htm>

Засновники:

Національна Академія педагогічних наук України
Інститут педагогічної освіти і освіти дорослих імені Івана Зязюна
Хмельницький національний університет
Центр порівняльної професійної педагогіки

НАУКОВА РАДА

Голова:

Кремень В. Г. – д. філос. н., проф., дійсний член НАН і НАПН України, Президент НАПН України

Члени:

Матвієнко О. В. – д. пед. н., проф., Київський національний лінгвістичний університет
Ничкало Н. Г. – д. пед. н., проф., дійсний член НАПН України, акад.-секр. Від-ня проф. освіти і освіти дорослих НАПН України
Скиба М. Є. – д. тех. н., проф., чл.-кор. НАПН України, ректор Хмельницького національного університету
Хомич Л. О. – д. пед. н., проф., Ін-т пед. освіти і освіти дорослих імені Івана Зязюна НАПН України

РЕДАКЦІЙНА КОЛЕГІЯ

Головний редактор:

Бідюк Н. М. – д. пед. н., проф., Хмельницький національний університет

Заступник головного редактора:

Авшенюк Н. М. – д. пед. н., с. н. с., Ін-т пед. освіти і освіти дорослих імені Івана Зязюна НАПН України

Відповідальний секретар:

Садовець О. В. – к. пед. н., доц., Хмельницький національний університет

Технічний секретар:

Комочкова О. О. – к. пед. н., ст. викл., Хмельницький національний університет

ЧЛЕНИ РЕДАКЦІЙНОЇ КОЛЕГІЇ

Десятов Т. М. – д. пед. н., проф., Черкаський національний університет ім. Б. Хмельницького
Жуковський В. М. – д. пед. н., проф., Національний університет «Острозька академія»
Козубовська І. В. – д. пед. н., проф., Ужгородський національний університет
Лешенко М. П. – д. пед. н., проф., Університет ім. Я. Кохановського в м. Кельце
Лук'янова Л. Б. – д. пед. н., проф., Ін-т пед. освіти і освіти дорослих імені Івана Зязюна НАПН України
Огієнко О. І. – д. пед. н., проф., Ін-т пед. освіти і освіти дорослих імені Івана Зязюна НАПН України
Петрук Н. К. – д. філос. н., проф., Хмельницький національний університет
Пуховська Л. П. – д. пед. н., проф., Інститут професійно-технічної освіти НАПН України
Скиба К. М. – д. пед. н., проф., Хмельницький національний університет
Третяко В. В. – д. пед. н., проф., Хмельницький національний університет
Гуревич І. Р. – д. філол. наук, проф., дир. Інституту обробки знань Дармштадського технічного університету, Німеччина
Кішш Я. – д. психол. наук, проф., Дебреценський університет, Угорщина
Норман Дж. – д. соц. р., проф., Університет Бригама Янга, США
Шльосек Ф. – д. хабіліт., проф., дир. Інституту педагогіки Академії спеціальної педагогіки імені Марії Гжегожевської, іноземний член НАПН України, голова наукового товариства «Польща–Україна», Польща

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

Рекомендовано до друку рішенням Вченої ради Хмельницького національного університету
(протокол № 2 від 26.09.2019)

© Інститут педагогічної освіти і освіти дорослих імені Івана Зязюна НАПН України, 2019
© Хмельницький національний університет, 2019

 sciendo

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

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



**COMPARATIVE
PROFESSIONAL
PEDAGOGY**

9(3)/2019

Scientific Journal

English-Ukrainian Edition

Kyiv – Khmelnytskyi
2019

Comparative Professional Pedagogy (2019), Volume 9, Issue 3: Scientific Journal [Chief. ed. N. M. Bidyuk]. Kyiv–Khmelnyskyi : KhNU. – 104 p.

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

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

The journal is abstracted and indexed in 25 international scientific services

(Cabell's directory, EBSCO, Discovery Service, Google Scholar, WorldCat etc.)

Re-registered as a professional medium in Ukraine in “Pedagogical Sciences” field

(Order № 1714 as of 28.12.2017 of the Ministry of Education and Sciences of Ukraine)

The official webpage of the journal:

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

Founders:

National Academy of Pedagogical Sciences of Ukraine
Ivan Ziaziun Institute of Pedagogical and Adult Education
Khmelnyskyi National University
Center of Comparative Professional Pedagogy

SCIENTIFIC BOARD

Head:

Kremen V. G. – Dr. Sc. in Philosophy, Full Member of NAsC and NAPS of Ukraine, President of NAPS of Ukraine

Members:

Khomych L. O. – Dr. Sc. in Pedagogy, Full Prof., Ivan Ziaziun Institute of Pedagogical and Adult Education of NAPS of Ukraine

Matviyenko O. V. – Dr. Sc. in Pedagogy, Full Prof., Kyiv National Linguistic University

Nychkalo N. G. – Dr. Sc. in Pedagogy, Full Prof., Full Member of NAPS of Ukraine, Academician Secretary of the Department of Professional Education and Adult Education of NAPS of Ukraine

Skyba M. Ye. – Dr. Sc. in Technology, Full Prof., Corresponding Member of NAPS of Ukraine, Rector of Khmelnytskyi National University

EDITORIAL BOARD

Editor-in-chief:

Bidyuk N. M. – Dr. Sc. in Pedagogy, Full Prof., Khmelnytskyi National University

Deputy editor-in-chief:

Avshenyuk N. M. – Dr. Sc. in Pedagogy, Senior Staff Scientist, Ivan Ziaziun Institute of Pedagogical and Adult Education of NAPS of Ukraine

Executive Secretary:

Sadovets O. V. – PhD in Pedagogy, Associate Professor, Khmelnytskyi National University

Technical secretary:

Komochkova O. O. – PhD in Pedagogy, Senior Lecturer, Khmelnytskyi National University

EDITORIAL BOARD MEMBERS

Desiatov T. M. – Dr. Sc. in Pedagogy, Full Prof., B. Khmelnytskyi Cherkassy National University

Kozybovska I. V. – Dr. Sc. in Pedagogy, Full Prof., Uzhgorod National University

Leshchenko M. P. – Dr. Sc. in Pedagogy, Full Prof., The Jan Kochanowski University in Kielce

Lukyanova L. B. – Dr. Sc. in Pedagogy, Full Prof., Ivan Ziaziun Institute of Pedagogical and Adult Education of NAPS of Ukraine

Ohiyenko O. I. – Dr. Sc. in Pedagogy, Full Prof., Ivan Ziaziun Institute of Pedagogical

and Adult Education of NAPS of Ukraine

Petruk N. K. – Dr. Sc. in Philosophy, Full Prof., Khmelnytskyi National University

Pukhovska L. P. – Dr. Sc. in Pedagogy, Full Prof., the University of Education Management of NAPS of Ukraine

Skyba K. M. – Dr. Sc. in Pedagogy, Full Prof., Khmelnytskyi National University

Tretko V. V. – Dr. Sc. in Pedagogy, Full Prof., Khmelnytskyi National University

Zhukovskiy V. M. – Dr. Sc. in Pedagogy, Full Prof., National University “Ostrozka Academy”

Gurevych I. R. – Dr. Sc. in Philology, Prof., Director of Knowledge Processing Institute of Darmstadt Technical University, Germany

Kiss J. – Dr. Sc. in Psychology, Prof., Debrecen University, Hungary

Norman J. – Dr. Sc. in Social Studies, Prof., Brigham Young University, USA

Shlyosek F. – Dr. hab., Full Prof., Director of the Institute of Pedagogy of the Maria Grzegorzewska Academy of Special Education, foreign member of NAPS of Ukraine, Head of scientific society “Poland–Ukraine”, Poland

Certificate of the State registration of a published mass medium KB series № 17801-6651P as of 29.03.2011

Recommended for print by the decision of the Scientific Board of Khmelnytskyi National University

(Protocol № 2 dated 26.09.2019)



CONTENTS

Nina Zhuravska
THE EMPLOYEE RESOURCING OF HUMAN RESOURCES MANAGEMENT:
A COMPARATIVE ASPECT 7

Dmytro Khrapach, Hanna Krasylnykova
COMPARATIVE ANALYSIS OF DUAL EDUCATION
IN GERMANY AND UKRAINE: APPROACHES AND MODELS 14

Vita Khimich, Olena Homoniuk
COMPARATIVE ANALYSIS OF PROFESSIONAL TRAINING FOR FUTURE
PHYSICAL CULTURE TEACHERS IN LEADING EUROPEAN COUNTRIES 22

Oleksandr Danylenko
FORMING READINESS IN FUTURE NAVIGATORS
FOR PROFESSIONAL ACTIVITY
IN MARITIME UNIVERSITIES OF GREAT BRITAIN 32

Olena Martynyuk
AMERICAN FLIPPED CLASSROOM MODEL IN TEACHING LINGUISTIC
DISCIPLINES TO STUDENTS MAJORING IN A FOREIGN LANGUAGE 38

Olesia Sadovets
THE RELEVANCE OF APPLIED LINGUISTICS IN RELATION TO LANGUAGE
AND COMMUNICATION STUDIES: A WORLDWIDE OVERVIEW 45

Tetiana Horokhivska
CHARACTERISTICS OF DEVELOPING PROFESSIONAL-PEDAGOGICAL
COMPETENCY IN UNIVERSITY TEACHERS
IN THE CONTEXT OF POLISH EXPERIENCE 53

Olena Terenko
TECHNOLOGIES OF ADULT EDUCATION:
NORTHERN-AMERICAN EXPERIENCE 60

Bohdan Braiko
COMPARATIVE PEDAGOGICAL ANALYSIS OF PROFESSIONAL TRAINING
FOR MASTERS IN CYBERSECURITY IN UKRAINE AND THE UK 67



Sergiy Yashchuk
EDUCATIONAL MANAGEMENT IN THE REGIONAL INSTITUTE
OF SOCIAL WORK AQUITAINE IN THE DUTCH SCHOOLING77

ІНФОРМАЦІЙНІ ПОВІДОМЛЕННЯ

ПРАВИЛА ОФОРМЛЕННЯ І ПОДАННЯ РУКОПИСІВ91



DOI: 10.2478/cpp-2019-0022

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

THE EMPLOYEE RESOURCING OF HUMAN RESOURCES MANAGEMENT: A COMPARATIVE ASPECT

ABSTRACT

The article analyzes the requirements for employee resourcing of human resources management in the countries of Western, Central and Eastern Europe and the USA. It is found that the set of documents which create the regulatory, methodological and legal support for the functioning of human resources management as a system is incorporated into the regulatory framework of human resources management. In turn, the regulatory and methodological support of the human resources management system is a set of organizational, organizational and methodological, organizational and managerial, technical, regulatory and technical, technical and economic and economic documents, as well as reference documents, which establish norms, rules, requirements, characteristics, methods and other data used in organizing workplace and human resources management and are approved in due course by the competent authority or the leadership of the company. The employee resourcing of the human resources management system is viewed as the necessary quantitative and qualitative composition of human resources employees in the company. It is specified that considerable attention should be paid to the legal support of the human resources management system, that is, the use of means and forms of legal influence on the bodies and objects of human resources management to achieve the effective functioning of the company. It is clarified that the models of social partnership in different countries differ in the organizational mechanism, norms and rules on the regulation of social and employment relations, the level of the procedure centralization and the participation of the state in social dialogue. It is concluded that the main objectives of the legal support for the human resources management system include the legal regulation of business relations which are formed between employers and employees, the protection of the rights and legitimate interests of employees arising from employment relations.

Keywords: *resourcing, regulatory framework, information support, financial and technical support, personnel management, employment relations, regulatory documents, social partnership.*

АНОТАЦІЯ

Проаналізовано вимоги до ресурсного забезпечення управління персоналом в країнах Західної, Центральної і Східної Європи та США. Визначено, що до нормативно-правової бази управління персоналом відносять сукупність документів, що створюють нормативно-методичне і правове забезпечення функціонування управління персоналом як системи. Вказано, що нормативно-методичне забезпечення системи управління персоналом – це сукупність документів організаційного, організаційно-методичного, організаційно-розпорядницького, технічного, нормативно-технічного, техніко-економічного й економічного характеру, а також нормативно-довідкові матеріали,



що встановлюють норми, правила, вимоги, характеристики, методи й інші дані, які використовуються при вирішенні завдань організації праці та управління персоналом і затверджені у встановленому порядку компетентним відповідним органом чи керівництвом організації. Зазначено, що під кадровим забезпеченням системи управління персоналом розуміється необхідний кількісний і якісний склад працівників кадрової служби організації. Наголошено, що важливої уваги заслуговує правове забезпечення системи управління персоналом, тобто використання засобів і форм юридичного впливу на органи й об'єкти управління персоналом з метою досягнення ефективної діяльності організації. Вказано, що моделі соціального партнерства у різних країнах відрізняються організаційним механізмом, нормами і правилами регулювання соціально-трудова відносин, ступенем централізації процедури, участі держави в соціальному діалозі. Обґрунтовано, що до основних завдань правового забезпечення системи управління персоналом відносять: правове регулювання трудових відносин, які складаються між роботодавцями і найманими робітниками; захист прав і законних інтересів працівників, які впливають із трудових відносин.

Ключові слова: ресурсне забезпечення, нормативно-правова база, інформаційне забезпечення, матеріальне-технічне забезпечення, управління персоналом, трудові відносини, нормативно-методичні документи, соціальне партнерство.

INTRODUCTION

Western theories claim that the first human resources (hereinafter “HR”) manager should be appointed when the number of employees in the company reaches up to 100-150, which is 1–1.5 % of their total number. One can distinguish several categories of citizens’ rights that have emerged over time. These rights are guaranteed by the state. The first recognized rights include “the freedom of speech” (freedom of expression, opinion, assembly, association). They can be individual or collective and offer people some autonomy and the ability to act without subordination. These are the rights recognized by the Declaration of the Rights of Man and of the Citizen as of August 26, 1789, whose adoption required intensive battles in France. They also involve political rights (voting rights and suffrage) allowing one to participate in power (*Programme “Ressources numeriques et scenarios pedagogiques*, 2015).

The next stage in the development of citizens’ rights concerned “the claims to rights”. They contribute to the dignity of the individual, but unlike the freedoms, they have value. Their name comes from the need for state intervention for their specific implementation. These are economic and social rights, such as the right to education, the right to health, the right to work, the right to join a trade union. In France, they were inscribed in the preamble to the Constitution as of October 27, 1946. This confirmation of new rights coincided with the creation of a welfare state, namely more economic and social intervention (Dreano, 2009). Today there is a third generation of human rights. They do not apply only to the citizens of one country and cater for international solidarity (for example, the right to health, the right of future generations, the right of humanitarian intervention).

Thorough knowledge of resources and the ability to use them in the HR management process are the most important prerequisites for ensuring the proper functioning of a company. It is necessary not only to know the list of components of resourcing but also to represent their structure. The employee resourcing of the HR management consists of the regulatory framework, information, financial and technical support.



THE AIM OF THE STUDY

The article aims to analyze the employee resourcing of the human resources management system in the context of a comparative aspect.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

A lot of scholars (M. Mykhailichenko, S. Nikolaienko, V. Nykyforenko, C. Pellicer, V. Shynkaruk et al.) have attempted to solve the problems of the regulatory framework of HR management. Such researchers as G. Dreano V. Lascaut, M. Sherman, S. Yashchuk et al. have studied the legal competency of various specialists. Certain scholars (N. Bidyuk, F. Eisenberg, L. Ferry, P. Ladriere, M. Leshchenko, N. Zhuravska have focused on the peculiarities of training specialists in the field of teaching methodology.

The following research methods were used to achieve the aim of the study: analysis and generalization of empirical and theoretical provisions contained in the professional and reference literature from different scientific fields in the works of Ukrainian and foreign researchers.

RESULTS

The regulatory and methodological support creates the conditions for effective training, adoption and implementation of decisions on HR management. It implies organizing the development and application of methodological documents, as well as the consolidation of the regulatory economy in the system of HR management (Zhuravska, 2010, pp. 23–28).

The regulatory and methodological documents include reference documents containing norms and standards for workplace management (en-route-technological and operational-technological charts, technological charts of administrative procedures, norms of centralized nature (e.g., income tax amount, etc.); organizational, organizational and methodological, organizational and managerial, technical, regulatory and technical, technical and economic and economic documents which regulate the tasks, functions, rights, responsibilities of divisions and individual employees of the HR management system. Thus, an important organizational and managerial document is the Internal Workplace Regulations, which contains the following sections: general provisions; the procedures of admission and dismissal of employees; the basic responsibilities of employees; the basic responsibilities of the administration office; working time and its use; encouragement for success in work; the responsibility for violation of workplace discipline. The most important organizational document is a collective agreement, which is elaborated by all departments participating in the HR management (HR department, employment and salaries department, legal department) (Shynkaruk, 2017, pp. 156–158). The collective agreement is concluded between employees and employers to regulate their relations in the course of production and economic activity for a calendar year.

The organizational and methodological documents include those that regulate the functions of HR management: the provisions on company succession pipeline; the provisions on employees' adaptation; the recommendations on recruitment and selection of employees; the provisions on relationships between employees; the provisions on salaries and incentives; safety rules, etc. These documents are elaborated by employees of the relevant units of the HR management system. The most important internal organizational and regulatory documents in any company are the provisions on divisions and duty instructions.

It is the poor awareness of legal aspects in workplace relations that is the main cause of conflict between employers and employees at Ukrainian enterprises today. The legal support of HR management includes the implementation and application of the current legislation in the area of workplace and workplace relations; the elaboration and



approval of local regulatory and non-regulatory organizational, organizational and managerial and economic acts; the preparation of proposals for changing the existing ones or cancelling the outdated ones and the ones that have actually expired, as well as regulatory acts issued by HR departments. The implementation of legal support in companies rests with its executives and other officials, as well as with the heads of HR departments and its employees on matters within their expertise.

The main department for conducting legal work in the field of workplace law is the legal department. One of the specific employment conditions of HR departments is that their daily activities are directly connected with people and employment organization which it is possible only based on the clear regulation of rights and duties of all participants in workplace relations. This is achieved by establishing legal norms of centralized or local nature (Yashchuk, 2016, pp. 333–339).

Centralized norms include, first of all, acts of centralized regulation such as the Labour Code, government decisions and social policy acts. However, there are workplace issues that can be reconciled with the local legal framework adopted by each company. In terms of market relations, the following acts are included in the sphere of local regulation: the company executive's orders on HR issues (admission, dismissal, transfer); department regulations, duty instructions; company standards, etc. The system of workplace regulations includes agreements; general, sectoral, special (regional), collective agreements and other legal acts that apply directly to companies. Non-regulatory acts include orders and instructions that may be issued by the heads of HR departments (Nykyforenko, 2013).

The employees of HR departments actively influence the activities of the company as a whole, ensuring general conditions for realizing the potential of employees, their interest in achieving the goals of the company. They are also responsible for corporate security. Its functions include the recruitment and placement of employees, the monitoring of the psychological climate, the identification of negative tendencies in the team, as well as the certification and dismissal of employees. Each of these actions is directly related to ensuring the corporate security of the company. The qualitative characteristics of HR imply a set of professional, moral and personal qualities that are a concrete expression of the employees' compliance with the requirements that apply to a position or workplace. In the Western structures, the personnel manager is "an architect" of human resources.

In the USA, HR managers are trained for the following positions: recruiters, interviewers, career planners, training specialists, personality specialists, family relations specialists, specialists in relations with the company executives, salary cap specialists, etc. (Zhuravska, 2010, pp. 45–48).

Their typical activities include working with HR documents, studying and analyzing the regular structure of the company, monitoring the certification of employees, supporting workplace discipline, processing documents on recruitment or dismissal of employees, as well as preparing reports. Even within this framework, an HR manager should know the legislative and regulatory acts, workplace legislation, the structure and employees in the company and ways to optimize them, the order and sources of employment. They should be able to certify employees, analyze the HR structure, create databases on employees, prepare reports, apply the basics of psychology and sociology of workplace, economy, management, use information technologies and communication tools, implement the rules of workplace safety, register, preserve and store employees' documentation. Thus, modern companies put forward high demands on the professional and personal qualities of HR managers (Kubitskiy, 2014, pp. 109–117).



The quantitative composition of HR departments is determined by the total number of employees, the scale of the business and the company's location. When calculating the required number of HR managers, the following aspects are taken into account: specific conditions and characteristics of the company related to its area, complexity and diversity of activity; staff and social structure of the company, employees' qualifications; complexity and complexity of the addressed issues; technical support, etc. (Nykyforenko, 2013).

The models of social partnership in different countries differ in the organizational mechanism, norms and rules on the regulation of social and employment relations, the level of the procedure centralization and the participation of the state in social dialogue.

The models of social partnership in different countries differ in the organizational mechanism, norms and rules of regulation of social and employment relations, the degree of centralization of the procedure, and the participation of the state in social dialogue. However, what is common to all is that most of the issues raised in the field of social and employment relations are resolved at a basic level.

In Germany, they have the most specific and advanced mechanism for employees' participation in the decision-making process. A similar approach exists in Sweden. In these countries, there are special laws on employee participation in the management of the enterprise. In this regard, it is useful to analyze the practice of social partnership in Germany, where participatory processes have been widely developed and are constantly evolving, outstripping the practice of other European countries. The cooperation of social partners in this country has come a long way in evolutionary development. The modern essence of social partnership focuses mainly on the concept of "mitbestimmung" (co-determination), or legal support for the involvement of employees in the management of the enterprise and decision-making process. Mitbestimmung is implemented at the company's level. The enterprise is viewed as a technical and organizational unit and the company – as an economic one. It can consist of several enterprises. In most cases, the company is a joint-stock enterprise. The core form of social partnership in Germany is the industrial council, which is created at the enterprise and is a consolidated body representing employees. These councils defend the interests of employees before the employer. They are established following the Law on the Legal Order of Enterprises based on the election procedure. The persons representing the employer's position (top officials, corporate executives) do not vote (*The review of the educational documentation*, 2018).

It must be noted that the elected representative bodies of youth, students and people with special needs may operate within such industrial councils. In close cooperation with the enterprise's industrial council, they defend their specific vital interests. The representatives of youth and people with special needs are entitled to suspend the decision of the industrial council if their interests are not taken into account. They hold industrial meetings to adapt working contracts between employees and the employee council under the legislation. At least once a year, the employer must report on the socio-economic situation and prospects for the enterprise's development at such industrial meetings. The elections to industrial councils are conducted under the leadership of the election commission, appointed by the existing council, and in its absence – by the industrial assembly. The term of office of industrial councils is four years. The regulation of social and employment relations is based on the legally guaranteed rights of employees. These include the right to protection from dismissal, which requires both the employer and the employee to comply with the employment contract concluded for a certain time. This insures the employer and the employee that they do not take unexpected steps towards each



other. Dismissal is possible due to a breach of contract or for economic reasons. In the latter case, enterprises apply a well-considered approach taking into account the social status of the candidates for release (*The report of university of correspondence*, 2018). In general, the protection of the employee from dismissal, except in cases of bankruptcy of the enterprise, to some extent limits the employer's actions to reduce staff. The right to protection against unemployment is regulated by the Law on Employment for those who lost their permanent employment.

In Central and Eastern Europe, Hungary was the pioneer of tripartism. In 1988, they established a body of tripartism, that is the All-Hungarian Union of Interests Conciliation. In 1990, it was reorganized into a reconciliation council whose functions and range of participants were expanded. Previously, the activities of this structure were mainly determined by the government. Since 1990, however, all three parties (government, employer, trade unions) have been acting as equal partners. Currently, the Hungarian Government's actions are aimed at linking the main function of the council, which is to reconcile the interests of the government, trade unions and employers on such fundamental issues as policy formulation in the sphere of workplace (employment, salaries, social issues, education), legal regulation of relations between employees and employers (Remmele, Schmette, & Seeber, 2007).

CONCLUSIONS

Based on the analysis of scientific and reference sources, it is found that social partnership is an important condition for the successful implementation of socio-economic transformations of the country. It is necessary to promote staff awareness in the context of an active position on negotiation processes, persistently formulate the social partnership infrastructure and adjust it to scientific and regulatory frameworks. It is advisable to expand the list of degree programmes for training managers since the HR management system actively influences the activities of the company as a whole, providing general conditions for realizing the potential of employees, their interest in achieving the goals of the company.

Prospects for further research should be aimed at analyzing the scientific literature on the development of social partnership models. Indeed, the models of social partnership in different countries differ in the organizational mechanism, norms and rules of regulation of social and employment relations, the degree of centralization of the procedure, and the participation of the state in social dialogue

REFERENCES

1. Dreano, G. (2009). *Guide de l'éducation spécialisée – Acteurs et usagers – Institutions et cadre réglementaire – Pratiques professionnelles*. Dunod: Guides Santé Social 4ème édition.
2. Kubitskyi, S. O. (2004). Formuvannia tvorchoi osobystosti kursanta: synerhetychnyi aspekt. *Novi tekhnolohii navchannia*, 38, 109–117.
3. Nykyforenko, V. H. (2013). *Upravlinnia personalom* (2-e vyd.). Odesa: Atlant.
4. *Programme "Ressources numériques et scénarios pédagogiques: modèles, normes, outils et pratiques"*. (2015). Paris: Institut National de Recherche Pédagogique.
5. Remmele, B., Schmette, M., & Seeber, G. (2007). *Game-based entrepreneurship education*. Proceedings of the annual conference on new learning 2.0?



emerging digital territories – developing new continuities. Retrieved from <https://ru.scribd.com/document/151254111/Game-Based-Entrepreneurship-Education-2>.

6. Shynkaruk, V. D. (2017). *Aspekty ukrainsko-polskoi spivpratsi v haluzi osvity i nauky*. Materialy Mizhnarodnoi naukovo-praktychnoi konferentsii «Ukraina – Polshcha: stratehichne partnerstvo v systemi heopolitychnykh koordynat». Kyiv: Milenium.

7. *The report of university of correspondence study Hagen*. (2018). Hagen: University Hagen.

8. *The review of the educational documentation of University Kassel*. (2018). Kassel: University Kassel.

9. Yashchuk, S. P. (2016). Formuvannia profesiino-pravovoi kompetentnosti studentiv. *Naukovyi visnyk Natsionalnoho universytetu bioresursiv i pryrodokorystuvannia Ukrainy. Serii: Pedahohika, psykhohiia, filosofiiia*, 253, 333–339.

10. Zhuravska, N. S. (2010). *Metodolohiia proektuvannia interaktyvnykh kursiv na osnovi yevropeiskoho dosvidu*. Kyiv: NAU.



DOI: 10.2478/rpp-2019-0023

Postgraduate Student, **DMYTRO KHRAPACH**

Khmelnyskyi National University
Address: 11 Instytutska St., Khmelnytskyi, 29016, Ukraine
E-mail: hrapachdima@ukr.net

Doctor of Science in Pedagogy, Associate Professor, **HANNA KRASYLNYKOVA**

Khmelnyskyi National University
Address: 11 Instytutska St., Khmelnytskyi, 29016, Ukraine
E-mail: krasil@ukr.net

COMPARATIVE ANALYSIS OF DUAL EDUCATION IN GERMANY AND UKRAINE: APPROACHES AND MODELS

ABSTRACT

The article presents the results obtained from a comparative analysis of the introduction of dual education in Germany and Ukraine. The European tendency towards transforming dual learning from vocational education to higher education is described. It is found that the conceptual basis for the introduction of dual learning is the cooperation between employers, educational institutions and students (employees), who are actively involved in learning, work and development of learning programmes for future specialists. The article discloses certain approaches to dual learning in Germany: combining learning in educational institutions with on-the-job learning, a focus on vocational training, being involved in the development of educational vocational programmes for social partners and the coordination of these programmes with all stakeholders. It also analyzes the main models of dual learning in German higher education institutions: learning- and practice-integrated studies. The learning-integrated model of dual learning includes the following characteristics: theoretical learning in a higher education institution is combined with simultaneous practical learning at an enterprise; such learning should result in obtaining a bachelor's degree, as well as a document upon the acquisition of practical skills in a particular profession, issued by the Chambers of Commerce and Industry of Germany. The practice-integrated model of dual learning is characterized as follows: theoretical learning in higher education institution, which is combined with different options for practical activities at the enterprise (practical learning, internships, part-time job or part-time learning). The article also considers the programmes of dual learning in certain German institutions offering dual learning and characterizes the peculiarities of their content. It also presents the results of a comparative analysis on bachelor programmes in the field of motor transport of related specialties in Ukraine and Germany, describes the conditions of dual education in Ukraine and outlines the prospects for its further development.

Keywords: dual education, dual learning, approaches to dual learning, elements of dual learning, models of dual learning, principles of dual learning, dual learning in higher education of Germany, dual learning programmes, dual systems.

АНОТАЦІЯ

У статті наведені результати порівняльного аналізу впровадження дуальної форми здобуття вищої освіти у Німеччині та Україні. Схарактеризована



європейська тенденція трансформації дуального навчання із професійної освіти у вищу. Встановлено, що концептуальною засадою запровадження дуального навчання є співпраця трьох учасників освітнього процесу – роботодавця, закладу освіти та студента (працівника), які беруть активну участь у навчанні, роботі та формуванні програм підготовки майбутнього фахівця. Висвітлені підходи до дуального навчання в Німеччині: поєднання навчання в закладах освіти з навчанням на робочих місцях, акцент на професійну підготовку, залучення до розроблення освітніх професійних програм соціальних партнерів та погодження програм з усіма зацікавленими сторонами. Виокремлені основні моделі дуального навчання у німецьких закладах вищої освіти: орієнтована на навчання та практико-інтегрована. Висвітлені особливості орієнтованої на навчання дуальної моделі: теоретичне навчання у закладі вищої освіти поєднується з одночасним практичним навчання студента на підприємстві; кінцевим результатом навчання студента є здобуття ступеня бакалавра та документа про набуття практичних навичок з певного фаху, який видає Торгово-промислова палата Німеччини. Особливості практико-інтегрованої моделі дуального навчання є організація теоретичне навчання у вищій школі, що комбінується з різними варіантами практичної діяльності на підприємстві (проходження практики, стажування, погодина робота або часткова зайнятість студента). Наведені програми дуального навчання в окремих німецьких закладах дуального навчання та висвітлені особливості їх змісту. Виконано порівняльний аналіз освітніх програм підготовки бакалаврів в галузі автомобільного транспорту суміжних спеціальностей в Україні та Німеччині. Дана характеристика стану розвитку дуальної форми здобуття вищої освіти в Україні та окреслені перспективи її подальшого розвитку.

Ключові слова: дуальна форма здобуття освіти, дуальне навчання, підходи до дуального навчання, елементи дуального навчання, моделі дуального навчання, принципи дуального навчання, дуальне навчання в вищій освіті Німеччини, дуальні навчальні програми, дуальні системи.

INTRODUCTION

The fundamental rapprochement and gradual integration of Ukraine into the European Union, as well as the functioning under the conditions of the European Higher Education Area, change the philosophy of the Ukrainian higher education system, the concept of its further development and promote its modernization. According to Art. 9 of the law of Ukraine “On Education” (2017), dual learning is defined as one of those needed to obtain an education, which includes combining full-time learning and on-the-job learning at enterprises, institutions and companies to acquire a certain qualification (Pro osvitu, 2017).

In Ukraine, dual learning was first introduced in vocational education in the late 1990s through the creation of model centres for training future entrepreneurs (training companies) (Vyshche profesiine uchylyshche № 25, 2019). Therefore, this form of learning is envisaged by the draft of a new law of Ukraine “On Vocational (Vocational) Education” (2018) (Ministerstvo osvity i nauky Ukrainy, 2018). However, it has never been introduced in Ukrainian higher education institutions (HEIs) and, therefore, the creation of its legal framework in Ukraine has only recently begun (Ministerstvo osvity i nauky Ukrainy, 2019).

However, the study on the trends in the development of education abroad shows that in Europe over the last twenty years, vocational training of specialists has been provided by HEIs. Besides, the higher education system has expanded not owing to universities (Type A), but higher vocational institutions (Type B). In practice, this has led to the emergence of a large number of polytechnic and other vocational institutes, which are the basis of higher vocational education (Puukka, 2012). Also, there is a tendency to create



higher vocational institutions at classical European universities, which offer high-quality artisanal training in a particular field, which replaces the traditional vocational education system with a new segment of higher education (Type C) (Debych, 2013). According to some experts (Krasynikova, 2015, p. 27), such a situation is caused by the dissemination of competency-based approach in higher education and the strengthening of the links between the education sector and the labour market.

A striking example of these changes in the European Higher Education Area in Germany, which, in the mid-1960s, introduced a new form of vocational education organization and first used the term “Duales Studium” for its definition (Boichevska, 2009). Concerning the term “Duales”, the Great German-Ukrainian Dictionary translates it as “double” and “Studium” as “studies” (Miuller, 2005). The English-Ukrainian dictionary of terms (Balla, 1996) translates “dual” in the same way. Thus, it becomes clear that the authors of the dictionary (BIBB, 2014) define the term “dual learning” as a combination of educational models: acquiring theoretical and practical knowledge simultaneously. To this day, however, the term defining the meaning of this concept has not been established and, therefore, other terms are used along with “dual learning”, including “dual system”, “dual education”, “the system of dual education”, etc.

Consequently, the accumulated years of experience in the use of dual learning, both in vocational and higher education in Germany (Dernova, 2014), is valuable for Ukraine, especially now that the draft regulations on the dual form of higher and vocational higher education (Ministerstvo osvity i nauky Ukrainy, 2019) have been discussed in the Verkhovna Rada.

THE AIM OF THE STUDY

The article aims to identify the peculiarities of using dual learning at German universities and justify the possibility of using innovative ideas of German experience in the higher education system of Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The analysis of literary sources on the problem under study shows that dual learning in the post-Soviet space has been studied by many scholars (N. Abashkina, S. Amelina, V. Anishchenko, S. Batyshev, H. Fedotova, N. Nychkalo, A. Piskunov, V. Radkevych et al). Theoretical and scientific-practical elaborations in the system of vocational education organization based on the methodological principle of duality are contained in the writings of certain German scholars (A. Lipsmeyer, A. Schelten, H. Stegmann). The essence of dual learning has been revealed by D. Boud, K. Costley, I. Cunningham, D. Garnett, D. Relin, N. Solomon, B. Workman et al.).

The following methods were used to realize the aim of the study: analysis of Ukrainian and German regulatory documents on higher education, scientific articles and reports on the problem under study; synthesis; generalization of the obtained results.

RESULTS

The management of education in the Federal Republic of Germany is decentralized, and the norms and documents developed at the state level exist in the form of a framework. Therefore, the responsibility for the implementation of education policy rests with 16 federal lands, each of which, according to the Constitution, has a ministry of culture. The current system of higher education in Germany consists of 379 institutions, among which are classical, technical and pedagogical universities, universities of applied sciences (Fachhochschulen), cooperative state university (Berufsakademien), dual colleges (Sysoieva, & Krystopchuk, 2012).



Classical universities usually offer a wide range of areas of study. Technical universities are characterized by technically oriented programmes. In universities of applied sciences, student learning implies studying the basics of engineering and economics, and programmes typically include one or two semesters of practical training. Institutions can be both public and private and implement dual learning in different forms and models. It must be noted that the decision to implement dual learning is the prerogative of the institution itself.

Despite the external diversity of dual programmes, dual learning is based on the conceptual principles of cooperation between the three parties (stakeholders) of the educational process, namely enterprises (employers), educational institutions and students (employees) who take an active part in learning, work and development of learning programmes for future specialists (Holzer, 2019). The scheme for the practical implementation of dual learning in higher education institutions in Germany is presented in Figure 1 (Nicola, 2018).

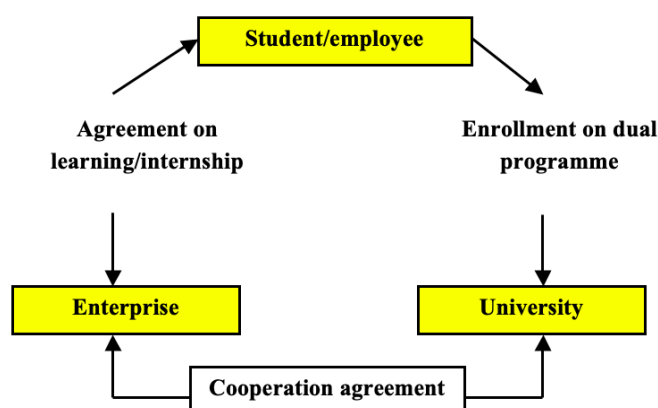


Fig 1. The scheme for the practical implementation of dual learning in higher education institutions in Germany

Therefore, a tripartite cooperation agreement (internship or temporary contract) is signed between the enterprise, the educational institution and the student for the duration of such learning. However, the basic conditions for the introduction of dual learning are the following: the presence of basic partner-enterprises, the development of a joint programme of interaction between the educational institution and the enterprise, the creation or allocation of student places, training grounds at the enterprise, the introduction of in-service training for teachers in special subjects, etc.

The process of dual learning is based on such basic principles as fundamentality, integration, versatility, continuity and consistency of stages and stages of vocational education, flexibility and variability of the content and technologies of the educational process, adaptability, a developmental character of education, democratization, interaction between theory with practice, research nature of teaching (Dzhamanbalin, Ryspaev, & Olkinyan, 2018).

According to the resolution of the Main Committee of the Federal Institute for Vocational Training of Germany (BIBB) as of 21 June 2017, there are three main approaches to dual learning (Bundeszeiger, 2017):

- combining education with on-the-job learning;
- a key focus on vocational training;



– involving social partners in the development of educational vocational programmes and coordinating these programmes with all stakeholders.

It must be noted that different models of dual learning are used for different levels of education (vocational education, higher education, adult education) (Bundeszeiger, 2017). Thus, vocational education normally offers the models of integrated learning and integrated practical learning; adult education – the integration of practice, research and on-the-job training. According to the recommendations of the Scientific Council (Wissenschaftsrat) of the BIBB as for developing vocational programmes, the following two models are common in higher education:

– learning-integrated studies (ausbildungsintegrierend Vorbereitung) – theoretical learning in a higher education institution is combined with simultaneous practical learning at an enterprise; such learning should result in obtaining a bachelor's degree, as well as a document upon the acquisition of practical skills in a particular profession, issued by the Chambers of Commerce and Industry of Germany;

– practice-integrated studies (praxisintegrierend Vorbereitung) – theoretical learning in higher education institution, which is combined with different options for practical activities at the enterprise (practical learning, internships, part-time job or part-time learning) (Holzer, 2019).

To enrol in a state-sponsored dual learning programme, one must either pass a matriculation exam (the Abitur) or obtain a special qualification for university entry. At private universities, the entrant first enrolls in a dual learning programme and, subsequently, chooses a relevant enterprise (company). Partner companies rather promote dual learning among young people and actively cooperate with educational institutions. From year to year, enrollment requirements for dual learning programmes are increasing, as well as the competition between them during the enrollment campaign.

Baden-Württemberg Cooperative State University, which was first to offer dual study programmes, was founded in the federal state of Baden-Württemberg in the 1970s. In 2009, all the land establishments of this type were merged into the first Duale Hochschule Baden-Württemberg, DHBW, which today cooperates with more than nine thousand partners, namely industrial enterprises and non-profit organizations in the field of business management, engineering and social services (Baden-Wuerttemberg Cooperative State University (DHBW), 2019). The DHBW only offers job integrated learning (JIL) programmes with mandatory internships or company work throughout the programme. The three-year JIL programmes are divided into three-month stages, alternating between university and business, and are based on tripartite employment agreements between the student, the institution and the partner company.

Gradually, the concept of dual learning has spread to other federal lands. Therefore, dual learning programmes today are offered by universities of applied sciences in almost all federal lands. One of the new state-owned universities is the University of Applied Sciences Ruhr West (Hochschule Ruhr West), located in Mülheim an der Ruhr in North Rhine-Westphalia. It provides engineering, mathematics and computer science education and offers dual learning programmes for future specialists by combining student learning and research in modern university laboratories with practical training based on the potential of regional economics and industry through the implementation of joint industry projects. The University implements its curricula using the two above-mentioned models of dual learning (see Table 1) (Holzer, 2019).



Table 1

The list of dual learning programmes in the University of Applied Sciences Ruhr West

No	Names of programmes	Models of dual learning	
		1	2
1	Applied Computer Science	+	+
2	Civil Engineering		+
3	Business Administration – Industrial Service Management	+	+
4	Business Administration – International Trade Management, Logistics		+
5	Electrical Engineering	+	+
6	Energy and Water Management	+	+
7	Energy Computer Science	+	+
8	Car Electronics and Electric Mobility	+	+
9	International Economy – Emerging Markets	+	
10	Engineering	+	+
11	Mechatronics	+	
12	Human-Computer Interaction	+	+
13	Business Computer Sciences	+	+
14	Industrial Engineering – Construction		+
15	Industrial Engineering – Power Systems	+	+
16	Industrial Engineering – Mechanical Engineering	+	+

Notes: Models of dual learning: 1 – learning-integrated model; 2 – practice-integrated model.

For one, the bachelor degree programme in Car Electronics and Electromobility is allocated 210 ECTS. The following options are available for this programme: 7 semesters – full-time study and 9 semesters – dual learning following one of two models. During the implementation of the first dual learning model, students undergo theoretical training during the first two semesters –12 ECTS, during the third and fourth semesters – 18 ECTS. The rest of the study time is dedicated to practical training. After a one-year practical training at the enterprise, students take the intermediate examination in the Chamber of Commerce. The subsequent nine months result in the final examination at the Chamber of Crafts (die Handwerkskammern, HWK). Between the fifth and seventh semesters, students are expected to undergo theoretical training (30 ECTS) and complete projects on car electronics and sensors. Starting from the seventh semester, students are entitled to choose one of the optional modules. The last two semesters (eighth and ninth) consist of practical training (25 ECTS) and practical seminars (2 ECTS). The ninth semester involves writing and defending the bachelor thesis (12 ECTS) and colloquiums (3 ECTS).

In turn, the practice-integrated model of dual learning is characterized by systematic practical training at the enterprise for nine semesters, combined with theoretical training (18 ECTS per semester). It also results in the defence of the bachelor thesis. As a rule, graduates become employees of the enterprise where their practical training took place.

The introduction of dual education in Ukraine began with the development of a regulatory framework by the Ministry of Education and Science of Ukraine, namely the draft regulation on a dual form of higher and vocational pre-higher education and a standard agreement. At this stage, the readiness of higher education institutions to participate in the pedagogical experiment is extremely important. One of these institutions, which has been



implementing the elements of dual learning in the specialty 015.20 “Vocational education. Transport” since 2012, is Khmelnytskyi National University.

The curriculum is designed for eight semesters of full-time study (240 ECTS). Between the fifth to sixth semesters, students combine theoretical training at the university (4 days per week) with vocational training in production (one day per week). The partner companies in different years were the leading companies in the field of maintenance and repair of passenger cars in Khmelnytskyi, namely Leader Service Ltd. and Khmelnytskyi-Avto.

The experience of using dual learning indicates that there are significant advantages over the traditional model of studies. They include eliminating the gap between theory and practice, enhancing students’ motivation to acquire practical knowledge and skills; increasing the interest of enterprise managers in practical training of potential employees; ensuring an interaction between the educational institution and the enterprise taking into account the requirements put forward by employers to future specialists during their training, etc.

The system of dual learning meets the interests of all participants in the educational process, namely the labour market (enterprises), students, educational institutions: enterprises – they can hire the specialists, whose training meets the necessary requirements, students – they can obtain an in-demand profession and easily adapt to professional activities; educational institutions – they can help to solve the problem of training qualified specialists for the country’s economy. Still, the combination of study and work can lead to increased physical and mental efforts of students during their studies, narrowing their choice of educational courses, decreasing the level of research, which can be attributed to disadvantages.

CONCLUSIONS

Therefore, dual learning promotes the acquisition of great practical experience while studying at the enterprise, which contributes to better youth employment and further professional development. The results of the study on German experience of dual higher education shows that the combination of theoretical and practical training enables students to adapt more quickly in the labour market and allows employers to hire the best student trainees.

Further research should be dedicated to a more detailed study on the peculiarities of applying the existing models of dual education in Germany so that one can provide relevant recommendations on the use of innovative ideas of German experience in the higher education system of Ukraine.

REFERENCES

1. *Baden-Wuerttemberg Cooperative State University (DHBW)*. (2019). Retrieved from <http://www.dhbw.de/english/home.html>.
2. Balla, M. I. (1996). *Anhlo-ukrainskyi slovnyk* (T. 1-2). Kyiv: Osvita.
3. BIBB. (2014). *Dualnaya sistema obucheniya: russko-nemetskiy slovar-spravochnik*. Vzyato s <https://docplayer.ru/36278699-Dualnaya-sistema-obucheniya-russko-nemeckiy-slovar-spravochnik-duales-ausbildungssystem.html>.
4. Boichevska, I. (2009). Rol systemy dualnoi osvity u profesiinii pidhotovtsi molodi u Nimechchyni. *Porivnialno-pedahohichni studii*, 2. Vziato z <http://pps.udpu.edu.ua/article/view/18067/15815>.
5. Bundeszeiger. (2017). *Bundesinstitut für Berufsbildung. Empfehlung des Hauptausschusses des Bundesinstituts für Berufsbildung vom 21. Juni 2017 zum dualen Studium*. Retrieved from <https://www.bibb.de/dokumente/pdf/HA169.pdf>.
6. Debych, M. (2013). Evoliutsiia vyshchoi osvity na zlami stolit ta perspektyvy yii rozvytku. *Vyshcha osvita Ukrainy*, 4, 107–113.



7. Dernova, M. (2014). Dualna model vyshchoi profesiinoi osvity doroslykh: yevropeyskyi dosvid. *Osvita doroslykh: teoriia, dosvid, perspektyvy*, 2 (9), 137–145.
8. Dzhamanbalin, K. K., Ryspaev, K. S., & Olkinyan, L. Yu. (2018). *Vnedrenie tsyfrovyykh tekhnologiy v dualnoy sisteme vysshogo obrazovaniya*. Kostanay: KSTU.
9. Holzer, B. (2019). *Duales Studium an der Hochschule Ruhr West*. Retrieved from https://www.hochschule-ruhr-west.de/fileadmin/user_upload/01_Studium/Studienangebot/Duales_Studium/Flyer_dual_HRW.pdf.
10. Krasynnikova, H. V. (2015). *Monitorynh yakosti profesiinoi pidhotovky inzheneriv shveinoi haluzi u vyshchomu navchalnomu zakladi: teoretychni ta metodychni zasady*. Khmelnytskyi: KhNU.
11. Ministerstvo osvity i nauky Ukrainy. (2018). *Pro profesiinu (profesiino-tekhnicnu) osvitu: proekt Zakonu Ukrainy vid 20.09.2018*. Vziato z <https://mon.gov.ua/ua/news/mon-proponuye-do-gromadskogo-obgovorennya-proekt-zakonu-ukrayini-profesijnu-profesijno-tehnicnu-osvitu/>.
12. Ministerstvo osvity i nauky Ukrainy. (2019). *MON proponuie dlia hromadskoho obhovorennia proiekt polozhennia pro dualnu formu zdobuttia vyshchoi ta fakhovoi peredvyshchoi osvity ta typovyi dohovir pro zdobuttia vyshchoi, fakhovoi peredvyshchoi osvity za dualnoiu formoiu*. Vziato z <https://mon.gov.ua/ua/news/mon-proponuye-dlya-gromadskogo-obgovorennya-projekt-polozhennya-pro-dualnu-formu-zdobuttya-vishoyi-ta-fahovoyi-peredvishoyi-osviti-ta-tipovij-dogovir-pro-zdobuttya-vishoyi-fahovoyi-peredvishoyi-osviti-za-dualnoyu-formoyu>.
13. Miuller, V. (2005). *Velykyi nimetsko-ukrainskyi slovnyk – blyzko 170 000 sliv ta slovospoluchen*. Kyiv: Chumatskyi shliakh.
14. Nicola, P. (2018). *Dualne navchannia*. Vziato z https://www.studis-online.de/StudInfo/duales_studium.php.
15. Pro osvitu. № 2145-VIII. (2017).
16. Puukka, J. (2012). *Post-secondary vocational education and training: pathways and partnerships*. Paris: OECD.
17. Sysoieva, S. O., & Krystopchuk, T. Ye. (2012). *Osvitni systemy krain Yevropeiskoho Soiuzu: zahalna kharakterystyka*. Rivne: Ovid.
18. Vyshche profesiine uchylyshche No 25. (2019). *Istoriia uchylyshcha*. Взято з <http://vpu25.km.ua/pro-nas/istoriya-uchylyshcha/>. DOI: 10.2478/rpp-2019-0024.



DOI: 10.2478/rpp-2019-0024

Teacher, **VITA KHMICH**
Khmelnyskyi National University
Address: 11 Instytutaska St., Khmelnytskyi, 29016, Ukraine
E-mail: vita.chimich @ ukr.net

Postdoctoral Researcher of Pedsgogy, Full Professor, **OLENA HOMONIUK**
Khmelnyskyi National University
Address: 11 Instytutaska St., Khmelnytskyi, 29016, Ukraine
E-mail: elena_gomonyuk29@ ukr.net

COMPARATIVE ANALYSIS OF PROFESSIONAL TRAINING FOR FUTURE PHYSICAL CULTURE TEACHERS IN LEADING EUROPEAN COUNTRIES

ABSTRACT

The article deals with analysis of undergraduate courses in leading countries of the world (Poland, Germany, France, and Ukraine). These countries set a number of requirements to higher educational establishments that have professionally-oriented programs and are almost similar in majority of the countries. It has been revealed that the content of studies is oriented on current demands of the labor market and personal needs of students. Forms of undergraduate course organization (lectures, seminars, practical classes, individual and group projects, individual work) have been analyzed. Undergraduate courses in Poland have been analyzed. They are oriented on search of new educational training programs that would correspond to changes on national, regional, and global educational services markets and labor markets. It has been revealed that educational system in Poland includes state and private educational establishments. The research showed that the system of higher education in Poland is regulated by state legislative acts. It has been revealed that all higher educational establishments in Germany are divided into the following groups: universities, higher vocational schools giving specialized vocational training, higher educational schools (colleges) of arts and music. The research showed that each of federal lands has certain autonomy and can independently regulate educational policy and term of educational reforms implementation. It has been revealed that demands are made to teachers, namely to professional competence, knowledge, professional ability, preparedness, and skills needed for a teachers to be able to solve certain educational problems. Studies consist of compulsory and elective modules. French system of education that has vivid national specifics has been analyzed in the article. It has been revealed that France has its own system of diplomas and academic degrees. It has been described that in France, university training of specialists in physical education and sport focuses on combination of fundamental theoretical education and professional practice. The author tackles present-day requirements to professional activity of a teacher and teachers training in Ukraine. The structure of higher education in Ukraine has been built based on the structure of education on developed countries approved by UNESCO, UN and other international organizations.

Keywords: professional training, future teacher, бакалавр, specialists, physical culture, leading countries, European society.

АНОТАЦІЯ

У статті розглянуто навчання бакалаврів у провідних країнах світу – Польщі, Німеччині, Франції та Україні. У статті приділяється увага розвитку



вищої освіти зорієнтовану на реалізацію Болонської конвенції. Вона зорієнтована на посилення конкурентоспроможності європейської вищої освіти, передбачає перехід на дворівневу систему підготовки: бакалавр – магістр (дипломований спеціаліст). Запровадження системи кредитів за типом ECTS (Європейська система трансферу оцінок), це зменшує навантаження на студентів і протягом навчального семестру студенти складають модульні контролі під час тижнів вільних від семестрових занять. Студенти які здали семестрові контролі атестуються з цих дисциплін із виставленням їм державної семестрової оцінки. Оцінки ґрунтуються на змісті навчання, уміннях та навичках. При навчанні за Болонською декларацією розширюється мобільність студентів та викладачів, це дає можливість здобувати і збагачувати свій європейський досвід. Студенти і викладачі можуть бути затребувані європейським ринком праці. Загальноєвропейська система освіти має привабити більшу кількість студентів з інших регіонів світу. На підставі проведеного аналізу вищі навчальні заклади Польщі, Німеччини, Франції та України пропонують бакалаврські програми, які мають модульну і семестрову організацію навчального процесу. Кожна з цих систем має свої особливості та переваги: ми виявили, що зміст навчання орієнтований на сучасні вимоги ринку праці та особисті потреби студентів. Формами організації навчання бакалаврів можуть бути: лекції, семінари, практичні заняття, самостійна робота, індивідуальні та колективні проекти. У статті наведено аналіз поглядів дослідників на особливості навчання бакалаврів у провідних країнах і ми відзначили особливості організації навчального процесу який зорієнтований на сучасний ринок праці. Організація навчального процесу зорієнтована на пошук нових освітніх програм, які відповідають змінам на національному, регіональному та глобальному ринках освітніх послуг. На підставі зробленого аналізу ми з'ясували, що майбутні вчителі фізичної культури мають відповідати вимогам сучасного ринку праці. Вони відіграють ключову роль у реалізації соціальних цілей і завдань фізичної культури. Сучасне європейське суспільство розглядає вчителя фізичної культури, який має знання, уміння, навички в професійній сфері та пропагує здоровий спосіб життя, заняття руховою діяльністю, залучає до занять різними видами спорту.

Ключові слова: професійна підготовка, майбутній учитель, бакалавр, фахівці, фізична культура.

INTRODUCTION

Nowadays, the issue of the development of higher education in Ukraine, focused on implementation of the Bologna declaration guideline that would promote Ukraine's membership in European community, gains significance. In XXI Century, reformation of educational systems is an important task for each country in order to disseminate international education, active and distinct movement to mobilization of education. Analysis of international experience has gained specific significance in recent years due to lack of a distinct national strategy of education internationalization. In its turn, it leads to low volume of educational services export.

To improve professional training of future teachers of physical culture in Ukraine, it is important to study European experience in higher education.

Training of future specialists in physical culture has been the focus of works by many native researchers, namely: I. Hrynchenko, A. Konyukh, Ye. Pavlyuk, B. Shyian, L. Sushchenko et al. Higher educational system in European countries has been studied by I. Babyn, Ya. Bolyubash, V. Hrubinko, V. Shynkaruk, M. Stepko, Ye. Zakharina; in



universities of Canada and the USA – T. Bryha, T. Dereka, L. Kozak, V. Pavlyuk, S. Sysoyeva. Our research focuses on peculiarities of professional training of teacher at first level of higher education in leading countries of the world.

THE AIM OF THE STUDY

The aim of research is to compare and analyze undergraduate courses (future teachers of physical culture) in leading countries of Europe.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Development of education in leading countries is aimed at expansion of experience and improvement of competitiveness. Nowadays, we need modernization of professional training of future specialists. Researchers analyze educational processes in Poland (N. Makarenko, M. Pidhurskyi, M. Palchuk, A. Koshchura et al.), in Germany (O. Hayduk, T. Krystopchuk, Ye. Pavlyuk, O. Sysoyeva et al.), in France (M. Gagarin, I. Hrynchenko, V. Pavlyuk, Yu. Voynar et al.), and in Ukraine (V. Vakulenko, S. Vitvytska et al.). Defining specific features of organization of educational process in such countries as Poland, Germany, France, and Ukraine became the reason for comparative analysis.

To reach the aim of research we applied general scientific methods, namely comparison and generalization, analysis and synthesis of educational processes in Poland, Germany, France, and Ukraine, revealing of differences and similarities for improvement of efficiency of native education for future specialists.

RESULTS

Development of higher education in Ukraine is oriented on implementation of the Bologna declaration, which will promote Ukraine's membership in European community. This process is aimed at expansion of experience to European education, hence, at increase of graduates' competitiveness. Social and personal value of physical culture increases as a natural means of prevention from negative influence of industrial society on person's physical and mental state. Now, society with new thinking is being formed. Thus, we have to implement contemporary European standards of education without discarding our rich heritage.

The sphere of higher education combines research activity, education, and innovations; it is a key to competitiveness of European educational system in world plain. The Bologna process envisages making systems of education similar preserving national heritage and traditions. It also offers free mobility during academic year (internship and international exchange for both students and teachers, participation in international projects) as well as opportunity to be employed in another country (participant of the Bologna process) with no need to verify diploma or complete additional courses.

According to the Bologna process, several tasks that we will analyze in detail have been planned.

Thus, one of the tasks was to implement a two-level educational process. Entrants pass entrance examinations to apply for undergraduate course; they study for four years and receive a diploma of bachelor, i.e. a degree of higher education. On the basis of comprehensive secondary education, students attain "degree in higher education, fundamental and special skills and knowledge regarding generalized object of activity sufficient to complete tasks and duties of certain level of professional activity envisaged for certain positions in a certain form of economic activity" (Stepko, & Bolyubash, 2004).

System of education as well as nation's culture is a unique phenomenon. It is deeply interrelated with spiritual and material aspects of the past and present. Therefore, education and its organization have specific features in each country. Movement of world community to future envisages changes in production, culture, behavior, which calls for



new requirements to education. Thus, higher education also requires changes. On one hand, priority of preservation of cultural diversity of national educational systems is taking into account; on the other hand, objectives of international cooperation, mobility, employment of students are taken into account.

European countries make a number of demands to organization of studies in higher educational establishments that are practically similar in most of the countries, i.e. to put forth professionally-oriented programs in order to meet the demands and labor market; to guarantee a number of graduates without significant increase of state funding; to put forth programs, in which applied research are partially used; to update and improve existing professionally-oriented education.

In their works, researchers S. Sysoyeva & L. Kozak (2017) point out general features that characterize undergraduate programs of leading countries of the world, which have two methods of educational process organization, namely: modular and semester.

Modular system envisages six weeks of intensive training. During this period, students attend classes in the given subject, do group and individual tasks, and take an exam in the given subject. Upon completion of six-week period, a shift to next subject is made. Students focus on learning only one subject (Higher education abroad, e-source).

In pedagogy, a module (modulus - measure) is a functional unit of educational process. Modular education is a package of scientifically adapted programs for intensive studies, which guarantees educational achievements of students having different level of prior training. Educational module is a system of knowledge in the form of totality of knowledge and values norms systems. It is a phased discovering of this system within research and cognitive activity by a student under influence of a teacher (Modular system of education: notions, essence. Report. E-source).

Semester-type system of studies envisages a specific list of subjects (from 6 to 12) to be learned by students throughout the semester that lasts for four months. Classes in the given subjects are held once in a week (throughout the entire day) or several times a week. Semester-type studies give opportunity to draw inter-subject connection as students have much time to learn the subject.

Professional training of future specialists in physical culture includes faculties of physical education in classic universities, colleges of physical education, pedagogical colleges and universities, sports academia, faculties of physical education in pedagogical colleges, courses for instructors of mass physical culture in classic universities (Hrynchenko, 2012).

Social value of physical culture was reflected in various documents of European Commission. Curricula of higher educational establishments of Europe include the following cycles of subjects: natural science, social and humanities, special and sports. The unified "European model" of higher educational establishments' curricula for physical culture in the cycle of natural science includes: physiology, anatomy, human health, biomechanics, biology, histology, physics, and chemistry. Social and humanities cycle of studies includes sociology, philosophy, foreign languages, studies of law; the cycle of pedagogical subjects includes didactics, pedagogy, psychology, theory and methods of physical education. Organization and theory of sports activities as well as sports management are part of cycle of special subjects. The cycle of sports subjects includes swimming, track-and-field, gymnastics, sport games, dancing, recreation, skiing, elective sport subject etc. (Hrynchenko, 2014).

Normative documents prove that distribution of the number of academic hours between subjects in curricula of higher educational establishments of various European



countries varies significantly. Their peculiar feature is variability, though they always include three types of subjects: compulsory, partially elective (by choice), totally elective (Hrynchenko, 2013).

A distinctive feature of foreign undergraduate courses is lack of a big amount of general subjects. During freshman year, students study only few general subjects related to their major. At the same time, special subjects are introduced during freshman year. Curriculum of each next year includes more and more professional subjects, which gives students a chance to attain more profound professional knowledge. When elaborating curricula, primary aim of universities is to fully introduce a student to the subject of choice. That is why undergraduate-level curricula include a significant amount of profession-related tours, practical classes, contest projects and apprenticeships (Sysoyeva, & Kozak, 2017).

Let us analyze professional training of educators in Poland, Germany, France, and Ukraine.

Undergraduate courses in Poland are oriented on search of new educational training programs that would comply with changes on national, regional, and global labor markets of educational services.

System of higher education of Poland includes state and private higher educational establishments. As N. Makarenko, M. Pidhurskyi and other noted, a three-level system has been implemented in higher educational establishments of Poland. It includes bachelor's degree (licentiate, engineer) (I degree), master's degree (II degree), and doctor of science (III degree). To enter undergraduate course (bachelor's degree), one needs obtain secondary education certificate "maturu", which is an analog of Ukrainian external independent assessment. (Makarenko, & Pidhurskyi, 2016). Polish system of higher education functions according to the norms of European Credit Transfer and Accumulation System, and according to International Standard Classification of Education. By definition of European Education Center, diplomas issued by Polish higher educational establishments are acknowledged in all European countries and do not require special nostrification (approval) (Palchuk, 2011). Implementation of Polish educational system allowed setting it to a leading role in Europe. In academia of physical education in Poland, as has been revealed, the faculty of physical education offers the specialty of physical education with various specialties for the undergraduate course (Academy of Physical Education in Katowice, 2018).

As A. Koshura (2016) has noted, the system of higher education in Poland is regulated by legislation. The system of physical education in higher educational establishments of Poland tackles issues of health recreation, active rest, physical development, aesthetic attractiveness. Students elaborate "studies map", in which subjects are shown regarding future profession, topic, number of academic hours, form of classes, reporting forms. A student sets the aim of physical culture and ways of its implementation in social life of the Poles, reveals tasks for state and local authorities in physical culture development (Koshura, 2016).

In his research, A. Koshura (2016) notes that higher educational establishments of Poland, based on their development, gain autonomy in defining the content of programs in students' physical education. The Ministry defines only general principles that programs must correspond to (by National Qualification Frames), while Polish Accreditation Commission can define names of programs in case of correspondence to their content.

Higher education in Germany is focused on training highly-qualified staff; a university is a center of knowledge development and propaganda. Higher education in Germany is characterized by interrelation of federal government and federal lands (a conference



ministers of education of each land is summoned; there also exists a Union of Rectors of Higher Educational Establishments). A committee for academic planning has been established. All higher educational establishments are divided into the following groups:

- universities (classic, technical, comprehensive and specialized institutions of university level – higher pedagogical and medical colleges);
- higher vocational schools with specialized vocational training;
- higher education institutions (colleges) of arts and music (Innovations in education and science of certain countries of Europe, Asia, and America).

Researcher O. Hayduk (2013) has studied professional training of specialists in physical culture and sport and revealed that each land has certain autonomy and can independently regulate educational policy and term of educational reforms implementation.

The country's different educational establishments have individual rules regarding:

- terms of professional training of teachers (theoretical and practical phases);
- requirements to content of education (reasonable amount of academic hours for each subject);
- forms, content of state examinations;
- qualification given to teachers. The new system is being implemented and exists in Germany along with the traditional two-level system of education (Hayduk, 2013).

Apart from traditional system of training of future teachers, a two-level “bachelor – master” is being gradually implemented in Germany. At the first stage (bachelor's degree) students study for six semesters. Next stage – master's degree is optional (studies last from 2 to four semesters depending on the chosen position of a teacher).

In Germany, requirements are made to teachers regarding their professional competence, namely knowledge, professional skills, preparedness, and skills needed for tackling specific problems of education. Considering this, educational process in universities is divided into fundamental and basic stages. Fundamental stage is designed for two years and gives general theoretical training. Basic stage of educational process envisages division of studies into two aspects: practical (2 semesters) and theoretical (4 semesters). During the period of studies at basic stage, students must determine the field of their academic interests, broaden their academic knowledge, and improve practical skills gained at fundamental stage (Pavlyuk, 2013).

Studies include compulsory and elective modules. All students must pass compulsory modules and pass examinations in these modules. Students can choose an elective module within their major in a respective field of examinations. It can be changed to other during respective middle period of studies. Modules are completed with sports and practical, written, or verbal module test (exam). Requirements to the examination are set by the examination board and are announced to students via Module catalogue. First state examination is done upon completion of compulsory and elective modules.

Compulsory modules include studies about sport, teaching, educational competence in sport games, educational competence in winter kinds of sports, educational competence in gymnastics at apparatuses, educational competence in gymnastics and dancing, competence in health improvement, educational competence in swimming, educational competence in field-and-track, studies of training process and motions. Elective modules include practical studies related to education, studies of training process and motions, examination colloquium (Examenscolloquium), teaching how to teach (Empfohlener Studienverlauf für das Lehramtsstudium im Fach Sport an Grundund Hauptschulen als Unterrichtsfach LPO, 2018).



Second stage of training of physical culture teachers is internship or pedagogical practice (referendariat) that lasts for 24 months and completes with taking a state examination.

Analyses of professional training of physical culture teachers in Germany gives grounds for the following conclusions: there exists no general state system of professional training of physical culture teachers in the country; each land has its own structure of educational establishments. There is a traditional system of physical culture teachers training and a new one, multi-level that includes undergraduate, graduate, and post-graduate training in physical education and sports.

Researchers S. Sysoyeva and T. Krystopchuk have studied educational systems of the European Union countries and revealed that French education has been in the process of formation throughout last two centuries and is considered to be one of the best in the world. French educational system has clearly marked national specifics. France has its own system of diplomas and academic degrees, a specific division into cycles, and a special treatment of diplomas issued by state educational establishments (they, as a rule, are more highly valued than diplomas of private schools and colleges) (Sysoyeva, & Kozak, 2012).

Researchers note that a peculiar feature of higher educational system of France (higher education is acquired after secondary school and is based on “bachelor’s degree”) is diversity of higher educational establishments. It is impossible to analyze activity of all higher educational establishments; however, they are generally divided into two types: universities and Grand schools. Grand schools (Grandesécoles, GE), including Higher regular school, are elite commercial higher educational establishments with limited admission (Sysoyeva, & Kozak, 2012).

Professional training of future specialists in physical culture and sports in France is done in state and private educational establishments by the fields defined by the Ministry of Education (schools, higher educational establishments), and by the Ministry of Youth Affairs, Sports and Health (mass sport, sports excellence). A lot of forms of physical culture and health improvement activities that are not part of traditional programs have appeared. Professional training of specialists is done at senior courses of physical education and sport in universities. In Claude Bernard University of Lyon, training of specialists is done by the following majors: teacher of physical culture, specialists in working with the handicapped; coach in the chosen kind of sport, sports manager (Voinar, 2005).

Researcher I. Hrynchenko has revealed that in France, university training of specialists in physical education and sport is focused on unification of fundamental theoretical and professional practice specialized in various stages of education, done under conditions of special humanities priority over natural science; a multi-level training of specialists in physical education and sport of various profiles stipulates necessity of fundamental and specialized stages, at which organization and content of education differs cardinaly; fundamental training is focused on the entire complex of subjects related to future professional activity including organization and management as well as economic subjects; specialized training does not deal with subsidiary and other subjects (Hrynchenko, 2012).

Researcher M. Gagarin notes that training process in higher educational establishments of France is organized in three stages-cycles. First one is “lisas” that the French try to compare the British “bachelor”; diploma of “metriz” (similar to master) - after four years of studies; later – diploma of profound training and specialized training that assure appropriate preparation to writing a PhD thesis (similar to Ukrainian “candidate of science”) (Gagarin, 2017).



In 1991 Ukraine gained independence and started formation of its own policy and higher education.

In 1997 under auspices of UNESCO, Lisbon Convention on defining higher education in Europe has been developed.

On June 19, 1999, ministers of education of 29 European countries signed the Bologna Declaration, primary aim of which was to establish general European space of higher education (c).

Researcher V. Vakulenko (2008) has revealed that present-day requirements to professional activity of a teacher and his training in Ukraine are formed under influence of dominating culture traditions, social and cultural setting, social and economic as well as political transformation. In 2003–2005, Ukraine joined the Bologna process and is now trying to improve the system of teacher training on the basis of education content updating, modernization of educational technologies taking into account achievements of the developed countries of the world (Vakulenko, 2008).

The structure of higher education of Ukraine has been build according to the structure of education of the developed countries of the world as defined by UNESCO, UN, and other international organizations (Vitvitska, 2004).

The Ministry of Education and Science of Ukraine adopted levels and degrees of higher education (article 5, On Higher Education in last valid edition of January 16, 2016) (e-source). Training of specialists with a higher-education degree is done by appropriate educational and vocational, educational and academic, academic programs.

System of academic degrees of higher educational system of Ukraine is approximated to the structure of academic degrees of most European countries. Higher educational establishments strive to search for optimal structure and content, primarily undergraduate course, and improvement of other educational, qualification, and academic levels of training. Reformation of higher educational system in Ukraine is needed to achieve competitiveness on labor market. Future teachers must carry out professional activities on democratic and humanitarian basis and carry out personal self-realization and self-improvement.

Educational process in higher educational establishments of Ukraine is in the following forms: classes, individual tasks, self-preparatory tasks, practical training, and tests. Basic types of classes in higher educational establishments are as follows: lectures, laboratories, practical classes, seminars, individual classes, consultations.

CONCLUSIONS

Summarizing everything mentioned above, it should be noted that undergraduate courses for future teachers of physical education in leading countries of Europe have their own peculiarities, namely: educational process is oriented on search of new educational programs that would correspond to changes on national, regional, and global educational services labor markets; educational process can be carried out by the modular and semester system; curricula are flexible – they consist of compulsory and elective modules; starting from freshman year, students study professional subjects; curricula include a significant amount of individual work and practical classes; basic forms of classes are as follows: lectures, practical classes, various types of seminars, self-preparatory work, practical work in educational establishments. Educational process is tightly connected with practical work experience in a higher educational establishment, while the role of a teacher comes to assisting a student.

Thus, future teachers of physical education must comply with requirements of present-day labor market. They play a key role in realization of social aims and tasks of



physical culture. Modern European society views teachers of physical culture as specialists that has knowledge, skills in professional area, and promotes healthy lifestyle, motor activities, engages students in various kinds of sports.

A future research that would promote efficiency of native education of future specialists in physical education is planned.

REFERENCES

1. Academy of physical education in Katowice. (2018). *College of physical education*. Retrieved from <https://eurostudy.info/uk/info/akademiya-fizicheskogo-vospitaniya-v-katovicah>
2. *Bolonskyi protses*. (2018). Vziato z <http://library.znu.edu.ua/articles/Statti/bolon/221.ukr.html>.
3. Dubaseniuk, O. A., Antonova, O. Ie., Vitvytska, S. S., Sydorhuk, N. H., Spirin, O. M., & Yaksa, N. V. (2008). *Modeli stupenevoi pedahohichnoi osvity zakhidnoievropeiskyykh krain, SSHA ta Ukrainy: porivnialnyi analiz*. Zhytomyr: ZhDU imrni I. Franka.
4. *Empfohlener Studienverlauf für das Lehramtsstudium im Fach Sport an Grund und Hauptschulen als Unterrichtsfach LPO I §57*. (2018). Retrieved from http://www.sp.tum.de/fileadmin/tuspfsp/www/Studiengaenge/Unterrichtsfach_Sport/LA_GS_HS/FPSO/_Sport_GS_HS_GESAMT.pdf.
5. Gagarin, M. I. (2017). *Zarubizhna systema vyshchoi osvity*. Uman: Vizavi.
6. Haiduk, O. (2013) Osoblyvosti profesiinoi pidhotovky vchyteliv fizychnoho vykhovannia v Nimechchyni (na prykladi fakhovykh VNZ zemli Bavariia). *Fizychnne vykhovannia, sport i kultura zdorovia u suchasnomu suspilstvi*, 2 (22), 10–16.
7. Hrynchenko, I. B. (2012). Protsey profesiinoi pidhotovky maibutnykh uchyteliv fizychnoi kultury v krainakh Yevropy i v Ukraini. *Pedahohichni dyskurs*, 12, 103–109.
8. Hrynchenko, I. B. (2013). The descriptive analysis of professional training teachers-to-be in physical education and sport in Europe and Ukraine. *Turystyka, Sport i Zdrowie*, 3. Retrieved from www.tsz.po.opole.
9. Hrynchenko, I. B. (2014). Profesiina pidhotovka maibutnykh uchyteliv fizychnoho vykhovannia: dosvid yevropeiskyykh krain. *Zasoby navchalnoi ta naukovykh doslidnoy roboty*, 42, 39–50.
10. Koshura, A. V. (2016). *Rozvytok fizychnoho vykhovannia v systemi vyshchoi osvity Polshchi kintsia KhKh – pochatku KhKhI stolittia*. Kamianets-Podilskyi.
11. Makarenko, N. O., & Pidhurskyi, M. I. (2016) Porivnialnyi analiz tendentsii rozvytku svitovoi ta polskoi vyshchoi osvity. *Visnyk Donbaskoi derzhavnoi mashynobudivnoi akademii*, 3 (39), 120–125.
12. *Modulna systema navchannya: ponyattya, sutnist*. (pik). Vziato z <http://ru.osvita.ua/vnz/reports/pedagog/14235/>.
13. Palchuk, M. (2011). Model profesiinoi osvity i navchannia u Polshchi – chetvertyi etap yevropeiskoi intehratsii. *Porivnialna profesiina pedahohika*, 2, 101–111.
14. Pavliuk, Ye. O. (2013) Analiz svitovoho ta vitchyznianoho dosvidu orhanizatsii fakhovoi pidhotovky maibutnykh treneriv-vykladachiv u vyshchomu navchalnomu zakladi. *Pedahohichni nauky. Visnyk Natsionalnoi akademii Derzhavnoi prykordonnoi sluzhby Ukrainy*, 5.
15. Pro vyshchu osvitu. № 1556-18. (2016).
16. Stepko, M. F., & Bolyubash, Ya. Ya. (2004). *Vyshcha osvita Ukrayin i Bolonskyi protses*. Kyiv: MON.



17. Sysoieva, S., & Kozak, L. (2017). Neperervna osvita: zarubizhnyi dosvid. *Neperervna profesiina osvita: teoriia i praktyka (seriia: pedahohichni nauky)*, 1–2 (50–51), 98–109.
18. Sysoieva, S. O., & Krystopchuk, T. Ie. (2012). *Osvitni systemy krain Yevropeiskoho Soiuzu: zahalna kharakterystyka*. Rivne: Ovid.
19. Vakulenko, V. M. (2008). *Akmeologichniy pidkhid u teorii i praktytsi vyshchoyi pedagogichnoi osvity Ukrainy, Bilorusiyi, Rosiyi (porivnyalniy analiz)*. Luhansk.
20. Voinar, Yu. (2005). *Rozvytok ta suchasni tendentsii systemy pidhotovky fakhivtsiv z fizychnoi kultury v umovakh Yevrointehratsii*. Cherkassy: Vidlunnya-Plus.
21. *Vyssheye obrazovaniye zarubezhom*. (2018). Retrieved from [http:// yourinsa.com/ru/programmy /bakalavriat](http://yourinsa.com/ru/programmy/bakalavriat).



DOI: 10.2478/rpp-2019-0024

PhD in Pedagogy, Head of the Navigation and Ship Control Department,
OLEKSANDR DANYLENKO
Danube Institute of “Odessa Maritime Academy” National University
Address: 9 Fanagoria St., Ismail, Odessa region, 68601, Ukraine
E-mail: obdan@i.ua

FORMING READINESS IN FUTURE NAVIGATORS FOR PROFESSIONAL ACTIVITY IN MARITIME UNIVERSITIES OF GREAT BRITAIN

ABSTRACT

The article is devoted to the problem on training of maritime specialists in universities of Great Britain; in particular, it is a question of training navigators. It was noted that there are dozens of maritime educational institutions and a long tradition of training maritime specialists in the country. The system of maritime education in the United Kingdom is effective, and the level of training of specialists, including navigators, allows them to qualitatively perform their official duties on ships, which, in its turn, guarantees the safety of navigation. The peculiarity of professional training of navigators is that the educational program is focused on practical activities in accordance with the requirements of the rules of the International Convention on the Training and Certification of Seafarers, recommendations of the International Maritime Organization and other regulatory documents. It was found out that the UK Nautical Institute is working on the continuous improvement of the educational level of specialists operating maritime vessels. The article also discusses the training of navigators at the Maritime Centre of the University of London and at the University of Plymouth. The training of navigators on simulators is considered as a type of practical training and is conducted in accordance with national and international requirements for a computer simulator complex and software training complexes. The author of the article draws attention to the sufficient number of modern simulators, training equipment and laboratories, which are used to work out practical skills of future navigators. It has also been clarified that in all UK maritime higher education institutions the mandatory condition for successful completion of training is the completion of maritime professional practice. The number of hours for such practices is determined by the relevant regulations. The high ranking of British maritime education institutions attracts students from around the world. For international students there are comfortable conditions for admission, study and residence. They can improve their English language skills and take preparatory courses for admission.

Keywords: *educational institutions, future navigators, simulators, training equipment, maritime professional practice, relevant regulations, training, practical activities.*

АНОТАЦІЯ

Стаття присвячена проблемі підготовки морських фахівців в університетах Великої Британії; зокрема, мова йде про підготовку судноводіїв. У країні діють десятки морських навчальних закладів та давні традиції підготовки фахівців морської справи. Система морської освіти у Великій Британії є ефективною, а рівень підготовки фахівців, зокрема судноводіїв, дозволяє їм якісно виконувати посадові обов'язки на кораблях, що, у свою чергу, гарантує безпеку мореплавства. Особливістю професійної підготовки судноводіїв є те, що освітня програма орієнтована на практичну діяльність у відповідності до вимог правил Міжнародної конвенції про підготовку



та дипломування моряків, рекомендації Міжнародної морської організації та інших регламентуючих документів. З'ясовано, що Морський університет Великої Британії працює над постійним підвищенням освітнього рівня фахівців, які керують морськими суднами. У статті також розглядається підготовка судноводіїв у Морському центрі Лондонського університету та в Університеті Плімута. Тренажерна підготовка судноводіїв розглядається як вид практичної підготовки і проводиться у відповідності до національних та міжнародних вимог на апаратно-програмних тренажерних комплексах. Автор статті звертає увагу на наявність достатньої кількості навчального обладнання – сучасних симуляторів, тренажерів та лабораторій, які використовуються для відпрацювання практичних навичок майбутніх судноводіїв. Окрім того також з'ясовано, що в усіх морських закладах освіти Великої Британії обов'язковою умовою успішного завершення навчання є проходження плавальної практики, кількість годин якої визначається відповідними регламентуючими документами. Високий рейтинг британських морських закладів освіти приваблює студентів з різних країн світу. Для іноземних студентів створено комфортні умови для вступу, навчання та проживання. Іноземні студенти можуть покращити знання англійської мови та пройти підготовчі курси для вступу.

Ключові слова: заклади освіти, майбутні судноводії, тренажери, симулятори, плавальна практика, дипломування, підготовка, практична діяльність.

INTRODUCTION

The beginning of the new millennium marked the world economic system's entry into a qualitatively new stage of transformation, which touched all spheres of human activity, including international trade. The globalization of international trade implies the free movement of resources and goods to all parts of the world, which is not possible without the use of maritime transport, which is the basis for the development of national and international markets. The efficiency of shipping is directly related to the quality of training of specialists for this sphere of economy. Globalization of quality requirements for maritime education, as defined at the level of the International Maritime Organization (IMO), also aims to improve the approach to the educational process in the leading maritime profession – the profession of the navigator.

THE AIM OF THE STUDY

Thus, the purpose of the article is to generalize the experience of professional training of navigators at maritime universities of Great Britain, focused on the permanent improvement of navigation safety.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of training of navigators has been and remains relevant. Scientific researches in this field are carried out with the purpose of improvement of quality of maritime education and ensuring safety of navigation (Guides, & Jepson, 2013; Bow, 2002). Thus, S. Voloshynov (2012) substantiates the peculiarities of applying a systematic approach to the algorithmic training of navigators in the information and communication environment; M. Musorina (2016) studies the formation of technical competence of future navigation specialists in the process of studying technical disciplines; L. Herhanov (2016) presents the conceptual framework for professional training of qualified seafarers at the workplace. The process of training maritime specialists in the UK has not yet been sufficiently studied by educational science, but some peculiarities of training are to some extent revealed in the works of T. Kobzeva & I. Dehtiarenko (2016).



The study of the theoretical aspect of the problem implied the use of a whole complex of theoretical methods, namely, explanatory and analytical method using the analysis and synthesis of scientific research on the preparation of navigators; methods of generalization and systematization – to highlight the features of professional training of navigators in educational institutions of Great Britain and formulate the appropriate conclusions.

RESULTS

World shipping is fairly considered to be the basis of the global trade. According to the International Maritime Organization (IMO), more than 90 per cent of all foreign trade cargo is transported by sea. Thanks to the hard work of 1.5 million seafarers, 6.5 billion of the world's inhabitants have the opportunity to get the necessary amount of food and energy resources (Mitropoulos, 2010, p. 5). According to the UN Conference on Trade and Development at the beginning of 2010, the world merchant fleet consisted of 102194 vessels with a total deadweight of 1276137 thousand tons (*Review of Maritime Transport*, 2010). A significant number of vessels are serviced by specialists who have been trained in maritime education institutions of Great Britain.

The historical background and geographical location of Great Britain has contributed to the emergence of Great Britain as one of the leading maritime countries in the world. In England in the middle of the 16th century, the economic and political situation and internal development helped to transform the country into a maritime power, and in the second half of the XVI century the British made decisive steps in this direction. The British Isles for a long time were on the edge of the world, at the tip of Europe, but after the Great Discoveries they became the starting point of voyages to new worlds (Brodell, 1992). It should be noted that since the United Kingdom is an island country, more than 70 international commercial seaports and more than 200 small port points (where the transportation of local cargo is handled) have been set up in the country for servicing merchant and passenger ships and cargo handling. Up to 30 million passengers are shipped through British ports annually. It should also be noted that London is home to the headquarters of the International Maritime Organization (IMO), and to the representative offices of more than 120 ship-owners around the world. There are also leading maritime register companies, in particular, Lloyd's Register in Shipping, the oldest and second largest classification society in the world (after the Japanese Society Class NK), which registered up to 20 % of the world's merchant marine fleet tonnage (Kobzeva, & Dehtiarenko, 2016).

The development of seafaring and shipbuilding in Britain in the 16th century led to the establishment of maritime educational institutions. Thus, in 1972, the Nautical Institute (NI) was established. The main role of the NI is to ensure the highest possible professional focus aimed at improving the educational level of maritime industry professionals involved in the process of ship handling. Today the Institute retains the status of an international maritime professional center, which is working on many projects, the main purpose of which is to improve the state of shipping, to ensure the safety of navigation. These include Electronic Navigation and Ice Shipping (*NI – Nautical Institute*, 2017). The introduction of electronic navigation is the main initiative of the International Maritime Organization to harmonize and strengthen navigation systems, the implementation of which will have a significant impact on the future of maritime navigation. There is a clear and urgent need to provide ship masters and all those responsible for the safety of navigation with modern, proven tools to make maritime navigation and communication more reliable and convenient, thereby reducing the number of errors. If to use technological advances without proper coordination, there is a risk that further development of marine navigation systems



will be hampered by a lack of standardization on board and ashore, incompatibility between ships, and an excessive level of complexity. The Ice Shipping project aims to contribute to the accreditation of ice navigation training and to recognize the certification standards of special skills, knowledge and competence to bridge watch officers, necessary for the safe handling of ships in ice conditions. Seafarers should be aware of the physical properties of the ice, the power and maneuverability of the ship in the ice, the different approaches used in the passage planning process and the human factor associated with cold weather. Even the possibility of ice being present during the passage can cause delays, route changes or, if not handled properly, damage to the vessel.

Nautical Institute, as the leading international professional organization for sea professionals, is fully involved in the process of identifying users' needs and is continuously working at facilitating their implementation. The Institute has been working in cooperation with other organizations, with the support of its committees, national branches and the Ship Reporting Group.

London John Moores University (LJMU) of is a well-known institution where one can obtain one of the maritime occupations, including the profession of navigator. It is a public research university that dates back to 1823, when the Liverpool Mechanics' School of Arts was founded. It was awarded the title of John Moores University of Liverpool in 1992 by a special act of Parliament. More than 20,000 students study for getting Bachelor's, Master's and Doctoral Degrees. LJMU is a member of the British University Missionary Group and the European University Association. The University regularly ranks high in European and world rankings on a wide variety of indicators. A large number of courses and specializations are included in the educational programs of various faculties of the university.

To meet the needs of the maritime industry there was established Maritime Centre of LJMU (LJMU, 2019). Now it offers a full range of courses under the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW). The Centre also offers foundation degrees, Chief Mate and Master Courses and bespoke training. The courses are held all year round and include specializations in all aspects of maritime transport, from management to medical care and fire safety. Over the years, the centre has trained a large number of marine specialists, deck officers and naval engineers. For practical training, the university provides unique laboratories, training equipment, various simulators and a complete simulation model of the ship. As in any educational institution where marine specialists and navigators are trained, the Marine Center of the University has ECDIS and GMDSS complexes. ECDIS is equipped with 10 stations and is a complete desktop simulation solution for navigation training. Additional facilities similar to the ECDISS suite include LICOS (Liquids Simulator) and GMDSS (Global Maritime Distress and Safety System) equipment. To ensure quality training for navigators, the Center has bridge simulators that allow sea pilots, captains and senior navigators to develop and practice the necessary skills in a realistic, geographically accurate virtual, but risk-free environment. On one of the ship's eight bridges, they learn how to act as they would in the real world on the high seas. Each bridge is equipped with the latest electronic navigation devices such as Radar, ECDIS, GPS, Loran and AIS. When these tools are combined with a fully functional GMDSS communication system, the bridges become absolutely realistic.

The University provides an opportunity for international students to receive education. There are a number of training programs for those wishing to enter the University. It is standard and advanced training for Bachelor's degree (International Foundation Year, Extended International Foundation Year), Standard and extended International Year



(International Year One, Extended International Year One), and preparation for the master's degree (Pre-Masters). To participate in the programs it is necessary to correspond to the certain levels of academic knowledge and the English language. If the language level is insufficient, one can first take special English language training courses (LJMU, 2019).

The University of Liverpool has a unique model of higher education that emphasizes on-the-job training and the development of various skills of its graduates as well as effective cooperation with the employer.

The University of Plymouth in Great Britain is among the many educational institutions that train marine specialists, in particular navigators. The School of Engineering of the Faculty of Science and Engineering provides training in three main areas, including Navigation and Marine Sciences (University of Plymouth, 2019).

As at the Marine Centre of the University of Liverpool, those wishing to enrol first take a preparatory course – FdSc (Foundation Science). The course program consists of specialty disciplines and academic English. After successful completion of the course, one can move on to the faculty they would like to study at.

Each undergraduate course taught at a university has a corresponding document (curriculum) describing the objectives and structure of the course, teaching and learning methods, learning outcomes and assessment rules. Once approved by the University, the programme is submitted for accreditation by the Maritime and Coast Guard Agency through approval by the Merchant Marine Training Board.

The university offers two ways to study. The first is accredited by the Merchant Marine Training Authority – training of watch officers (without categories) – Bachelor (with honors). This way is designed for those who want to become a professional watch officer.

The second one is not accredited by the Merchant Marine Training Administration. This type of training is designed for those who do not want to go out to sea and work in the field, but can work in the management or administration of the offshore industry on land. The modules of this training option are the same as of the first one, and the year of work experience can be held in any sector of the maritime industry.

The university studies last four years. During the first year, students learn the basics of maritime operations, meteorology and navigation technology, including the use of a ship's simulator and sailing training vessel, and acquire skills in navigation, leadership and management directly at sea while there for a week, and those students who receive sponsorship spend the whole summer at sea after their first year at the university. In the second year of study, students will improve their navigation skills and learn about the positioning (including celestial navigation), the structure and stability of the ship and cargo operations. Future navigators also get acquainted with the latest satellite positioning and synchronization systems. A week devoted to sailing on the high seas helps to apply the skills of navigation, leadership and management in practice, adapting theoretical knowledge to the local environment, i.e. applying it in practice. After a second year of training, students have a possibility to spend a year on the high seas or work on land in the maritime industry. This year is not obligatory. In the event of having a qualification or wishing to build a career ashore, one can immediately move on to the final year of study.

During the final year of training, future navigators will study current topics of navigation management and complete a one-year research project on the chosen subject. They have the opportunity to work on the project and be represented at a professional conference attended by leading maritime industry players. The result of the years of studying is a Bachelor's degree in Navigation and Marine Science (with honor).



CONCLUSIONS

Today about 90 % of all goods and 95 % of goods of Great Britain are being shipped by the world ocean. Despite the rapid development of land and air transport, maritime transport is as important for the local and global economy as it was when the first maritime school was founded. In this context, the quality training of those who help to carry out such transportations and make shipping safe is of the utmost importance. Many years of experience in training navigators in the UK can be used in the Ukrainian maritime education system, and therefore further study of foreign educational programs, organization of practices and control activities is promising.

Every year, the training and material base for the preparation of future navigators is updated and improved. In the light of total computerization and digitalization, we consider the prospects of further research to be the study of the results of wide application of the latest achievements of scientific and technical progress in the educational process.

REFERENCES

1. Bow, S. (2002). *Working on cruise ships*. London: Vacation Work.
2. Brodel, F. (1992). *Materialnaya tsivilizatsiya, ekonomika i kapitalizm, XV – XVIII vv.* Moskva: Vremya mira.
3. Guides, R., & Jepson, T. (2013). *The Maritime provinces Rough Guides snapshot Canada (includes Nova Scotia, Cape Breton Island, New Brunswick and Prince Edward Island)*. London: Rough Guides.
4. Herhanov, L. (2016). *Teoretychni i metodychni zasady profesiinoi pidhotovky kvalifikovanykh robotnykiv morskoho transportu na vyrobnytstvi.* (Dys. d-ra ped. nauk). Instytut profesiino-tekhnichnoi osvity, Kyiv.
5. Kobzeva, T., & Dehtiarenko, I. (2016). *Vliianie globalizatsii na effektivnost gruzoperevozok morskim transportom Velikobritanii.* Materialy III Mezhdunarodnoy nauchnoy konferentsii "Innovatsionnaia ekonomika". Kazan: Buk.
6. LJMU. (2019). *Faculty of Engineering and Technology: Maritime Centre* Retrieved from <https://www.ljmu.ac.uk/about-us/faculties/faculty-of-engineering-and-technology/maritime-centre/facilities>.
7. Mitropoulos, E. E. (2010). A message to the world's seafarers. *IMO News*, 1, 5.
8. Musorina, M. (2018). *Formuvannia tekhnichnoi kompetentnosti maibutnikh fakhivtsiv sudnovodinnia u protsesi navchannia tekhnichnykh dystsyplin.* (Dys. kand. ped. nauk). Natsionalnyi pedahohichnyi universytet imeni M. P. Drahomanova, Kyiv.
9. *NI – Nautical Institute.* (2019). Retrieved from <http://mimo.com.ua/info/19-ni-nautical-institute-morskoy-institut-velikobritanii-miv.html>.
10. *Review of Maritime Transport.* (2010). Retrieved from https://unctad.org/en/Docs/rmt2010_en.pdf.
11. University of Plymouth. (2019). *Undergraduate: BSc (Hons) Navigation and Maritime Science.* Retrieved from <https://www.plymouth.ac.uk/courses/undergraduate/bsc-navigation-and-maritime-science>.
12. Voloshynov, S. (2012). *Alhorytmichna pidhotovka maibutnikh sudnovodiiv z systemoiu vizualnoi pidtrymky v umovakh informatsiino-komunikatsiinoho pedahohichnoho seredovyshcha.* (Dys. kand. ped. nauk). Khersonskyi Derzhavnyi Universytet, Kherson.



DOI: 10.2478/rpp-2019-0025

PhD in Pedagogical Sciences, Associate Professor, **OLENA MARTYNYUK**
Khmelnyskyi National University
Address: 11 Instytutska St., Khmelnytskyi, 29016, Ukraine
E-mail: helena.martynyuk@gmail.com

AMERICAN FLIPPED CLASSROOM MODEL IN TEACHING LINGUISTIC DISCIPLINES TO STUDENTS MAJORING IN A FOREIGN LANGUAGE

ABSTRACT

The paper deals with the technology of using a flipped classroom model in teaching linguistic disciplines to students majoring in a foreign language. The suggested idea of 'flipped classroom' is based on the use of Moodle learning platform which is designed to provide educators and learners with a secure and integrated system to create personalised learning environments. The efficiency of flipped classroom model has to be ensured by incorporating in practice the so-called four pillars of flipped learning defined by the Flipped Learning Network community as flexible environment, learning culture, intentional content, and professional educator. The procedure of flipping a classroom can be efficiently arranged taking into account a step-by-step guide provided by the University of Texas at Austin: identifying in what part of the course the flipped classroom model may be used most efficiently; spending class time engaging students in application activities with feedback (peer instruction, team-based learning, case-based learning, process-oriented guided inquiry learning); clarifying links between in-class and out-of-class learning; adapting learning materials for students to acquire course content in preparation of class; extending out-of-class learning by means of individual and collaborative tasks. The recommendations for in-class language learning activities using the Extempore app in flipping the classroom have been considered. The conclusion has been made about the main advantages and challenges of the flipped classroom model in teaching a foreign language.

Keywords: *flipped classroom, linguistic disciplines, foreign language learning, Moodle learning platform, Extempore app, peer instruction, team-based learning, case-based learning, problem-based learning, collaborative practice.*

АНОТАЦІЯ

У статті розглянуто технологію використання перевернутої моделі навчання під час вивчення лінгвістичних дисциплін студентами, для яких іноземна мова є фаховою. Запропонована ідея «перевернутого навчання» базується на використанні навчальної платформи Moodle, створеної з метою надання викладачам та студентам надійної, безпечної та інтегрованої системи для створення персоналізованих навчальних середовищ. Ефективність перевернутої моделі навчання має бути гарантована використанням на практиці чотирьох принципів перевернутого навчання, визначених спільнотою Мережі перевернутого навчання (Flipped Learning Network), а саме: гнучкого навчального середовища, інноваційної навчальної моделі, свідомого підходу до організації змісту навчання та кваліфікованого педагога. Процес перевернутого навчання можна ефективно організувати, враховуючи покрокові інструкції, надані Техаським університетом в Остіні: визначення місця, де перевернута модель навчання має найбільший сенс для вивчення дисципліни; використання аудиторного часу для залучення



студентів до навчальної діяльності із забезпеченням зворотнього зв'язку від викладача (навчання однопітків, навчання в команді, навчання на основі конкретних випадків, орієнтоване на процес навчання); встановлення зв'язків між аудиторним та позааудиторним навчанням; адаптація навчальних матеріалів для студентів для ефективного засвоєння змісту дисципліни під час підготовки до заняття; варіативність форм позааудиторного навчання, наявність індивідуальних та групових завдань. Розглянуто рекомендації щодо видів англомовної навчальної діяльності на заняттях із застосуванням програмного додатку *Extempore* для перевернутого навчання іноземного спілкування. Зроблено висновок про основні переваги та недоліки перевернутої моделі навчання під час викладання іноземної мови.

Ключові слова: перевернуте навчання, лінгвістичні дисципліни, вивчення іноземних мов, платформа для навчання *Moddle*, програмний додаток *Extempore*, навчання однопітків, командне навчання, навчання на основі конкретних випадків, проблемне навчання, коопероване навчання.

INTRODUCTION

Rapid development of information and communication technologies provides the opportunity to increase the efficiency of higher education, to reduce the share of traditional classroom-based forms of teaching (lectures, seminars, etc.) and to encourage students' independent learning by shifting the focus from the teacher-to-students knowledge transfer to the students' knowledge construction supported and guided by a teacher. Currently, the higher education system is integrating educational technologies within the competence paradigm. An effective means of its implementation is the so-called 'flipped classroom' – a model which is sometimes defined as 'inverted classroom' (Lage, Platt, & Treglia, 2000; Talbert, 2012) or 'flipped learning' (Bergmann & Sams, 2012; HEA, 2018).

Learning their subjects in the traditional way, students acquire knowledge in the classroom. After classes they simply analyse, summarize and evaluate the information. On the contrary, flipped learning is a pedagogical technique according to which the usual process of in-class learning is inverted. Hence, students study the material before attending classes and at classes they try to get deeper understanding of the topics by discussing them with their groupmates and performing problem-solving activities that are encouraged and monitored by teachers. After classes, students are involved in the reflection upon the feedback they were provided in order to use it to extend their learning (HEA, 2018).

THE AIM OF THE STUDY

The aim of this paper is to consider how to use a flipped classroom model in teaching linguistic disciplines to students majoring in a foreign language.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The concept of 'inverted classroom' was firstly used by Professors of Economics from Miami University (Ohio) to explain the use of their technique (Lage, Platt, & Treglia, 2000).

The term 'flipped learning' began to be widely used in the early middle of 2000s. At that time it was promoted by J. Bergman and A. Sams, who became co-founders of the Flipped Learning Network (Bergmann, & Sams, 2012) and S. Khan, who founded the Khan Academy (TED, 2011). But the notion of flipped learning dates back to much earlier times (Talbert, 2012).

In the 1990s, E. Mazur from Harvard University developed a 'peer instruction' model according to which he initially provided learning materials for students to study before class and then, in class, he challenged them and encouraged to profound cognitive thinking while they were interacting (Crouch, & Mazur, 2001).



This model was further expanded and the other technological procedures were included. The ‘flip’ concept was developed and the teacher was assigned the role of a facilitator and a coach. Further research concentrated upon the concept of ‘inverting the classroom’ to ensure an inclusive learning environment where individual coaching and mentoring was a regular teaching activity (Lage, Platt, & Treglia, 2000).

From that time to the present days, extensive development of online resources and professional networks encourage cooperation among teachers and supply them with accessible tools for practising flipped learning. Creation of software such as Screenr and Webinaria as well as distribution tools such as Youtube and Vimeo give the possibility to effortlessly develop content for flipped learning. Moreover, there is a great number of media to be re-used, namely iTunesU, Open Yale Courses and Khan Academy) (HEA, 2018).

Flipped learning has not been extensively referred to as an independent pedagogical approach in higher education. But still there are many cases showing considerable improvements in motivation among students and teachers, increased class attendance, and better grades which have been the consequence of applying the flipped learning approach (Hamdan et al., 2013).

In 2011, considerable progress in test scores was observed after flipping a part of a large enrollment class studying Physics at Vanderbilt University (the USA) (DesLauriers, Schelew, & Wieman, 2011). In 2012–2013, the staff of the University of Queensland (Australia) succeeded in implementing a large-scale flipped learning project involving more than 1,000 students and integrating a wide range of disciplines. This university is currently one of the leaders in global university partnership aimed at initiating better understanding how education process might be reconstructed involving a flipped learning model and how expansion and adoption of progressive educational experience in the field of flipped learning could be developed (University of Queensland, 2014).

The Schools of Social Sciences and Computer Science at the University of Manchester (the UK) conducted an experiment in which they flipped the tutorial by supplying a video for the students to watch before the tutorial and then used the tutorial time for working in small groups. The activities were organized within the problem-based learning approach. Reflection upon the experiment testifies to general improvement in student participation and defines the problems in implementing small group work within larger groups of students (University of Manchester, 2014).

American colleges and universities were the first to adopt the flipped learning model. This concept has been supported in the UK as well. Thus, flipped classroom as an innovative learning technology has a significant impact on higher education abroad and it is being introduced into the education process in Ukraine as well.

On using a set of theoretical research methods such as analysis, synthesis, interpretation, comparison and generalization of foreign pedagogical experience as well as empirical research methods, namely observation, interviewing, testing and rating students’ progress, we suggest an idea of applying a flipped classroom model in teaching linguistic disciplines to students majoring in a foreign language.

RESULTS

Considering the information provided by the Flipped Learning Network (FLN, 2014), we believe that the terms ‘flipped classroom’ and ‘flipped learning’ cannot be interchanged. Flipping a class might not involve flipped learning. Sometimes teachers flip their classes by making students read subject-related texts or watch supplementary videomaterials out-of-class, engaging them in problem-solving activities, etc. But the



concept of flipped learning assumes that teachers have to incorporate into their practice the so-called four pillars of flipped learning which are described as follows (FLN, 2014):

Flexible environment. Flipped learning may include numerous learning approaches. Teachers often re-schedule learning activities to allocate a lesson or a unit, to encourage either group or students' individual work. They accommodate flexible spaces and students are to decide when and where they will study. Moreover, while flipping their classes, teachers are flexible in setting the timeline for students' learning and in assessing students' progress.

Learning culture. Within the conventional teacher-centered approach, a teacher is the key source of knowledge. On the contrary, the flipped learning model is more learner-centered. In-class time is dedicated to acquiring expertise in the topics. Hence, students are provided with greater learning possibilities. They are more interested in the process of knowledge construction while taking part and evaluating their progress in the most appropriate way.

Intentional content. Teachers who implement the flipped learning model always consider the ways of using it to facilitate students' understanding of conceptual and procedural fluency. They decide upon the materials they have to teach as well as the topics for students' own research. Teachers apply intentional content to increase time for classroom activities and to adopt student-centered, active learning strategies that depend on the level of knowledge and subject matter.

Professional educator. In a flipped classroom, the importance of a professional educator is great. It is even more demanding than in a conventional classroom. Teachers always have to observe their students, provide them with the relevant feedback and evaluate their progress. Professional educators communicate with other colleagues to exchange and advance their teaching strategies, engage in constructive criticism and learn how to avoid chaos in their classrooms. Professional educators remain the integral part of the flipped learning environment.

The idea of 'flipped classroom' in Khmelnytskyi National University (Ukraine) is based on the use of Moodle learning platform which has been designed to enable teachers, administrators and learners to use a secure and integrated system for creating personalized learning environments. Moodle offers a number of ways to import, export and manage digital content aimed at supporting flipped learning. After creating a course in Moodle environment teachers (in our case foreign language teachers) don't need to focus mainly on conveying information (e. g. lecturing), giving homework, and leaving it to students to study the material individually. They often add electronic resources (e.g. video and audiorecordings, links to videolections from free educational websites, new vocabulary lists, grammar explanations, pronunciation guides, lecture materials, other tasks and activities) for students to view and complete at home before the next class. This provides in-class time to exchange knowledge and master the material employing collaborative learning, preparing projects and organizing discussions.

We are convinced that the procedure of flipping a classroom can be efficiently arranged taking into account a step-by-step guide provided by the University of Texas at Austin, USA (2019):

1. Identifying in what part of the course the flipped classroom model may be used most efficiently.

2. Spending in-class time involving students in application activities and ensuring feedback.

There are various evidence-based teaching approaches that create engaging class environments. The following are the main approaches to students' collaboration and problem solving used at the University of Texas:



Peer Instruction. After preparing for classes, students provide teachers with the relevant feedback about the problems they encountered. In class, students listen to mini-lectures combined with peer discussions of key points that help elicit, confront, and resolve misunderstandings students may have.

Team-based Learning. After preparing for classes, students have a content-based readiness-assurance quiz at the beginning of class (first as individuals and then as a team). Teams immediately receive feedback on their performance while teachers fill in the gaps in understanding by mini-lectures. Then, teams take part in structured application activities intended to make the necessary choice simultaneously.

Case-based Learning. Students cooperate in small groups with an instructor's supervision to detect problems and assess students' attempts to solve them.

Process-oriented Guided Inquiry Learning. Learning activities are arranged in such a way that students research data or information indicated by questions, make up their own conclusions, and use the acquired concepts in further learning. The activities are organized to develop procedure skills, critical thinking, problem solving abilities and collaboration techniques.

3. Clarifying links between in-class and out-of-class learning. The goal of the flipped learning model is to replace in-class lecturing by application-oriented home tasks and to have students study lecture materials before class. Further activities may involve finishing the work started in class or reading additional materials on the topic as well as a larger group assignment.

4. Adapting information for students to understand the course content while getting ready for classes. The dynamic learning environment is an essential condition of the flipped classroom. That is why students have to come prepared for class. It is crucial for students to be responsible enough to complete their pre-class assignment, and be provided with an opportunity to ask questions about the content they are learning out-of-class.

5. Extending out-of-class learning by means of individual and collaborative tasks. It may be helpful here to use message boards or academic social media to develop the ideas expressed in-class, introduce relevant problems, give assignments that make students apply skills and knowledge acquired in class in a new situation which has not been discussed in class, assign supplementary readings relevant to the concepts considered in class, motivate students to create new learning groups, etc.

The flipped classroom model of teaching linguistic disciplines may be further developed considering the recommendations provided by the Flipped Learning Network (2019) on how to use *Extempore* app in flipping the classroom for language instruction. *Extempore* is the platform designed for teachers of foreign languages. It enables them to evaluate authentic speech without organizing face-to-face communication with their students. Teachers can create various assignments using the *Extempore* website. Students can access these activities via their device or computer. On both platforms, learners can choose to submit answers through either video or audio. Teachers are able to grade the submitted answers and remotely provide written or oral feedback from their mobile or desktop device (*Extempore* app website, 2019).

K. Walsh (2016) suggests using *Extempore* for the development of students' foreign language speaking competence by initially recording a brief demonstration of a new vocabulary or grammar topic to be covered. Next, students have to complete simple comprehension questions in the target language testing their ability to absorb and produce this new information in limited contexts. It may involve:



– modelling standard pronunciation for students, asking them to submit their own attempts via the Extempore app. and providing them with the relevant feedback to facilitate improvement;

– asking either simple yes or no (true or false) or basic comprehension questions referring to a vocabulary list, considering relevant images, etc. After that students submit their responses before the next class;

– encouraging students to create a video journal as a type of self-reflective activity. Students can use them to comment on the lesson and ask questions that they may still have about the content.

Flipping course instruction allows students to absorb the material as fast as they can. Combining this with formative assessments it's possible to encourage students to actively engage in the target language by practicing what they have just learned. It helps them maintain a regular habit of speaking outside of the classroom where it could be lacking (Walsh, 2019).

CONCLUSIONS

Taking into account the results of research in this field we can conclude that flipped classroom is an efficient model in teaching linguistic disciplines to students majoring in a foreign language. In a flipped classroom, students are able to control their own learning and learn as fast as they can. Students are free to pause or rewind the videomaterials, put down a list of questions, and discuss the material with their teachers and groupmates in class. Flipped classroom allows using in-class time to acquire skills participating in collaborative projects and group discussions. This motivates students to teach each other and learn key points cooperatively with the support of their teachers. Moreover, teachers have the possibility to identify mistakes in understanding or concept application. A flipped classroom model can be rather efficient in foreign language learning due to its focus on target language use in classroom while students are working on interactive activities. Scaffolding as well as peer-teaching may frequently be more efficient for some students than conventional teaching approaches. In-class activities may seem more real-life when there is enough time for them. By having the learning materials available online, students who missed classes because of illness, participation in sporting events, or facing emergencies, can catch up with the group quickly. It also ensures more flexibility for teachers.

Still, it's necessary to mention several challenges of the flipped classroom model. One of the most significant points here is the need for students to have access to a computer and Internet to explore the learning materials. Since flipped classroom depends on students' involvement, it's impossible to guarantee that they will cooperate with instructors within the flipped model. Furthermore, applying a flipped classroom entails excessive workload on teachers. Their responsibilities consist in providing videolectures and uploading other learning materials (which is a painstaking and time-consuming job), and practicing motivating in-class activities that will make students actively participate and prepare for class. Flipped classroom is not the model of teaching aimed at improving standardized test scores. However, students and teachers still need to spend a considerable part of time getting ready for state mandated testing, which, in its turn, may interrupt the flipped classroom process.

Perspectives for further studies include evaluation of students' progress in a flipped classroom, approaches to encourage students' motivation to actively participate in the flipped learning activities, development of online tools and apps for implementing a flipped classroom model in foreign language teaching.



REFERENCES

1. Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Washington, DC: International Society for Technology in Education.
2. Crouch, C.H., & Mazur, E. (2001). Peer Instruction: Ten Years of Experience and Results. *American Journal of Physics*, 69, 970–977.
3. DesLauriers, L., Schelew, E., & Wieman, C. (2011). Improved Learning in a Large-Enrollment Physics Class. *Science*, 332, 862–864.
4. Extempore app website. (2019). *Why extempore*. Retrieved from <https://extemporeapp.com/>.
5. Flipped Learning Network. (2014). *The Four Pillars of F-L-I-P™*. Retrieved from https://flippedlearning.org/wp-content/uploads/2016/07/FLIP_handout_FNL_Web.pdf.
6. Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. (2013). A Review of Flipped Learning. Retrieved from https://flippedlearning.org/wp-content/uploads/2016/07/LitReview_FlippedLearning.pdf.
7. Higher Education Academy. (2018). *Flipped Learning*. Retrieved from <https://www.heacademy.ac.uk/knowledge-hub/flipped-learning-0>.
8. Khan, S. (2011). Let's Use Video to Reinvent Education. *TED*. Retrieved from https://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.
9. Lage, M.J., Platt, G.J., & Treglia, M. (2000). Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment. *The Journal of Economic Education*, 31, 30–43.
10. Talbert, R. (2012). Inverted Classroom. *Colleagues*, 9 (1). Retrieved from <http://scholarworks.gvsu.edu/colleagues/vol9/iss1/7>.
11. The University of Manchester. (2015). Flipping the Classroom. Retrieved from <http://www.elearning.eps.manchester.ac.uk/blog/2014/flip/>.
12. The University of Queensland. (2012-2017). *Flipped Classroom Project (OLT)*. Retrieved from <http://www.uq.edu.au/tediteach/flipped-classroom/olt-transforming/index.html>.
13. The University of Texas at Austin. (2019). *How do you flip a class?* Retrieved from <https://facultyinnovate.utexas.edu/how-to-flip>.
14. Walsh, K. (2019). *Flipping the language classroom*. Retrieved from https://flippedlearning.org/academic_subject/foreign_languages/flipping-the-language-classroom/



DOI: 10.2478/cpp-2019-0026

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

THE RELEVANCE OF APPLIED LINGUISTICS IN RELATION TO LANGUAGE AND COMMUNICATION STUDIES: A WORLDWIDE OVERVIEW

ABSTRACT

The paper outlines the peculiarities of Applied Linguistics as a branch of science and specialty provided by universities worldwide. Its scope, relevance in modern labour market and immediate relation to communication and language studies have been analyzed. Its advantages as a flourishing educational program for tertiary education and as an occupation in modern digital world with diverse realms of communication and language application have been substantiated. A wide range of activities presupposed by Applied Linguistics study have been outlined: researching language in classrooms (classroom-based research); work with different kinds of written and spoken texts (corpus linguistics); approaching language learning (learner autonomy); testing and assessment of language learning; expanding vocabulary (including multiword expressions); dictionary making; interpretation and translation; studies of bilingualism and multilingualism. It has been determined that five most important concepts are basic for understanding the relation of Applied Linguistics to language and communication studies: Functional Linguistics, Language and its Application, Communicative Competence; Cognitive Discourse Analysis, Conceptual Blending Theory, and Contemporary Discourse Analysis; Barriers in Specialized Translation fields and their overcoming (by means of technology); Linguistics and Culture; Language hierarchy, authority, policy, and planning. Applied Linguistics program in tertiary education provides students with necessary studies in relation to language and communication in terms of language communication, its components, conditions of successful communication and cooperation; language etiquette; speech codes, their switching and mixing; speech acts and their types; context of culture, situation and co-texts; assembling and working with corpora; researching collocations and units of meaning. Undergoing the program of Applied Linguistics in tertiary education students can broaden knowledge of linguistics and language; deal with contemporary issues concerning the diversity of languages and cultures in societies; learn and teach foreign languages; eliminate language and communication gaps between people of different cultures; enhance the development of languages and communication skills.

Keywords: Applied Linguistics, communication, language studies, Applied Linguistics program.

АНОТАЦІЯ

У статті окреслено специфіку «Прикладної лінгвістики» як галузі знань та спеціальності, яка пропонується закладами вищої освіти у всьому світі. Проаналізовано її зміст, актуальність на сучасному ринку праці та безпосередній зв'язок з вивченням комунікації та мови. Обґрунтовано її переваги як перспективної освітньої програми для закладів вищої освіти та як професії у сучасному цифровому світі з різноманітними галузями комунікації та застосування мови. Визначено



широкий спектр видів діяльності, які передбачені вивченням освітньої програми з «Прикладної лінгвістики»: дослідження мови в освітньому середовищі, робота з усними і письмовими текстами (корпусна лінгвістика), використання різних підходів до вивчення мови, тестування та оцінювання знання мови, укладання словників, робота з лексикою, усний та письмовий переклад, вивчення білінгвізму та мультилінгвізму. З'ясовано, що для обґрунтування безпосереднього зв'язку «Прикладної лінгвістики» з вивченням мови та комунікації базовими є п'ять основних концептів: 1) систематична функціональна лінгвістика, функції мови та комунікативна компетентність; 2) когнітивний аналіз дискурсу, аналіз сучасного дискурсу та теорія концептуального поєднання; 3) галузі спеціалізованого перекладу, його труднощі та їх подолання з використанням технологій; 4) лінгвістика і культура, ієрархія мови, її планування та функціонування. Освітня програма з «Прикладної лінгвістики» у закладах вищої освіти забезпечує студентів навчанням, спрямованим на вивчення мови та комунікації у таких напрямках: мовна комунікація, її компоненти, умови успішного здійснення цього процесу, комунікативна співпраця; мовний етикет; мовні коди, їх зміна та змішування; мовні акти та їхні типи; контекст культури, ситуації та речення; укладання корпусів та робота з ними; словосполучення, сталі вирази та значущі одиниці. З'ясовано, що у процесі вивчення «Прикладної лінгвістики» студенти розширюють знання з лінгвістики та мови, досліджують сучасні проблеми різноманітності мов та культур у світі, вивчають та викладають іноземні мови, заповнюють прогалини у комунікації представників різних культур, формують комунікативну компетентність.

Ключові слова: прикладна лінгвістика, комунікація, комунікативна компетентність, освітня програма з «Прикладної лінгвістики».

INTRODUCTION

Language and communication are indispensable part of contemporary life. They help us understand thoughts and actions of people around us – from decoding of simple messages to trying to comprehend our feelings and emotions, relations with friends and family, understanding the difference between cultures and communication systems and their recognition in real life situations. Due to all these factors specialists knowledgeable in language and communication are in great demand today, when communication acquires different means of expression and is applied in various situations. In this respect Applied Linguistics specialty appears to be up to date especially with the development of technology and intercultural communication.

Sometimes this specialty is underestimated by society and prospective students because they do not really realize the scope of this branch of science. The problem is that applied linguists themselves don't completely comprehend the subject they study. They argue over whether it is connected with language teaching or with theoretical linguistics and whether it includes the practical application of the language. All of these views are peculiar to applied linguists and are presented in the BA courses available at universities all over the world under the label of Applied Linguistics. To some, this specialty means applying theoretical linguistics to actual data, to others it is something related to the compilation of dictionaries or the collection of "corpora", while others think that specialists in Applied Linguistics are those describing the language of social networks or looking for gender neutral vocabulary. Applied Linguistics seems rather broad, including the study of first language acquisition and computational linguistics (Cook, 2018).



THE AIM OF THE STUDY

The paper is aimed at the analysis of Applied Linguistics as a specialty and a science, defining its scope, relevance in modern labour market and demonstrating its immediate relation to communication and language studies as well as substantiating its advantages as a flourishing educational program for tertiary education and as an occupation in modern digital world with diverse realms of communication and language application.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The issue of Applied Linguistics is not new in scientific literature and is covered in works of a number of researchers all around the world: Cook V. (2018), J. Holmes (2011), M. Marra (2011), R. Nordquist (2019), I. Piller (2017), V. Walsh (2019), P. Warren (2017) and others. In their works the researchers try not just to disclose the essence of Applied Linguistics as a science but explain its practical implementation, its relation to communication and language studies.

The most renowned names in Applied Linguistics which are considered to be the founders of it as a science are N. Chomsky (1991), A. Firth (2007), M. Halliday (2003), D. Hymes (1996) and others. They made a foundation for further development of the science and formulated its main postulates.

The works of the above mentioned scientists were used in this research to demonstrate the practicality and necessity of Applied Linguistics as a science and as a specialty (profession), to demonstrate its focal place in relation to communication and language studies. In the research we have used a range of general scientific methods (including study and analysis of reference, scientific educational print and on-line sources), as well as systematization and generalization. Our research is qualitative (descriptive) and includes observation, document analysis, and narrative inquiry.

RESULTS

Applied linguistics is a field of study that studies the ways linguistics can assist in dealing with issues in areas such as psychology, sociology and education. It is closely related to theoretical linguistics, which studies areas such as morphology, phonology and lexis. Branches of applied linguistics that are of interest to teachers of languages include language acquisition, corpus studies and sociolinguistics (British Council, 2019). It connects the study of language (Linguistics) with the teaching and learning of languages.

Applied Linguistics embraces a wide scope of branches, such as:

- researching language in the process of learning (classroom-based research);
- working with different kinds of written and spoken texts (corpus linguistics);
- using various approaches to language learning (learner autonomy);
- testing and assessment of language learning;
- researching and expanding vocabulary (including multiword expressions);
- dictionary making;
- interpretation and translation;
- studies of bilingualism and multilingualism.

Studying applied linguistics presupposes enhancing our understanding of how language functions in a wide range of personal, social and professional relations and interactions. It is also related to our communication with each other, negotiation and establishing effective cooperation.

Within Applied Linguistics program, one can learn how to use written and spoken modes effectively, and how the way one communicates enhances or hinders interaction. The Applied Linguistics program includes practical issues that are closely connected with



establishing relationships between languages, cultures and societies; the acquisition of second and foreign languages; teaching and learning of languages; language policy; and intercultural communication (British Council, 2019).

A degree in Applied Linguistics will provide a student with possibilities to:

- obtain substantial knowledge of linguistics and language;
- research diversity of languages and cultures in contemporary societies;
- develop the ability to learn and teach foreign languages;
- overcome language and communication gaps between people of different cultures;
- encourage young people to develop language and communication skills.

Those undergoing educational program in Applied Linguistics will study the Functioning of Languages, Linguistics, Second language acquisition, Culture and communication, Intercultural communication in everyday life, Language and society.

Applied linguistics explains the interaction between languages and communication, provision of their effective application in all contexts. The acquired skills can be applied in many spheres and industries, among which are emerging areas of machine translation, speech recognition and human-computer interaction.

Prospective jobs that one can get after completion of the Applied Linguistics program are: language teacher; forensic linguistics specialist; professional writer; communication advisor; interpreter and translator, copywriter.

It is quite obvious that in the process of studying Applied Linguistics one will definitely acquire a competence necessary to engage oneself in a number of jobs and professions related to language and communication, as it is the focal point of its curriculum.

To understand the relation of Applied Linguistics to communication and language studies it is necessary to highlight the basic concepts (for linguists):

1. Functional Linguistics, Functioning of Language, and Communicative Competence.

In this relation it is necessary to highlight two most important personalities in the field of Applied Linguistics. They are Dell Hymes (Hymes, 1996) and M. Halliday (Halliday, 2003). Their primary research concerned language use in relation to discourse, meaning, and communication in speech and text.

M. Halliday studied social contexts of language, namely the field of discourse; the tenor of discourse; the mode of discourse.

These issues made up the foundation of theory on functions of language:

- Expression of semantic content;
- Exchange of semantic content;
- Structuring of semantic content in the text (Halliday, 2003).

This is the basis for the development of D. Hymes' Theory of Communicative Competence that comprises the knowledge of where, when, and with whom it is appropriate to use certain utterances and/or grammar in speech situations (ceremonies, trips), speech events (ordering food, giving a lecture), or speech acts (greetings, compliments) (Hymes, 1996).

D. Hymes formulated five communicative competences – functional, grammatical, cultural, interactional, and sociolinguistic (when to speak, how one should speak depending on culture, with which register to speak, and which body language/level of formality to use) (Hymes, 1996).

For professional linguists it is vital to comprehend or, at least, have some knowledge about relations and connections among different cultural and linguistic communities, their speech and means of interaction. Speakers must know with whom they



are communicating and how to do it properly, otherwise misunderstandings are sure to take place (Walsh, 2019).

2. Cognitive Discourse Analysis, Conceptual Blending Theory, and Contemporary Discourse Analysis.

Cognitive Discourse Analysis is an approach that considers cognitive or mental processes which are responsible for the production and comprehension of discourse, speech, or text. These aspects are especially important for those who want to overcome communication gap between different cultures. If two people are aware of social essence of the cultures they try to unite, their common efforts will make communication more understandable (Walsh, 2019).

This leads to a concept of conceptual blending theory, that is aimed at explaining of how the meaning of a text is understood in real life by a listener (or reader) with the help of linguistic hints that enhance mental processes. This is especially useful in the branch of translation, as it helps to outline the most productive means to transmit the original message so that it sounds understandable and natural to the target audience – usually via emotions. This theory highlights the necessity to pay attention not only to linguistic correctness but to more profound mental and emotional levels (Walsh, 2019).

The theory of Contemporary Discourse Analysis is based on reflexive thoughts (related to culture, values, and beliefs) and how they influence the meaning and interpretation of a text (Gee & Hayes, 2011). An acclaimed linguist James Gee states that before a text becomes a text, it must be produced. After that it is perceived on the basis of different contexts – linguistic, temporal, interpersonal, and geographical. That's why professional translators working with various cultures around the world must take different contexts into consideration while delivering the final message to the clients.

3. Barriers in Specialized Translation and their overcoming (by means of technology).

It is quite clear that there are many different branches of science that undergo translation process (general, medical, IT, political, economic, legal, technical, literary, etc.) and that are characterized by different ranges of vocabulary, expertise, and comprehension. They must be considered by linguists and especially translators. Besides, translators must concentrate on three main factors that help to transmit the message to the client in a proper way: clarity, understandability, and economy. The task of a professional translator is to combine grammatical correctness and perception of the text as a whole. In this respect translation technology plays crucial role – it gives modern translators a major advantage. Nevertheless, it is the task of a human translator to apply linguistic skills to align the information received from computers to human perception. Technology assists, but still it is the task of a human translator to control the language, its clarity, consistence, understandability, and conciseness. Only under these conditions the task is accomplished (Walsh, 2019).

4. Linguistics and Culture.

It is very crucial to differentiate various cultures when it concerns communication and translation. Social, cultural, and linguistic differences must be taken into consideration to provide proper communication. Intercultural communication and consideration of cultural values are essential in delivering a message across cultures.

It is an established fact that lexical units have many different meanings depending on various concepts and interpretations, and it is the job of professional communicators and linguists to choose the correct and appropriate one. They must research the source material and target audience to be absolutely sure of the meaning they choose.



Being aware of cultural and national differences between people is a crucial condition of efficient communication and intercultural relationships in general, the same can be said about translation and interpretation (Walsh, 2019).

5. Language hierarchy, authority, policy, and planning.

Frequently, linguists face the choice concerning the type of language they have to use (formal vs. informal language, as well as accents, dialects, and intonation). Linguist and philosopher Noam Chomsky states that often relations between a speaker and listener can create real hierarchies (Chomsky, 1991).

One of the most important issues in this relation is language planning that can be very useful for a number of aims, namely: keeping up languages, helping immigrants integrate into a new cultural community and learn their language, enhancing intercultural interaction and cooperation, and helping overcome cultural problems related to communication between different groups (oral or written). Moreover, translators should pay attention to developments in language policy/planning and consider them before presenting their final work, because a word or expression can have quite opposite meanings in different languages and cultures (Walsh, 2019).

The consideration of these concepts of Applied Linguistics as a science is the foundation of designing and implementation of Applied Linguistics educational program into tertiary education, in which communication and language studies are among the main aims and branches of study. Applied Linguistics educational program is designed to incorporate the study of communication, language and effective interaction of people. Completion of this program presupposes that students must be knowledgeable in:

1. Language communication, its components (speaker, recipient, message, context, specificity of contact and code (means) of speech), conditions of successful communication and cooperation (implementation of Paul Grice's conversational maxims (of quantity, quality, relation and manner), as well as defining cases of their violation and flouting).

2. Language etiquette (an accepted set of requirements for forms, content, orders, characters and situational relevance of utterance or expression);

3. Speech codes (frameworks for communication in a given speech community), their switching and mixing;

4. Speech acts (an utterance defined in terms of a speaker's intention and the effect it has on a listener) and their types (locutions, illocutions, perlocutions).

5. Context of culture, situation (the total environment, including the verbal environment and the situation in which the text was produced) and co-texts (words of a text that are surrounded by their linguistic environment).

6. Assembling and working with corpora (a large collection of texts electronically stored on a computer, containing authentic language used in real situations and representing both the language used in speech and in writing); students learn how to use corpora to check patterns of the language and its lexico-grammatical features; check the use of words; compare the use of words in different varieties of the same language (for example, either in the language of economics or in the language of medicine etc.); compare and contrast translation equivalents across different languages; draw examples for the preparation of teaching material; obtain a list of the phraseology and the terminology of a language and its varieties;

7. Collocations and units of meaning (interrelation of words in a close proximity and their influence on the general meaning of collocations).

The students use qualitative and quantitative research methods for undertaking their own empirical and/or theoretical research into language and language behaviour, sub-



domains of applied linguistics such as first and second language acquisition, intercultural communication, language pedagogy and assessment, language impairment, language policy and language and identity. These branches of research demonstrate direct relation of Applied Linguistics to communication and language.

CONCLUSIONS

Thus, having considered the essence of Applied Linguistics as a science and as an educational program in tertiary education we have come to the conclusion that its basic notions are language and communication. Students undergoing studying in this program learn how language functions and influences communication. To show the relation between Applied Linguistics and communication it's necessary to differentiate five basic concepts of Applied Linguistics which are: Functional Linguistics, Functions of Language, and Communicative Competence; Cognitive Discourse Analysis, Conceptual Blending Theory, and Contemporary Discourse Analysis; Barriers in Specialized Translation fields and their overcoming (with the help of technology); Linguistics and Culture; Language hierarchy, authority, policy, and planning.

Applied Linguistics program in tertiary education provides students with substantial studies in relation to language and communication in terms of language communication, its components, conditions of successful communication and cooperation; language etiquette; speech codes, their switching and mixing; speech acts and their types; context of culture, situation and co-texts; assembling and working with corpora; studying and researching collocations and units of meaning.

The prospect of further research is the possibilities of connecting linguists' professional knowledge of languages for promotion of e-communication with the use of Information Technology.

REFERENCES

1. British Council. (2019). *Applied linguistics*. Retrieved from: <https://www.teachingenglish.org.uk/article/applied-linguistics>.
2. Chomsky, N. (1991). *Linguistics and Cognitive Science: Problems and Mysteries*. Oxford: Blackwell.
3. Cook, V. (2018). *What is applied linguistics*. Retrieved from: <http://www.viviancook.uk/Writings/Shorts/WhatisALI.htm>.
4. Firth, A. & Wagner, J. (2007). *Second/foreign language learning as a social accomplishment: elaborations on a "reconceptualised" SLA*. *Modern Language Journal*, 91, 800–819.
5. Gee, J. P. & Hayes, E. (2011). *Language and Learning in the Digital Age*. London and New York: Routledge.
6. Halliday, M. (2003). On the "architecture" of human language. In: *On Language and Linguistics*, Vol. 3. London and New York: Equinox.
7. Holmes, J., Joe, A., Marra, M., Newton, J., Riddiford, N. & Vine, B. (2011). Applying linguistic research to real world problems: the case of the Language in the Workplace Project. In Christopher, N. (ed.) *Handbook in Applied Linguistics: Communication in the Professions*, 533–549. Berlin: Mouton de Gruyter.
8. Hymes, D. (1996). *Ethnography, Linguistics, Narrative Inequality: Toward an Understanding of Voice*. London: Taylor & Francis.



9. Marra, M., & Warren, P. (2017). *Linguist at Work: Festschrift for Janet Holmes*. Wellington: Victoria University Press.
10. Nordquist, R. (2019). *Applied Linguistics*. ThoughtCo, Jul. 3, 2019. Retrieved from: [thoughtco.com/what-is-applied-linguistics-1689126](https://www.thoughtco.com/what-is-applied-linguistics-1689126).
11. Piller, I. (2017). *Intercultural Communication: A Critical Introduction*. Edingburgh University Press.
12. Walsh, V. (2019). *The Mysterious Field of Applied Linguistics and how it Relates to Translation*. Retrieved from <https://theopenmic.co/the-mysterious-field-of-applied-linguistics-and-how-it-relates-to-translation/>.



DOI: 10.2478/cpp-2019-0027

PhD in Pedagogy, Associate Professor, **TETIANA HOROKHIVSKA**
The Institute of Law and Psychology of the National University "Lviv Polytechnic"
Address: 12 Stepan Bandera St., Lviv, 79000, Ukraine
E-mail: t.gorohivska@gmail.com

CHARACTERISTICS OF DEVELOPING PROFESSIONAL-PEDAGOGICAL COMPETENCY IN UNIVERSITY TEACHERS IN THE CONTEXT OF POLISH EXPERIENCE

ABSTRACT

The article deals with the trends in the development of professional-pedagogical competency of university teachers in the Higher Education Area of the EU. It is emphasized that the creation of a global international educational environment requires a holistic technological strategy, whose primary tasks include analyzing the international educational space, standardizing technologies for professional development. The article also clarifies the concept of professional competency based on the analysis of international documents and activities of international organizations (The International Board of Standards for Training, Performance and Instruction; Die Internationale Gessellschaft fur Ingenieur Pedagogik; Standards and Guidelines for Quality Assurance in the European Higher Education Area, etc.). Specific attention is paid to the theoretical analysis of trends in the development of professional-pedagogical competency of university teachers in the context of the Polish experience. Various approaches of Polish scholars, practitioners and university teachers to defining the nature and content of competencies and competences are described (K. Denek, P. Kwolek, E. Wilczkowski, et al.). It is found that the study of teachers' professional competency is an important scientific issue. In Poland, there is still no single approach to understanding the competences, whose formation and development are necessary for developing professional-pedagogical competency in university teachers in the context of higher education reforms (J. Bugaj, A. Kotusiewicz, R. Kwaśnica, N. Kwiatkowska, A. Sajdak et al.). It is determined that the professional development of university teachers in the Republic of Poland, aimed at improving their professional-pedagogical competency, involves a system of professional retraining and advanced training, which are implemented under the conditions of both relevant educational institutions (universities) and directly in the field. It is concluded that the process of developing professional-pedagogical competency in Poland is considered as a complex multidimensional phenomenon, which ensures the continuing personal and professional growth and is an important component of the system of continuing education.

Keywords: *competency-based approach, professional-pedagogical competency, professional development, university teacher, teacher education, professional training, the European Union, the Republic of Poland.*

АНОТАЦІЯ

У статті розглянуто тенденції розвитку професійно-педагогічної компетентності викладачів у науково-освітньому просторі Європейського Союзу. Наголошено, що створення глобального міжнародного освітнього середовища вимагає цілісної технологічної стратегії, першорядними завданнями якої є аналіз міжнародного



освітнього простору, стандартизація технологій підвищення професійної компетентності. На основі аналізу міжнародних документів та діяльності міжнародних організацій (International Board of Standards for Training, Performance and Instruction, Die Internationale Gesellschaft für Ingenieur Pedagogik, «Standards and Guidelines for Quality Assurance in the European Higher Education Area» тощо) опрацьовано проблему визначення природи професійної компетентності особи. Окрему увагу приділено теоретичному аналізу тенденцій розвитку професійно-педагогічної компетентності викладачів вищої школи в контексті досвіду Республіки Польща. Охарактеризовано різноманітні підходи польських науковців, педагогів-практиків до визначення сутності та змісту компетентностей та компетенцій (Е. Вільчковський, К. Denek, Р. Kwolik та ін.). З'ясовано, що дослідження професійної компетентності педагогів відноситься до важливої наукової проблематики. Зауважено відсутність серед науковців Республіки Польща єдиного підходу до розуміння компетентностей, формування і розвитку яких є необхідним для становлення професійно-педагогічної компетентності викладачів в умовах реформи вищої освіти (J. Bigaj, A. Kotusiewicz, R. Kwaśnica, H. Kwiatkowska, A. Sajdak та ін.). Визначено, що професійний розвиток викладачів вищої школи Республіки Польща, спрямований на підвищення рівня їх професійно-педагогічної компетентності, передбачає систему професійної перепідготовки, підвищення кваліфікації реалізується в умовах як спеціально визначених навчальних закладів (університетів, вищих шкіл), так і безпосередньо на місцях педагогічної діяльності. Зроблено висновок про те, що процес розвитку професійно-педагогічної компетентності польських викладачів розглядається як складне багатовимірне явище, передбачає неперервне особистісне і професійне зростання, виступає важливим компонентом системи неперервної освіти.

Ключові слова: компетентнісний підхід, професійно-педагогічна компетентність, професійний розвиток, викладач вищої школи, педагогічна освіта, професійно-педагогічна підготовка, Європейський Союз, Республіка Польща.

INTRODUCTION

The strategic area of higher education reforms in Ukraine implies forming new generation teachers, who can professionally implement the state education policy, are initiative and creative at the level of world standards, are willing to generate innovative ideas and strive for continuing professional development, are eager to develop their professional-pedagogical competency. Given the importance of these objectives, it is essential to study and take into account the examples of foreign experience in enhancing the professional competency of educators. One should pay considerable attention to the experience of the Republic of Poland, which has become a Member State of the European Union and occupies a geopolitical position close to Ukraine and maintains close cultural and historical ties with it.

THE AIM OF THE STUDY

The article aims to theoretically analyze the trends in the development of professional-pedagogical competency in university teachers in the context of the Polish experience.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Much attention is paid to the professional development of professionals in the international documents of the European Commission, the UN, UNESCO ("Living and learning for a viable future: the power of adult learning" (CONFINTEA VI, 2009), "Continuing adult education" (OECD, 2012), "Lifelong learning. Policies and strategies"



”(UNESCO, 2014), “Standards and guidelines for quality assurance in the European Higher Education Area” (2015), etc.), as well as the documents of the Republic of Poland which justify a comprehensive reforming of the education system, including higher education (“Strategia rozwoju szkolnictwa wyższego by 2020”; “Diagnoza stanu szkolnictwa wyższego w Polsce (2009) etc.). The Polish experience in providing professional-pedagogical training of university teachers and enhancing professional skills of educators was studied by such Ukrainian scholars as I. Androshchuk (2018), Yu. Hryshchuk, T. Krystopchuk (2013), V. Pavlenko (2015), M. Palchuk (2011) et al. Various aspects of teacher training were also covered by Polish scholars. Thus, the studies of E. Laska (2007), T. Lewowitzki (2011), R. Piwowarski (2001) and others are devoted to the problem of teachers’ professional development and creation of standards for professional training. The organization of teacher education and advanced training were analyzed by K. Denek (1998), Cz. Kupisiewicz (1999), R. Pachocinski (2000) et al. The essence of competency-based teacher training was clarified by J. Kuzma (2000), P. Kwolik (2003), J. Pasicznik, E. Wilczkowski (2010), A. Wilczkowska (2010) et al. The development of teachers’ professional competency was explored by J. Bugaj (2016), A. Kotusiewicz (1997) et al.

Research methods include descriptive (to study, analyze and characterize documents and scientific-pedagogical sources) and comparative methods (to establish common and different pedagogical patterns) were used.

RESULTS

Today, the educational systems of foreign countries are characterized by the standardization of the educational process, which correlates with globalization processes and, at the same time, the need to improve professional skills of university teachers (Ovcharuk, 2003). The experts of the International Board of Standards for Training, Performance and Instruction establish the nature of professional competency as one’s ability to be professionally responsible and qualified based on the performance of certain functions, which imply achieving certain standards in a particular professional field through applying professional knowledge and skills (*International Board of Standards*, 2019).

The experts from the DeSeCo Project (Definition and Selection of Competencies: Theoretical and Conceptual Foundations), implemented in 1997 by the representatives of various industries (both national and international organizations, sociologists, economists, employers, educators, policy analysts, etc.) to monitor the quality of education and its compliance with the requirements of society, interpret the concept of competency not simply as some knowledge and abilities but as the possibility to use psychosocial resources (including abilities and skills) under specific living conditions (OECD, 2005, p. 4).

Today, both globalization and modernization are the leading trends in the development of education. Creating a global international educational environment requires a coherent technological strategy (Sysoieva, 2008, p. 183), whose primary tasks include analyzing the international educational space and standardizing technologies for professional development. Nowadays, such an example is demonstrated by the International Society for Engineering Pedagogy (Die Internationale Gessellschaft fur Ingenieur Pedagogik, hereinafter “IGIP”), established in Austria in 1972 at the University of Klagenfurt. As an Associate Member of UNESCO, IGIP has developed a special document which outlines the qualification requirements intended for teachers in higher engineering institutions. It must be noted that this organization aims to provide consistent professional and pedagogical training for teachers of technical subjects at the Centers of Engineering Pedagogy through the introduction of engineering teacher education (advanced training) and the international



exchange of experience and professional knowledge. If a teacher of technical subjects wishes to be awarded the title ING.PAED.IGIP (International Educational Engineer), he/she must be trained under a special programme (at least 204 academic hours), whose educational content should include engineering pedagogy, engineering teacher placement, teaching technologies, laboratory didactic, stylistics, rhetoric, communication and discussions, special sections of psychology and sociology, biological principles of human development, law, management, etc. (Alekseeva, & Shablygina, 2003, pp. 42–43).

In Ukraine, the Centre for Training and Advanced Training of Teachers from Technical Higher Education Institutions under the system of IGIP has been operating at the Ukrainian Engineering and Pedagogical Academy since 2000. The subjects provided by the IGIP programme are grouped into three stages: psycho-pedagogical and cultural-ethical training; computer technologies of training and intellectual activities; language communication in education. At the same time, the training load is allocated 720 hours, including 288 hours of classroom training. The title ING.PAED.IGIP is confirmed by a relevant certificate.

In this context, one should pay specific attention to the Center European de Developpement et Evaluation de la Formation Professionnelle (The European Centre for the Development of Vocational Education), established in 1975 to implement European policy in the field of vocational education. As an agency of the European Union, headquartered in Thessaloniki, Greece, the CEDEFOR assists in the development of vocational training, professional development and advanced training and introduces a system of vocational training common to the Member States.

Also one should consider the updated “Standards and Guidelines for Quality Assurance in the European Higher Education Area”, approved at the 2015 Ministerial Conference in Yerevan. The ESG is a set of standards for external and internal quality assurance systems in higher education aimed at promoting a better understanding of the quality of teaching and learning in 47 European countries. The factors in the procedure of internal assurance of higher education quality included the teaching staff, whose role is most important “in creating a high-quality student experience” (*Standards and Guidelines*, 2015, p. 13).

Still, it must be borne in mind that according to the International Standard Classification of Education (hereinafter “ISCED”) (UNESCO, 1997), the modern teacher must meet the following requirements:

- to apply specific knowledge to evaluate, synthesize and critically analyze new ideas and concepts in the relevant professional field;
- to broaden the understanding and awareness of existing knowledge and practical skills within the relevant professional field;
- to be able to conduct research, develop, implement and adapt projects aimed at gaining new knowledge and accordingly new solutions;
- to show independence, initiative, leadership skills in professional and educational activities under the conditions which require solving complex interdependent problems;
- to maintain a strong interest in the development of new initial ideas and processes with high quality of their understanding;
- to communicate within the framework of critical dialogue with colleagues;
- to explore and analyze social norms and relationships;
- to think critically, synthesize new, complex ideas and processes and make strategic decisions based on them;
- to demonstrate the experience of collective engagement with the ability to make strategic decisions under complex professional settings.



Since 2005, the higher education system in Poland has changed the evaluation of university teachers' professional skills. Polish universities have developed relevant strategies, which justify the ways, methods and forms of professional development of university teachers, continuing teacher education. Professional competency, as one of the leading qualities of the modern university teacher under the modernization of Polish reforms on the education system, is paid much attention. Quite often, however, the concepts of competency, competence and professionalism are used synonymously. In the scientific methodological literature, there are no clear and precise interpretations of these definitions, which leads to the lack of terminological clarity and correctness in the scientific discourse.

At the same time, the conducted analysis of the literature shows that there are different approaches to determining the nature and content of competencies (competences) among Polish scholars. Thus, J. Pasicznik, E. Wilczkowski, & A. Wilczkowska (2010) believe that the main competences of teachers should include moral, communicative, informational, medial, praxeological, cooperative and creative ones. A somewhat different approach is applied by K. Denek. In his work "O nowy kształt edukacji", the scholar singles out communicative competences reflecting the linguistic properties of the educational process, praxeological competences demonstrating the teacher's skills in organization, planning and monitoring, creative competences expressing non-standard thinking and innovation in pedagogical activity and, finally, competences of interaction which imply the expressive nature of the teacher's integration procedures (Denek, 1998, p. 49).

P. Kwolik (2003) has established the system of the modern teacher's competences. He believes that it consists of subject-specific, informational, medial, didactic, methodical, cognitive, diagnostic, postulatory, communicative, psychological, assertive, moral, spiritual, creative, interactive, organizational, realizable, praxeological, facilitative competences, as well as lifelong learning skills, monitoring and evaluation skills (Kwolik, 2003, p. 25).

I. Androshchuk (2018) indicates that the development of the university teacher's professional competency in Poland occurs in the system of general, integral, professional competencies based on the principles of their professional development and practical focus of administrative processes. Today, many scholars state that the study of teachers' professional competency is an important scientific issue and needs to be further justified and elaborated (Kotusiewicz, 1997, p. 337). To this end, Polish scholars identify and study the competences, whose formation and development are necessary for developing professional-pedagogical competency of university teachers in the context of higher education reforms.

Thus, J. Bugaj (2016) describes competencies of research staff in his work, titled "Uniwersyteckie strategie rozwoju zawodowego nauczycieli polskich w Polsce":

- core competencies (subject-specific knowledge, innovation, creativity, pedagogical competences, methodological knowledge; research competences);
- additional competencies for managers and coordinators (the ability to form a team and search for funding);
- supplementary competencies (analytical skills, diligence, communication skills, ethics, information processing, use of research methods (deduction, induction, synthesis), command of foreign languages, etc.) (p. 57).

According to R. Kwaśnica (2007), the main competencies of the university teacher are as follows: moral (capacity for moral reflection); interpretative competencies (forming the basis for a reflective understanding of the world); communication skills (based on feelings, empathetic perception). Didactic competencies are interpreted by the author as a technical tool of the university teacher.



Analyzing the nature of pedagogical activities, N. Kwiatkowska (2008) emphasizes the special importance of intellectual competency for the individual development of the university teacher, which is based on thorough theoretical training. On the other hand, A. Sajdak (2014), agreeing with the importance of theoretical, methodological, scientific and methodological competencies, believes that teaching and research staff should have the capacity for self-improvement and lifelong learning.

However, A. Sajdak (2014) suggests that the competencies of university teachers should be formed into the following five groups: didactic, methodical, systemic, personal and public ones. Personal competencies are basic ones since they are directly related to the teacher's self, his/her personal and professional development.

K. Denek (1998) also highlights the importance of continuing professional training and pedagogical development, as well as the need for advanced training (p. 57). Cz. Kupisiewicz (1999) indicates that teachers' advanced training is the way to their professional development. The factors in professional development include the volume of knowledge, the desire to learn, scientific progress, professional mobility and means of influence (p. 107).

The system of professional retraining and advanced training is realized based on certain postgraduate technologies with multidisciplinary networks of additional training, which function under the conditions of specially designated educational institutions (universities, colleges) (Kupisiewicz, 1999, p. 87) and directly in the field of pedagogical activities with online access to professional training programmes. According to some Polish researchers (Palchuk, 2011, p. 104), the leading principles of teachers' professional development aimed at developing professional-pedagogical competency should include the following: continuity, unity, differentiation, focus on broad-based training with narrow-based one, comprehensive development across a wide range of education, flexibility, scientificity, affordability of education.

CONCLUSIONS

Theoretical analysis of the trends in the development of professional-pedagogical competency of university teachers in the context of Polish experience has made it possible to argue that, despite the existence of different approaches to determining the nature and content of competencies among Polish researchers, this process is considered as a complex multidimensional phenomenon, predicts continuing personal and professional growth and is an important component of the continuing education system. The development of professional-pedagogical competency of Polish university teachers is determined by a dynamic and meaningful interpersonal process, which results in changes in their intellectual, motivational, emotional, volitional and activity spheres, life and professional positions.

The prospects for further research include elaborating organizational and pedagogical conditions for developing professional-pedagogical competency of university teachers.

REFERENCES

1. Alekseeva, L., & Shablygina, N. (2003). *Integratsionnye protsessy v obrazovanii i professionalizm prepodavatelei vysshei shkoly*. Moskva: NIIVO.
2. Androshchuk, I. M. (2018). *Upravlinnia profesiynym rozvytkom vykladachiv kafedr menedzhmentu universytetiv Respubliki Polshchi: systemnyi pidkhid*. Lutsk: AKVA PRINT.
3. Bugaj, J. M. (2016). *Uniwersyteckie strategie rozwoju zawodowego nauczycieli akademickich w Polsce*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.



4. Denek, K. (1998). *O nowy kształt edukacji*. Torun: Akapit.
5. *International Board of Standards for Training, Performance and Instruction (IBSTPI)*. (2019). Retrieved from <https://ibstpi.org/>.
6. Kotusiewicz, A. (1997). *Myśl pedeutologiczna i działanie nauczyciela*. Białystok: Żak.
7. Krystopchuk, T. Ye. (2013). Pedahohichna osvita v Respublitsi Polshcha: struktura ta zmist. *Nepererвна profesiina osvita za kordonom*, 5, 127–134.
8. Kupisiewicz, Cz. (1999). *Rzecz o kształceniu. Wybór rozpraw i artykułów*. Radom: Wydawnictwo ITE.
9. Kuzma, J. (2000). *Nauczyciele przyszłej szkoły*. Krakow: Wydawnictwo Naukowe Akademii Pedagogicznej.
10. Kwaśnica, R. (2007). Wprowadzenie do myślenia o nauczycielu. In Z. Kwieciński & B. Śliwerski (Eds.), *Pedagogika* (Vol. 2, pp. 312–313). Warszawa: PWN.
11. Kwiatkowska, H. (2008). *Pedeutologia*. Warszawa: Wydawnictwo Akademickie i Profesjonalne.
12. Kwolek, P. (2003). Kompetencje zawodowe nauczycieli nauczania początkowego w zreformowanej szkole podstawowej (szkic teoretyczny). In M. T. Michalewska & P. Kwolek (Eds.), *Kompetencje nauczycieli w reformowanej szkole* (pp. 19–31). Katowice: Wydawnictwo Uniwersytetu Śląskiego.
13. Laska, E. I. (2007). *Edukacja nauczycieli wobec przemian szkoły*. Rzeszow: WURZ.
14. Lewowitzki, T. (2011). *Profesiina pidhotovka i pratsia vchyteliv*. Kyiv: Renata.
15. OECD. (2005). *The definition and selection of key competencies. Executive summary (draft)*. Retrieved from <https://www.oecd.org/pisa/35070367.pdf>.
16. Ovcharuk, O. (2003). Suchasni tendentsii rozvytku zmistu osvity v zarubizhnykh krainakh. *Shliakh osvity*, 2, 17–21.
17. Pachocinski, R. (2000). *Wspolczesne systemy edukacyjne*. Warszawa: Instytut Badan Edukacyjnych.
18. Palchuk, M. (2011). Model profesiinoi osvity i navchannia u Polshchi – chetvertyi etap yevropeiskoi intehratsii. *Porivnialna profesiina pedahohika*, 2, 101–111.
19. Pavlenko, V. V. (2015). Osoblyvosti pidhotovky maibutnoho vchytelia v Respublitsi Polshcha v konteksti polikulturnoho pidkhodu. *Problemy osvity*, 82, 196–203.
20. Piwowarski, R. (2001). *Dziecko – nauczyciel – rodzice*. Warszawa: WsiP.
21. Sajdak, A. (2014). Miejsce dydaktyki ogólnej w przygotowaniu pedagogicznym nauczycieli akademickich. In K. Denek, A. Kamińska & P. Oleśniewicz (Eds.), *Od uniwersytetu do starości: aspekty edukacji osób dorosłych* (pp. 47–58). Sosnowiec: Humanitas.
22. *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*. (2015). Retrieved from https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf.
23. Sysoieva, S. O. (2008). *Osvita i osobystist v umovakh postindustrialnoho svitu*. Khmelnytskyi: KhHPA.
24. UNESCO. (1997). *International Standard Classification of Education 1997*. Retrieved from http://www.unesco.org/education/information/nfsunesco/doc/iscled_1997.htm.
25. Wilczkowski, E., Wilczkowska, A., & Pasicznik, J. (2010). *Pidhotovka pedahohiv dlia doshkilnykh zakladiv u polskykh vnz u konteksti Bolonskoho protsesu*. Vziato z <http://vuzlib.com/content/view/263/84/>.



DOI: 10.2478/rpp-2019-0029

PhD in Pedagogy, Associate Professor, **OLENA TERENKO**
A. S. Makarenko Sumy State Pedagogical University
Address: 87 Romenska St., Sumy, 40000, Ukraine
E-mail: eterenko@ukr.net

TECHNOLOGIES OF ADULT EDUCATION: NORTHERN-AMERICAN EXPERIENCE

ABSTRACT

Factors that influence motivation are split into external and internal. Key peculiarities of adult who learns are found out. A person who studies can trace connection between educational needs and solution of everyday life problems. Basic terms of learning efficiency are: self-orientation and independence. The main principles of adult education are systematized. They are the following: necessity to know, consciousness, willingness to learn, focus on learning, intrinsic motivation, self-orientation, relying on experience, situational, practice-orientation, motivation. The concept "educational technology" is analysed. Educational technology is systematic targeted approach to learning that combines specific teaching methods, educational technology, and takes into account psychological part of the learning process – relationship between learners and those who teach; systemic ways of activities of those who teach and those who study for the effective achievement of learning goals. Principles of educational technology usage are outlined. They are: individualization, creativity, self-motivation, cooperation, activity. The gist of interactive technology is found out. Interactive learning technology is based on the interaction between participants of training; organization of joint activities based on dialogic teaching methods; a way of organizing learning of adults considering the needs, interests, personal and professional experience. Basic forms and methods of adult's interactive teaching in the USA are: conversation, discussion, collective solving of creative situations, the method of "round table", project method, playing techniques, mentorship, coaching – training in small groups, storytelling, method of narrative.

Keywords: *technology, adult education, coaching, storytelling, narrative method, budding, emulation, debate.*

АНОТАЦІЯ

Виділені зовнішні та внутрішні фактори, що впливають на мотивацію. Розглянуто ключові особливості дорослої людини, яка навчається. Дорослий учень може прослідкувати зв'язок між освітніми потребами та шляхами вирішення побутових потреб. Ключовими засадами ефективності навчального процесу є саморієнтація та незалежність. Систематизовано основні принципи освіти дорослих, а саме потреба навчатися, свідомого сприйняття навчального процесу, врахування досвіду учасників навчального процесу, бажання навчатися, концентрація на навчальній діяльності, самоорієнтації, ситуативності, практико-орієнтованості, вмотивованості. Розглянуто сутність концепту «навчальна технологія». Технологія навчання – це систематичний цілеспрямований підхід до навчальної діяльності, який поєднує навчальні методи, освітні технології і бере до уваги психологічну частину освітнього процесу – стосунки між вчителем та учнями; організація спільної діяльності на засадах діалогічних методів; систематичні способи діяльності викладача та



студентів для ефективного досягнення навчальних цілей. Окреслено принципи використання освітніх технологій, а саме індивідуалізації, креативності, самомотивації, взаємодії, активності. Проаналізовано сутність концепту «інтерактивна технологія». Інтерактивна технологія передбачає взаємодію учасників навчання, організацію спільної навчальної діяльності з використанням діалогічних методів; спосіб організації навчальної діяльності дорослих з урахуванням їх потреб, інтересів, особистого і професійного досвіду. Основними формами і методами навчання дорослих у США є бесіда, дискусія, колективне вирішення творчих ситуацій, круглий стіл, метод проєктів, гра, наставництво, навчання в малих групах, розповідь.

***Ключові слова:** технологія, освіта дорослих, бадінг, симуляція, дискусія.*

INTRODUCTION

In the conditions of globalization and integration, development of knowledge society, there is a transition to conception of life-long education as important factor of society development, main factor of specialists' efficiency and power of state, means of adults' adaptation to changes in society. Meanwhile life-long education determines development of informal adult education as sociocultural phenomenon, as its equal component that is stated in documents of UNESCO, CEDEFOR, OECD and causes necessity of searching optimal ways of adult education development. Northern American countries – are countries that have recognized world positive experience of informal adult education development, its transformation into powerful factor of nation's intellect increase.

THE AIM OF THE STUDY

The aim of the study is to analyse technologies of adult education in Northern American countries.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of adult education was researched by such Ukrainian scientists as N. Bidyuk (2009), O. Ogienko (2014). Different aspects of adult education in the USA and Canada were analyzed by foreign scientists: basic adult education (D. Amstutz, 2011; B. Lasater, 2014), principles of adults training (M. Knowles, 1984), adult literacy (Askov, 2016; Barton, 2015; Fingeret, 2017). 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

American scientists conducted intensive research on features of adult learning, especially, effective forms, methods and technologies.

P. Barton states, “optimization of adult education depends on understanding of characteristics of both adult learners and their consideration of organizing learning process” and J. Merrifield pays attention to the fact that “theory of adult education begins and is based on fundamental differences in adult learning in comparison to teaching a child” (Barton, 2015; Merrifield, 2018).

In this context, it is important to pay attention to the fact that American scientist M. Knowles (1984), who is called the “father of adult education in the USA”, for the first time analyzed practice of informal education of adults in the United States of America and created the theory of adult education.

M. Knowles singles out features and principles of adult learning, which become the basis for creating models of andragogical training. Research shows that modern science and practice of adult education is based on scientific works of M. Knowles, in which key



features of adult learning are outlined: necessity to know – an adult should understand the need of knowledge, opportunity of its usage in practical activities; self-responsibility – adult is able to take responsibility for his own learning; availability of social and professional experience, which becomes a source of knowledge, the basis of the learning process; willingness to learn – adults are willing to acquire knowledge that will enable them to solve specific problems in life; focus on learning - learning is focused on adult life. Adults learn, for they understand that learning will help in solving real-life situations; motivation is influenced by both external factors (reward, punishment, career, higher wages, etc.), and internal (quality of life, job satisfaction, self-esteem, etc.). However, the dominant factors are internal. (Levine, 2016; Quigley, 2017).

Thus, the main criterion that determines features of the adult who learns is connection between educational needs and solution of practical problems in life. This activity promotes independence and adult learning. According to K. Levine (2016), the first feature of adult student – is necessity to know: how learning will occur, which will be the content of education, why it is important to him and how he will apply learning outcomes in practice.

Adapting the definition of adulthood for organization of the process of adult education one can distinguish terms of efficiency: self-orientation and independence.

Features of the adult learner become the basis of the organization and implementation process of adult learning in different types of formal education in determining the forms and methods of adult learning, principles of andragogical training.

The most common and reasonable is a system of principles of adult learning that proposed by M. Knowles (1984) and that meets the criterion traits of adult student: necessity to know, consciousness, experience, willingness to learn, focus on learning, intrinsic motivation, self-orientation, relying on experience, situational, practice-orientation, motivation).

We found out that modern researchers supplemented and refined andragogical principles of learning that were offered by M. Knowles. It includes the following principle: prioritizing of self-study and reliance on subjective experience (social and professional) of the student, individualization of learning. This principle is fulfilled in terms of informal adult distance learning, allowing an adult to organize his own learning, take away literature, select the content, pace, time, training, etc. In the informal learning the principle of reliance on experience plays a leading role as an adult looking to expand his existing experience, based on the one that came before it or adjusting it. The principle of individualization of learning, which ensures that the learning process takes into account needs of adults.

Objective necessity of improving quality of informal adult education has led to the use of innovative technologies.

The concept “educational technology” is understood by American scientists as “systematic targeted approach to learning that combines specific teaching methods, educational technology, and takes into account psychological part of the learning process – relationship between learners and those who teach”; as “systemic ways of activities of those who teach and those who study for the effective achievement of learning goals” (Barton, 2015).

B. Lasater (2014) singles out principles of usage of educational technology in teaching adults: individualization, creativity, self-motivation, cooperation, activity.

The most widely spread technology of adult education in the USA informal education is interactive technology. According to J. Comings (2016), interactive technology features adults to ensure effectiveness of informal adult learning.

Interactive learning technology is seen by G. Demetron (2005) as being based on the interaction between participants of training; organization of joint activities based on



dialogic teaching methods; as a way of organizing learning of adults considering the needs, interests, personal and professional experience.

Effective implementation of interactive learning technologies in the practice of informal adult education involves determining principles of the USA usage of interactive technology. The principles are the following: dialogic interaction, game activity, cooperation and collaboration, training activity (Askov, 2016).

A study conducted by the American Association of Extended and Adult Education showed that the main advantage of usage of interactive teaching technologies is the possibility of organizing creative interaction of education, that promotes “discovery” of new knowledge, acquiring of new skills (Merrifield, 2018). Application of interactive technologies in informal adult education presupposes that teacher becomes facilitator, consultant who helps, guides, advises adults in finding solution of problems. This fact indicates that the usage of interactive technologies in informal education allows adults to move away from the usual logic of the learning process, which involves moving from theory to practice and begin forming a new experience – which can be gradually theoretically comprehended.

Basic forms and methods of adults interactive teaching in the USA are: conversation, discussion, collective solving of creative situations, the method of “round table”, training, project method, playing techniques and mentorship, coaching – training in small groups, storytelling, method of narrative and others.

An integral part of the functioning of informal education of adults in the USA are coaching, which is defined as: the type of training in the form of communication aimed at disclosing the opportunities and potential of adult who is trained; art of creation of environment (educational, psychological) to enhance the effectiveness of training and providing conditions for the development of students (Demetron, 2005). The essence of coaching is responsible nature of informal adult education, allowing through the analysis of the educational needs of adults specify its goals, objectives and outline an action plan to help them achieve results by creating appropriate conditions, updating existing social and professional experience.

Storytelling in the practice of informal education has been used recently. It has been developed and first used by D. Armstrong – the head of an international company to create corporate values and culture. The method presupposes broadcasting of stories that most fully reveal and illustrate certain values, information, events, etc. With the help of history and stories (myths, stories, important events, etc.) storytelling helps to remember the importance of increasing training and has better impact on behavior. For example, the University of the Third Age in New York is famous for “golden fund” stories relating to both the institution and the history of many personalities, not only of famous people, but also life stories of ordinary people.

Finding a solution to a particular life situation is based on analysis of certain stories, for stories (positive or negative) promote critical thinking, teach to analyze, justify one’s own point of view and so on.

One of the essential characteristics of the learning process is adult’s appeal to his personal and professional experience. Therefore, this method is one of the leading and even mandatory among teaching methods in informal education in the United States of America. Its application is explained by the fact that adults learning content meets their needs and interests, and thus is directly linked to existing life experience and the need to address certain issues. However, according to A. Fingeret (2017), the method allows to touch inner world of man, his perception of the world, thoughts and beliefs.



It is necessary to pay attention to the fact that narrative method presupposes not only interpretation of previous experience of an adult, but his inclusion in a new experience, because American scientists consider constructing narrative as an effective means of achieving goals of training (Levine, 2016; Merrifield, 2018).

Understanding the nature of narrative method made it possible to ensure that it is an important component of case-method, role and business games and others.

Interesting and effective method of learning in informal adult education in the USA is, in our opinion, the method of budding, which can be defined as assistance partnership. Sometimes it is called informal mentoring or peer coaching. For example, in Cambridge Adult Education Center the following recommendations were developed for the usage of budding in the learning process: be sure to create an atmosphere of trust; understand the needs and expectations of adult learners; define goals that should be achieved; do not impose your views, respect the others; establish interactive communication. It should be noted that budding is most often used in training in the workplace (Askov, 2016).

Simulation is efficient and effective in informal adult education method and it is associated with playing a real life situation. It belongs to gaming techniques that are widely used in informal adult education in the USA. However, the method of simulation is different from other gaming methods, for it is aimed to develop skills of judgment, consequences of one's own actions, and its feature is immediate reaction of a student to simulated situation and possibility of replacing external factors of motivation for learning motivation situation, motivation experience. According to E. Askov (2016), simulation method is valuable not only for the inclusion of a specific type of activity, and the result that person receives at the end of the game.

American scientists emphasize the importance of using of dialogical learning methods, including the method of dialogue, discussion, "brainstorming" and others in informal adult education. Dialogical methods are called methods of "finding consensus", since an exchange of views between the participants, leads to the synthesis of experience, better understanding of the problem and finding of optimal solution. Their essential characteristics are: engagement, trust and respect between the subjects of study, equality, understanding (Levine, 2016; Merrifield, 2018).

The method of debate is the most effective teaching method that is widely used in American educational practice. Discussion sections are organized to discuss different issues. It is advisable to organize a debate on the principle of transformation to address the problem through a combination of theory and practice. It is especially important for adult students to discuss personal values, topics and results.

One of the widely spread method is fishbone diagrams, which is the literal translation of the name – "Diagram fish skeleton". This method focuses not only on the problem, but also on related issues to it. That is the main problem – a fish head, bones of skeleton and approaches to its solution with in-depth analysis of such problems, and a tail – the decision (Comings, 2016). Fishbone method refers to methods of problem-based learning, allowing involve human experience thorough analysis and the ability to make connections between facts.

Thus, interactive learning technologies are used in informal adult education on the basis of the following principles: collaboration, voluntary, activity, democracy, mutual support, mutual benefit for the allowing adult students to fulfill their personal and professional potential.

Research shows that distance learning technology that is based on modern information and communication technologies creates entirely new opportunities for innovative changes and is widely used in adult education in the USA.



It is notable that the United States of America have an old tradition and experience in distance education. Nearly every American state has a program of distance learning. Results of the study conducted by the National Center of Statistics revealed significant distribution and acceptance of distance learning. So, in 2012, distance education increased by 30% and turnover to e-learning tools increased in 2.3 times (Lasater, 2014).

According to the survey conducted in the USA in 2009, technology is recognized as effective distance learning means and one that requires active implementation and dissemination of adults learning (Demetron, 2005). Today, distance learning programs are used by more than one million students in the USA. Since 1990, these programs were included into adult education and actively supported by 1.500 educational institutions, non-governmental organizations, associations and other providers that offer a variety of courses that can satisfy the most demanding needs of adult education.

In 2011, the idea of MOOES – massive open online courses, which is an international project, was implemented. MOOES differ from conventional distance learning courses, each course – a combination of video lectures, texts, learning objectives, educational forum. Materials are available at any time, in any place, one only needs to have access to the Internet. Evaluation of knowledge takes place in test centers that are around the world or online through a special program.

CONCLUSIONS

Conducted research gave the possibility to state that educational technology is systematic targeted approach to learning that combines specific teaching methods and takes into account psychological part of the learning process – relationship between learners and those who teach; systemic ways of activities of those who teach and those who study for the effective achievement of learning goals. Principles of educational technology usage are: individualization, creativity, self-motivation, cooperation, activity. Interactive learning technology is based on the interaction between participants of training; organization of joint activities based on dialogic teaching methods; a way of organizing learning of adults considering the needs, interests, personal and professional experience. Basic forms and methods of adult's interactive teaching in the USA are: conversation, discussion, collective solving of creative situations, the method of "round table", project method, playing techniques, mentorship, coaching – training in small groups, storytelling, narrative method.

Our future research work will be aimed at analysis of structural peculiarities of adult education in the English-speaking countries.

REFERENCES

1. Amstutz, D. (2011). *Adult basic education: equipped for the future or for failure?* In P. A. Sissel (Ed.), *Making Space: Merging Theory and Practice in Adult Education* (pp. 182–194). Westport, CT: Bergin and Garvey Publishers.
2. Askov, E. N. (2016). *Adult literacy*. In A. L. Wilson & E. R. Hayes (Eds.), *Handbook of Adult and Continuing Education* (pp. 247–262). San Francisco, CA: Jossey Bass.
3. Barton, P. E., & Jenkins, L. (2015). *Literacy and dependency: the literacy skills of welfare recipients in the United States*. Princeton, NJ: ETS Policy Information Center.
4. Comings, J. P., Reder, S. M., & Sum, A. (2016). *Building a level playing field the need to expand and improve the national and state adult education and literacy systems*. San Francisco, CA: Jossey Bass.



5. Demetron, G. (2005). *Conflicting paradigms in adult literacy education: in quest of a U. S. democratic politics of literacy*. Mahwah, NJ: Lawrence Erlbaum Associates.
6. Fingeret, A., & Drennon, C. (2017). *Literacy for life: new learners, new practices*. New York, NY: Teachers College Press.
7. Knowles, M. (1984). *Informal adult education*. New York, NY: Association press.
8. Lasater, B., & Elliott, B. (2014). *Profiles of the adult education Target population: information from the 2000 Census*. Research Park Triangle, NC: Center for Research in Education.
9. Levine, K. (2016). *The social context of literacy*. London: Routledge & Kegan Paul.
10. Merrifield, J. (2018). *Contested ground: performance accountability in adult basic education*. Cambridge, MA: National Center for the Study of Adult Education.
11. Quigley, B. A. (2017). *Rethinking literacy education: the critical need for practice based change*. San Francisco, CA: Jossey-Bass Publishers.



DOI: 10.2478/cpp-2019-0029

Postgraduate Student, **BOHDAN BRAIKO**
Khmelnyskyi National University
Address: 11 Instytutska St., Khmelnytskyi, 29016, Ukraine
E-mail: comprofped@gmail.com

COMPARATIVE PEDAGOGICAL ANALYSIS OF PROFESSIONAL TRAINING FOR MASTERS IN CYBERSECURITY IN UKRAINE AND THE UK

ABSTRACT

The article deals with the relevant problem of updating the system of graduate training (master's degree) in Ukraine. It analyzes the ways of Ukraine's integration into the European Higher Education Area and the legal framework of higher education in Ukraine and the UK. It also presents a comparative pedagogical analysis of the features of professional training for Masters in Cybersecurity in different areas, as well as the structural, content, organizational and pedagogical principles of master programmes on cybersecurity at the universities of Ukraine and the UK. It is found that the most significant difference is the decentralized management of educational processes at the administrative level. The analysis of the legal framework of higher education shows that it is much better developed in Ukraine than in the UK due to the centralized management of education. The article proves that a significant difference between master programmes on cybersecurity in Ukraine and the UK is their level of specialization. The programmes on the investigation of computer incidents and information technology security are most prevalent at UK universities. It is specified that the number, list and names of educational courses differ significantly, which is explained primarily by the differences in the conceptual framework of the profession itself, the social needs of Ukrainian and British society in such specialists and the ways of promoting this profession in the labour market. Some positive aspects of the organization of master training in cybersecurity in the UK are emphasized. Some promising areas in professional training of Masters in Cybersecurity in Ukraine and the UK are singled out.

Keywords: cybersecurity, master programmes, specializations, structure, legal framework, comparative analysis, universities, the UK.

АНОТАЦІЯ

У статті висвітлено актуальну проблему реформування системи професійної підготовки магістерського рівня в Україні. Проаналізовано шляхи інтеграції України в Європейський освітній простір, розглянуто законодавчо-нормативне забезпечення сфери вищої освіти України та Великої Британії. Здійснено порівняльно-педагогічний аналіз особливостей професійної підготовки магістрів з кібербезпеки за різними напрямками. Наведено порівняльний аналіз структурно-змістовних та організаційно-педагогічних засад навчання магістрів з кібербезпеки в університетах України й Великої Британії. З'ясовано, що на адміністративно-управлінському рівні найсуттєвішою різницею є децентралізація управління освітніми процесами. Аналіз законодавчо-нормативного забезпечення сфери вищої освіти дає підстави стверджувати, що в Україні, саме завдяки централізованому управлінню освітою, вона розвинута значно краще, ніж у Великій Британії. Визначено, що суттєвою відмінністю між освітніми програмами підготовки магістрів з кібербезпеки в Україні та Великій Британії є їх



рівень спеціалізації. Найбільшого поширення в університетах Великої Британії мають освітні програми з розслідуванням комп'ютерних інцидентів та безпеки інформаційних технологій. Зазначено, що кількість, перелік та назви дисциплін значно відрізняються, що пояснюється насамперед відмінностями у концептуальному баченні самої професії, суспільними потребами українського та британського суспільства у таких фахівцях та у можливостях реалізації цієї професії на ринку праці. Наголошено на окремих позитивних аспектах організації навчального процесу підготовки магістрів з кібербезпеки у британському досвіді, окреслено перспективні напрями підготовки магістрів з кібербезпеки в Україні і Великій Британії.

Ключові слова: кібербезпека, магістерські програми, спеціалізації, структура, законодавчо-нормативне забезпечення, порівняльний аналіз, університети, Велика Британія.

INTRODUCTION

Such processes as updating the European-type system of step-by-step education, justifying its conceptual principles, modernizing graduate training (master's degree) in Ukraine and, therefore, searching for innovative and more effective ways to transform the structure and content of master's degrees in cybersecurity in the context of social integration processes are becoming more and more relevant. After all, the inconsistency between the areas, volume and quality of professional training to the needs and requirements of the labour market, the imperfection of the legal framework for master's education are the inhibiting factors in ensuring the social and economic stability of the country and competitiveness of the national higher education system in the world. The problem of reaching a compromise between the demands of society, the level of specialists' professionalism and their professional performance is becoming more and more acute.

However, the integration of Ukraine's education into the European higher education area requires that the history and the current state of master's education in well-developed countries should be studied in more detail and the promising areas and trends in this field should be identified. An objective scientific analysis of pedagogical achievements in foreign countries, in particular, the UK, can become a valuable source for understanding innovative ideas for elaborating a new strategy and developing the national system of master's education. Given the above, it is advisable to conduct a comparative pedagogical analysis on the features of professional training for Masters in Cybersecurity. Such an analysis covered different aspects, namely *regulatory, administrative and managerial, social, economic, systemic, conceptual and organizational*, to identify some common and different approaches to borrow positive achievements and prevent mistakes in the process of updating master's education in Ukraine. Consequently, the comparison of the UK experience, national realities and the justification of ways to find competitive alternatives will help to expand the boundaries of scientific knowledge about master's education, improve professional training for Masters in Cybersecurity and introduce new pedagogical realities.

THE AIM OF THE STUDY

The research aims to conduct a comparative pedagogical analysis of professional training for Masters in Cybersecurity in Ukraine and the UK.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The analysis of scientific, analytical and information sources, regulatory framework and pedagogical experience of professional training for Masters in Cybersecurity shows that there have been more Ukrainian studies on certain aspects of



master's training, including IT, in recent years (O. Baranov, V. Bykov, I. Diorditsa, D. Dubov, I. Dzhalladova, S. Melnyk, L. Zubyk et al.).

Ukrainian scholars have accumulated certain considerable experience in studying professional training of specialists in the UK (N. Avshenyuk, N. Bidyuk, O. Hohua, O. Pichkar, L. Pukhovska, V. Tretko et al.) The works of such foreign scholars as F. Edmundson, B. Joyce, D. Hamblin, M. Hollis, S. Paterson and K. Webb serve as a significant source for studying the UK educational system in terms of organizing professional training for masters.

RESULTS

A study of the scientific literature and the current legal framework show that a comparative analysis of the UK and Ukrainian master's education is complicated by their diversity and specificity. The comprehension and development of the UK experience and its adjustment to socio-political realities should take into account the pan-European trends and aim to solve the problematic aspects of master's education.

At the administrative and managerial level, the most significant difference is *the decentralized management of educational processes*. The UK higher education system is decentralized, while the Ukrainian higher education is subordinate to public authorities which are responsible for both management and monitoring of the quality of educational services. It remains unclear whether any of these systems is optimal for the Ukrainian educational environment since both of them have advantages and disadvantages. For one, the decentralized management and autonomy of higher education institutions in choosing educational priorities, on the one hand, promote certain competition between them and force rapid adjustment of educational programs to the needs of consumers of educational services and, on the other hand, make it impossible to conduct a nationwide monitoring and control of education quality and create common state educational standards.

A centralized approach to education management, on the one hand, ensures the integrity of master programmes on cybersecurity, the unity of requirements for the organization of the educational process and the qualification levels of graduates. On the other hand, a stable system for coordinating activities of higher education institutions and compulsory standards for the organization of the educational process, to a certain extent, deprive educational institutions of the opportunity to independently modify and supplement the content of educational programmes for specialists in a particular field, choose priority areas of educational activities, introduce new degree programmes and significantly change educational load, etc.

Considering the legal framework of master programmes on cybersecurity, the author of the article has focused on the following its components: international documents (the World Declaration on Higher Education for the Twenty First Century: Vision and Action, 1998; Convention on the Recognition of Qualifications concerning Higher Education in the European Region, 1997; Key Competences for Lifelong Learning: European Reference Framework, 2007); laws on higher education (Higher Education and Research Act, 2017; the Law of Ukraine "On Higher Education", 2014; the Higher Education Standard of Ukraine on the specialty No 125 "Cybersecurity", the field of knowledge No 12 "Information Technologies" for bachelor's education; National Cyber Security Strategy 2016-2021 (2016); the Presidential Decree "On Ukraine's Cybersecurity Strategy" (2016); the Law of Ukraine "On Basic Principles of Assuring Cybersecurity of Ukraine", 2017); regulatory documents of the UK and Ukrainian universities, defining general provisions for admission, awarding of qualifications, monitoring of education quality, as well as educational and professional programmes, module descriptions, etc.



The analysis of *the legal framework* of higher education shows that it is much better developed in Ukraine than in the UK due to the centralized management of education. The educational process in the UK is legally regulated by relevant legislative acts (the Education Reform Act, 1988; the Further and Higher Education Act, 1992; the Higher Education Act, 2004; the Higher Education and Research Act, 2017). However, the Department for Education has the authority to directly implement them. Decisions on the activities of certain higher education institutions are made at the level of professional organizations and associations, unions of universities, etc. The international office for European Higher Education Policy in the interest of the UK's higher education is the central body for coordinating information gathering and policy-making in higher education, internationalization and European policy for UK higher education institutions.

It must be noted that a higher education institution in the UK acts an independent legal educational institution and has a board or governing body, which is responsible for determining the strategic areas in the institution's development, controlling its financial position and ensuring effective management. In the UK, there is no single master programme of professional training for Masters in Cybersecurity (120 different programs in total). Quality is a must in this context. Every educational institution is primarily responsible for maintaining the quality of education and the standards of qualifications, which are controlled by the independent Quality Assurance Agency for Higher Education (QAA) (Quality Assurance Agency, 2004).

In Ukraine, educational activities in higher education institutions are organized following the Laws of Ukraine "On Education", "On Higher Education", Higher Education Standards and other applicable regulatory documents.

Master programmes are developed in accordance with the Law of Ukraine "On Higher Education" (2014), resolutions of the Cabinet of Ministers of Ukraine "On the Approval of the National Qualifications Framework" (2011), "On the Approval of Licensing Conditions for Educational Activities in Educational Institutions" (2015), methodical guidelines for the development of degree programmes.

However, the Ukrainian experience in training Masters in Cybersecurity shows that the legislative basis in this field still needs updating and improving. Indeed, it is essential to develop the Higher Education Standard of Ukraine on the specialty No 125 "Cybersecurity" for master's degrees (*Pro zatverdzhennia standartu*, 2018).

The first step towards the modernization of Ukraine's higher education in the context of introducing the specialty No 125 "Cybersecurity" of the IT industry was the adoption of the Decree of the Cabinet of Ministers of Ukraine "On the Approval of Knowledge Areas and Specialties for Higher Education" (2015). According to this document, the list of branches of knowledge and specialties was adjusted as follows: the knowledge area No 1701 "Information Security" disappeared, including specialties No 170101 "Information and Communication Systems Security", No 170102 "Systems of Technical Security of Information" and No 170103 "Information Security Management". The knowledge area No 12 "Information Security" also includes the specialty No 125 "Cybersecurity". The type(s) of activities should be approved by the appropriate state body that ensures the fulfilment of national security tasks, in agreement with the Ministry of Education and Science.

It is also necessary to pay specific attention to a comparative analysis of the structural, content, organizational and pedagogical principles of professional training for Masters in Cybersecurity at the universities of Ukraine and the UK. It is found that,



nowadays, the leading trends in the national education of Ukraine and the UK include the compliance with the pan-European requirements, which implies improving the higher education system, implementing the ideas of the Bologna process, updating the goals and content of professional training for Masters in Cybersecurity. A common approach is the desire of both countries to create a system of master's education based on the combination of national traditions with the requirements of European integration processes and challenges of the globalized world (Vitvytska, 2004, pp. 69–71). The ability to synthesize these two aspects is aimed at preparing a competitive cybersecurity specialist of the new generation, who can perform professional activities under the conditions of information society and market economy.

As regards the creation of degree programmes, the UK universities have more freedom in defining their content, although the current tendency to integrate into the European Higher Education Area has shown the expediency of coordinating and standardizing such programmes. However, all documents used to organize the educational process of professional training for Masters in Cybersecurity have clearly defined strategic goals and objectives (Quality Assurance Agency, 2010). They are coordinated with Universities UK (UUK), funds for strengthening competitiveness, the Association of Colleges and the National Board Certification under professional standards. The result of such activities is the prompt adjustment of standards following the requirements of the labour market. In Ukraine, unfortunately, such an operational adjustment of standards is not yet available.

Besides, the Ukrainian education system is characterized by low *academic mobility of students*. Practice shows that students usually continue their master studies in the same higher education institution where they obtained a bachelor's degree. Still, students of other universities with the corresponding bachelor's degree can be admitted, too. In the UK, by contrast, masters programmes operate independently of undergraduate programmes and provide one to two (at least three) years of study for students who have already obtained a bachelor's degree in a relevant field. At the UK universities, those who wish to be enrolled in master programmes on cybersecurity do not need to have a bachelor's degree in this field. As one can see, the UK approach to organizing admission to the master's programmes in cybersecurity differs from the Ukrainian one.

All of the factors discussed above (education management system, legal framework, student mobility) directly influence the organization of master programmes on cybersecurity in higher education institutions in both countries.

A significant difference between master programmes on cybersecurity in Ukraine and the UK is *their level of specialization*. In the UK, the system of professional training for Masters in Cybersecurity combines broad-based and narrow-based programmes which provide specialized training in various fields.

The analysis of more than 100 master programmes in the field of information security in different higher education institutions in the UK reveals the following training areas: master programmes on computer security focused on studying methods and tools of computer security: Cyber Security, Computer Security, Ethical Hacking for Computer Security.

Master programmes in the field of information technology security focused on studying the ways and methods of assuring integrated security in various information systems (business systems, finance) and technologies: Information Security, Information Security Systems with Business Finance, Information Security Systems.

Master programmes in the field of investigating computer incidents are aimed at training future specialists to analyze and examine computer systems to obtain evidence that



can be used in criminal processes, such as Computer Forensics and Security, Computer Forensics, Accounting Information Systems and Computer Forensics.

Master programmes in computer network security which include basic network security technologies, local and global network security protocols, such as Internet Computing and Network Security, Computer Network Security, Advanced Computing (Internet Technologies with Security).

Master programmes in the field of information security management which provide the necessary theoretical and practical skills in developing a security policy, security standards, organizational aspects of information security: Information Security and Information Security Management, Information Security and Information Technology Management, Information Security Management.

Upon completion of these programmes, one can obtain bachelor's and master's degrees in arts, science or engineering"; a master's degree in law; a master's degree in philosophy. Also, after obtaining a bachelor's degree, there is an opportunity to obtain PgCert or PgDip.

In the UK, the most common are master programmes on information technology security (33 %). There is a certain decrease in the number of master programmes on the investigation of computer incidents (17 %) and IT legislation (9 %). It must be noted that the vast majority of these programmes result in a master's degree in science, except for the areas of legislation in the field of information technology and information security management, which allow one to obtain a master's degree in laws and humanities.

Besides, the UK is the only country where students, after successful completion of their studies, have the opportunity to obtain an academic master's degree in information security. There are also a large number of different programmes on the legislation in the field of information security.

In Ukraine, such specializations are not common, although several such programmes already exist in Ukrainian higher education institutions (Security of State Information Resources; System of Technical Protection of Information and Automatization of Its Processing; Security of Information and Communication Systems; Administrative Management in the Field of Information Security; Management of Information Security; Mathematical Methods of Cybersecurity; Technical Systems of Information Security and Cybersecurity; Information Security and Cybersecurity).

The analysis on educational opportunities of professional training for Masters in Cybersecurity shows that 27 higher education institutions offer such training in Ukraine (46 programmes) and 69 higher education institutions – in the UK (120 programmes). In Ukraine, taught master programmes are allocated 90 ECTS, whereas research master programmes – 120 ECTS. The programmes can last year and a half or two years. In the UK, master programmes on cybersecurity are allocated 180 CATS, that is equivalent to 90 ECTS and last one or two years.

In Ukraine, the top five higher education institutions, which provide training in cybersecurity, include Kharkiv National University of Radio Electronics, National Aviation University, Ihor Sikorsky Kyiv Polytechnic Institute, Lviv Polytechnic National University, Taras Shevchenko National University of Kyiv.

Top UK universities offering master programmes on cybersecurity include the University of York, University of Birmingham, Royal Holloway University of London, University College London, University of Southampton, Newcastle University, University of Surrey, University of Warwick.



This research conducts a comparative analysis of master programmes in cybersecurity offered by Kharkiv National University of Radio Electronics (4 master programmes) (Kharkivskiyi natsionalnyi universytet radioelektroniky, 2018) and Universities of Southampton (2018) and Birmingham (2018).

Master programmes on cybersecurity at Universities of Southampton and Birmingham are among those 25 MSc programmes on cybersecurity, which have been fully certified under the standards of a certified master of the National Cyber Security Centre (NCSC) (2019). NCSC certified master's degree programmes help universities attract the best students from all over the world who can make more informed choices about the degree programme.

In accordance with the requirements of the Bologna Declaration, the educational process in both institutions is based on credit-based modular learning. In Ukraine, master programmes on cybersecurity consist of 13–15 academic subjects, including 9–10 compulsory subjects (modules) allocated 65–70 ECTS (65–78 %) and 4–5 optional subjects allocated 22–25 ECTS (25–30 %). Compulsory professional subjects are the following: “Fault-Tolerant Computer Systems and Networks”, “Modelling and Evaluation of the Effectiveness of Information Security Means”, “Application of Design Diversity in Cryptography and Coding”, “Monitoring and Audit of Information and Communication Systems”, “Technologies of Administration and Operation of Protected Information and Communication Systems”, “Methods of Creation and Analysis of Cryptosystems”, “Administration and Protection of Databases”, “The Analysis System and Ethical Hacking”, “Information Security of Telecommunications and Cloud Technologies”, etc.

The optional subjects are “Methods of Cryptanalysis”, “Design of Mobile Technologies”, “Methods for Protection of Decentralized Systems and Networks”, “Theory of Distributed Information Resources and Protection of Databases”. Also, students have the opportunity to choose one subject from humanities and socio-economic subjects, namely “Philosophical Problems of Scientific Knowledge”, “Professional Foreign Language”, “Pedagogy of Higher Education”, “Intellectual Property”.

Taught master programmes are allocated 90 credits. At the same time, 60 credits are allocated for compulsory and optional modules, 15 credits – for teaching placement and 15 credits – for master's thesis.

At University of Southampton (2018), master programmes on cybersecurity contain only 7 compulsory modules (“Security of Cyber-Physical Systems”; “The Basics of Cybersecurity”; “Network and WEB Security”; “Software Security”; “Cybercrime”; “Project Preparation”; “Cryptography”) and three optional modules (only one can be chosen) (“Project Management and Software Development”, “Machine Learning Technologies”, “Criminal Behaviour – Applied Prospects”). The total number of credits allocated to this master programme is 180 CATS, which corresponds to 90 ECTS (Vitvytska, 2004). It must be noted that 105 CATS / 52.5 ECTS are allocated for compulsory modules, 15 CATS / 7.5 ECTS – for optional modules and 60 CATS / 30 ECTS – for master's thesis. This programme offers an interdisciplinary approach to cybersecurity that covers not only technical subjects but also aspects of criminology, risk management, law and the social sciences providing learning outcomes highly valued by leading employers.

At University of Birmingham (2018), master programmes on cybersecurity (MSc Cybersecurity) contain 6 compulsory modules (60 CATS / 30 ECTS) (“Cryptography”; “Security Systems Design”; “Forensic and Malware Analysis”; “Network Security”; “Secure Programming”; “Secure System Management”), 11 optional modules (“Advanced



Cryptography”; “Compilers and Languages”; “Computerized Verification”; “Hardware and Embedded Systems Security”; “Intellectual Analysis of Data”; “Mobile and Cloud Computing”; “Networks”; “Operating Systems” (60 CATS /30 ECTS can be chosen) and a master’s research project (60 CATS /30 ECTS).

This programme allows students to gain knowledge and experience to evaluate, design and build secure computer systems and processes. It covers the theory and practice of designing and creating secure systems and provides solid knowledge about cryptography, network security and secure programming, as well as additional knowledge about hardware and embedded systems security, operating systems, incident management and forensics. Masters gain hands-on experience of working with technologies and tools for creating online software.

Optional subjects are important components of curricula. The number, list and names of educational courses differ significantly, which is explained primarily by the differences in the conceptual framework of the profession itself, the social needs of Ukrainian and British society in such specialists and the ways of promoting this profession in the modern (global) labour market. Despite the almost perfect theoretical aspect of Ukrainian master programmes, they still have some practical disadvantages. Indeed, the main one is the limited right of students to choose optional subjects (which are usually chosen by the faculty). Instead, Master students in the UK are entitled to choose their subjects. Therefore, it is crucial to provide Ukrainian students with the right to choose academic subjects, which, could be a significant step in promoting national professional training not only in Ukraine but also abroad.

Comparing the volume of master programmes, it can be concluded that the one-week load for a Master student in the UK is lower than in Ukraine (15-16 academic hours, sometimes less in comparison with 18–20 academic hours). This is explained, first of all, by the fact that the content of taught master programmes on cybersecurity both in the UK and in Ukraine provides intensive theoretical and practical independent training.

It must be noted that future masters in both countries work on long-term (semester-long) individual research projects (master’s theses, dissertations), present their results in the form of scientific articles, reports at conferences, participation in international projects, thereby developing research skills and strengthening theoretical and research training in the field of specialization. A master’s thesis in Ukrainian higher education institutions involves analyzing and theoretically elaborating (modelling and studying processes) topical issues, problems of the current state and development of the world community and international relations.

At UK universities, a master’s thesis is allocated a significant part of study hours (150–200 hours), which implies using the resources of universities and relevant teaching and learning environment. A master’s research in cybersecurity is the optimal condition for developing their research competence and should be focused on obtaining additional professional knowledge and skills aimed at developing research skills in the field of professional specialization. Students have access to a large number of full-text online cybersecurity resources in various UK libraries. All the work on a master’s thesis is based on strong links with leading IT companies, both in the UK and in other countries, including Cisco, Microsoft, Oracle, IBM, Agilent Technologies, Erlang Solutions, Hewlett Packard Laboratories, Ericsson, Nvidia and Nexor. In Ukraine, unfortunately, the opportunities for realizing the research potential of undergraduates are very limited technically, methodologically and practically.



In the UK, master research projects allow students to demonstrate professional competence in solving the difficult software-related task and apply the acquired knowledge. Project topics are offered by university teachers or students' original ideas are used. Projects are of practical importance and are often implemented in the industry with employment opportunities for graduates. Students work on their projects independently under the guidance of a university teacher. It must be noted that such consultations are allocated 10 hours. It is also possible to organize a one-week project course with compulsory attendance. At different universities, master projects can contain from 15000 to 40000 words or from 45 to 80 pages.

There are great opportunities for Ukrainian Masters in Cybersecurity to develop professional skills and gain professional experience abroad. However, the state does not have time to respond to this situation, thereby losing its authority in the world and diminishing the capabilities of such specialists. Therefore, the integration into European Professional Associations and the European Higher Educational Area, the strengthening of legal support for professional activities and the reconsideration of training content in line with world experience should be the most important areas in the development of master programmes on cybersecurity in Ukraine.

CONCLUSIONS

Therefore, it must be noted that the UK and Ukrainian master programmes on cybersecurity are significantly different. At the same time, they are similar in development trends. First of all, the difference is in the content of taught master programmes at the UK and Ukrainian higher education institutions. Master's degrees in Cybersecurity are primarily focused on the national (regional) labour market, comprehensive development of the future specialist's personality and the cultivation of professional qualities. In the UK, such training is research-driven and focused on the global labour market. Given the above, it is advisable to review the content of master's degrees in Cybersecurity, in particular, its orientation on professional and research training, taking into account the most innovative achievements of foreign experience, in particular, the UK one. An important mission of Ukrainian higher education institutions is to enhance the process of teaching professional subjects and specialized subjects related to them, to provide students with modern educational and methodical materials and involve foreign specialists in the teaching process. It is also worthwhile to foresee the broad opportunities for internships abroad, as is done at leading universities in the UK.

Further research should be focused on the study of content characteristics of master programmes on cybersecurity in the EU.

REFERENCES

1. HM Government. (2016). *National Cyber Security Strategy 2016 to 2021*. Retrieved from <https://www.gov.uk/government/publications/national-cyber-security-strategy-2016-to-2021>.
2. Kharkivskiy natsionalnyi universytet radioelektroniky. (2018). *Mahistr. 125 – Kiberbezpeka*. Vziato z <https://nure.ua/abituriyentam/spetsialnosti-ta-spetsializatsiyi/spetsialnist-125-kiberbezpeka/magistr-125-kiberbezpeka>.
3. *National Cyber Security Centre (NCSC)*. (2019). Retrieved from <https://www.ncsc.gov.uk>.
4. Pro zatverdzhennia standartu vyshchoi osvity za spetsialnistiu 125 "Kiberbezpeka" dlia pershoho (bakalavrskoho) rivnia vyshchoi osvity. №1074. (2018).



5. Quality Assurance Agency. (2004). *Code of practice for the assurance of academic quality and standards in higher education. Section 1: Postgraduate research programmes*. Retrieved from <http://www.qaa.ac.uk/Pages/default.aspx>.
6. Quality Assurance Agency. (2010). *Master's degree characteristics*. Retrieved from <http://www.qaa.ac.uk/Pages/default.aspx>.
7. The European Education Directory. (2014). *England higher education system*. Retrieved from <http://www.euroeducation.net/prof/ukco.htm>.
8. University of Birmingham. (2018). *Cyber Security Masters/ MSc*. Retrieved from <https://www.birmingham.ac.uk/postgraduate/courses/taught/computer-science/cyber-security.aspx>
9. University of Southampton. (2018). *MSc Cyber Security*. Retrieved from <https://www.ecs.soton.ac.uk/programmes/msc-cyber-security>.
10. Vitvytska, S. S. (2004). Teoretychni zasady pidhotovky mahistriv v umovakh stupenevoi pedahohichnoi osvity. *Visnyk Zhytomyrskoho derzhavnoho universytetu imeni Ivana Franka*, 19, 69–71.



DOI: 10.2478/cpp-2018-0030

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

EDUCATIONAL MANAGEMENT IN THE REGIONAL INSTITUTE OF SOCIAL WORK AQUITAINE

ABSTRACT

The article analyzes the organization of the educational process in the Regional Institute of Social Work Aquitaine. It is found that the following departments of the Institute are responsible for organizing the educational process: the department of initial professional training in social work; the department of constant social formations; the department of management training; the research department; the centre for social action learning; the department of internal educational operations; the department of the educational process and symposia; the department of international activities; the centre for evaluation of skills in social professions; the centre for validation of acquired experience in social work. It is revealed that the Regional Institute of Social Work Aquitaine will be merged into the University of Bordeaux between 2019 and 2020 and become part of the National Union of Training and Research in the field of social intervention, which integrates all types of training in social work. The Regional Institute of Social Work Aquitaine is also under the direction of the Regional Association of Social Work. It must be noted that the Regional Institute of Social Work Aquitaine provides the protocol for certification and testing of the Level 3 Modules (ASS / ES / EJE / ETS / CESF). After all, the general conditions of this protocol ensure the support of candidates for such certification and testing. These conditions include the location of certification and testing; instructions and criteria: an invitation to certification and testing, the organization of certification and testing, the organization of module certification, the information about certification and testing committee, the submission of results from certification and testing (results of certification and testing, absence of candidates during certification and testing, module testing, violations and protection means).

Keywords: social work, organization, social worker, educational management, social school, project, internship, legal approach.

АНОТАЦІЯ

Проаналізовано організацією освітнього процесу Соціальної школи IRTS Нової Аквітанії. Визначено, що організацією освітнього процесу займаються відділи соціальної школи IRTS: початкової професійної підготовки з соціальної роботи; постійних соціальних формувань; навчання з менеджменту; досліджень та Навчальний центр із вивчення соціальних дій; внутрішніх навчальних утворень; організації освітнього процесу та навчальних симпозіумів; міжнародної діяльності; центр оцінки навичок для соціальних професій; центр валідації придбаного досвіду в соціальній роботі. З'ясовано, що Соціальна школа з 2019–2020 н. р. ввійде до складу університету м. Бордо як Інститут та стане частиною Національного Союзу Тренінгів та Досліджень у



галузі соціальної інтервенції, яке об'єднує всі види навчання з соціальної роботи. Соціальна школа IRTS Нової Аквітанії знаходиться також під керівництвом нової Регіональної асоціації соціальної роботи IRTS. Регіональний інститут соціальної роботи Нова Аквітанія надає Протокол випробувань сертифікації та перевірки модулів рівня 3 (ASS / ES / EJE / ETS / CESF), організований Соціальною школою IRTS Нової Аквітанії. Обґрунтовано, що в загальних умовах Протоколу випробувань сертифікації та перевірки модулів рівня 3 (ASS / ES / EJE / ETS / CESF) визначена підтримка кандидатів на проведення сертифікаційних випробувань. Загальні умови Протоколу випробувань сертифікації та перевірки модулів рівня 3 (ASS / ES / EJE / ETS / CESF) містять: місце експертизи, Інструкції та критерії: запрошення на сертифікаційні випробування, організація сертифікаційних випробувань, організація тестування валідації модуля, інформацію журі про сертифікаційні випробування, подача результатів сертифікаційних випробувань: передача результатів перевірки, відсутність кандидатів під час випробувань, випробування з перевірки модуля, правопорушення та засоби захисту.

Ключові слова: соціальна робота, організація, соціальний працівник, освітній менеджмент, соціальна школа, проект, стажування, правовий підхід.

INTRODUCTION

Aquitaine was proclaimed a province in 1901. The Regional Institute of Social Work Aquitaine (Bordeaux, France) was established in 1974 by merging three schools of social work and a centre for the professional development of this sector. Its missions are defined by the Ministerial Decree as of 22 August 1986. The following departments of the Institute are responsible for organizing the educational process: the department of initial professional training in social work; the department of constant social formations; the department of management training; the research department; the centre for social action learning; the department of internal educational operations; the department of the educational process and symposia; the department of international activities; the centre for evaluation of skills in social professions; the centre for validation of acquired experience in social work (l'IRTS, 2019).

The Regional Institute of Social Work Aquitaine will be merged into the University of Bordeaux between 2019 and 2020 and become part of the National Union of Training and Research in the field of social intervention, which integrates all types of training in social work. The Regional Institute of Social Work Aquitaine is also under the direction of the Regional Association of Social Work. There are now two colleges affiliated with the Regional Institute of Social Work Aquitaine which train social workers and social policymakers (l'IRTS, 2019).

The Regional Institute of Social Work Aquitaine has launched an important professional collaboration project between the Social and Medical Faculty of the Institute (Year 2) and the Health Institute (Year 3). At the premises of University Hospital of Bordeaux, hospitals in Libourne, Bagatel, Croix Rouge and Charles Perren's hospital centre, nurses will do internships in the following fields: physiotherapy, psychomotor therapy, occupational therapy, cosmetology, paediatrics. The total enrollment in the medical social course totalled 1099 students in the 2018–2019 academic year. The objectives of the Regional Institute of Social Work Aquitaine in regard to the professional medical social project include the following: to define educational courses, professions, areas of operation, missions and relevant skills with the help of students from the Social and Medical Faculty; to determine the boundaries between professional collaboration due to



joint activities aimed at studying a certain situation or developing a project; to organize the educational process: trips and both coordination and complementarity of the participants. The students need to study for 5 days, 7 hours a day (35 hours). It must be noted that 72 groups (12–20 students) were formed in different educational institutions participating in the project. The requirements for registration in groups are as follows: students are conditionally assigned to one of the groups (taking into account the representativeness of each course according to the topic); since September, these groups are available on the e-campus: topic-specific, structural and educational courses; there is also an opportunity for exchange between the students of the group by applying to the e-campus: to indicate the name, the name of the group and the institution involved in the exchange; students from other cities can be engaged in distance learning (Zhuravska, 2010; l'IRTS, 2019).

As for the Regional Institute of Social Work Aquitaine, the assessment is taken into account when assessing the student's educational path (at the end of the year). The results of each group will be assessed collectively based on their presentation. The students present their training and working skills on the first day: they receive training recommendations. The group score for medical students from the Institute is confirmed by the assessment scale adopted in the European Union.

THE AIM OF THE STUDY

The article aims to analyze the organization of the educational process in French social schools, in particular in the Regional Institute of Social Work Aquitaine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Scientific findings of such university teachers as L. Viktorova, V. Korenshchuk, S. Nikolaienko, V. Shynkaruk, J. Lagaillarde, V. Lascaut, Y. Meunier, C. Pellicer, L. César-Franquet are focused on the characteristics of training social workers. In order to achieve the aim of the study, the following research methods were used: analysis and generalization of empirical and theoretical provisions contained in the professional and reference literature in various scientific fields (pedagogy, psychology, sociology, jurisprudence, teaching methods, social work, etc.) and in the works of Ukrainian and foreign researchers.

RESULTS

The Regional Institute of Social Work Aquitaine provides the protocol for certification and testing of the Level 3 Modules (ASS / ES / EJE / ETS / CESF). After all, the general conditions of this protocol ensure the support of candidates for such certification and testing. These conditions include the support of candidates for certification and testing (information, equal opportunities); the harmonization of assessment and correction (types and choice of topics, assessment criteria and correction indicators); the renewal (certification repository) and adequacy of the suggested educational projects; the qualitative support of the committee members (Shynkaruk, 2017, pp. 156–158; l'IRTS, 2019).

They also include the following:

1. The location of certification: the site of internal assessment (amphitheatre, rooms on the same floor according to availability) is determined and assigned at the time of certification. It makes it possible to offer the candidates optimal conditions for checking the quality of certification (silence). The candidates are observed by persons appointed by the Regional Institute of Social Work Aquitaine. The selection of candidates is anonymous. The training organization informs the subject about its candidates. The tag team is mobilized (grouped in one place) in case of event certification. Some certification tests in exceptional situations may take place in professional institutions (Brugere, 2011; l'IRTS, 2019).



2. Instructions and criteria, characteristic of each certification, organized into educational courses, as well as certification dates, results reports and their modalities presented to students and trainees according to the specific learning conditions.

3. An invitation to certification: for each of these events, the date, time and venue will be confirmed by a letter addressed to the candidate by name, that is from 15 days to one month before the date specified for certification. This letter is a notification of the certification date and must be received by the applicant personally.

4. The organization of certification: the committee is run by the head of the education department, who confirms the choice of subjects, date, purpose and course of the event so that the subjects for written tests can be chosen (Bouquet, 2012). The calendar and expected events for all written, oral and practical tests will be presented to students before the start of the study on the qualification page or in the Regional Institute of Social Work Aquitaine.

This protocol also contains the expectations of certification and target indicators of skills; the arrangements for certification: location, duration, designation and coefficient, the number of proofreaders or requests: assessment criteria, ranking data sheets and correction methods.

5. The organization of module validation testing: teaching methods as well as distance learning methods listed on the module sheets and available on the e-campus.

6. The information about certification and testing committee: the protocol is addressed to the committee members as well as to the committee chair and provides written confirmation of their participation. This document contains the expectations of certification and target indicators of skills; the arrangements for certification: location, duration, designation and coefficient, the number of proofreaders or requests: assessment criteria, ranking data sheets and correction methods.

Before certification, each committee member receives the supporting documents required for it (workplace policies, assessment cards) and an explanatory note on the use of these documents (Boyer, 2001; l'IRTS, 2019). Assessment instructions are given according to the grade level (ASS / ES / EJE / ETS / CESF). The name, surname, signature and quality of the proofreader will be indicated, too.

To harmonize the certification process, a meeting with a training manager and / or a module manager is organized daily before written or oral testing. The final assessment committee (chaired by the cluster manager by the delegation of the institution's CEO) completes the certification day and submits to each committee the results of the written and/or oral examination and notifies the candidates.

7. The quality of the committee members during certification and testing: the committee members are mobilized among the specialists of the Regional Institute of Social Work Aquitaine (due to their professional focus and / or hierarchy of sites that are qualified and / or involved in the process of supporting multiple listeners); external pedagogical agents of the New Aquitaine region who fit into the pedagogical framework according to the grade level (ASS / ES / EJE / ETS / CESF); the representatives of decentralized administrations.

8. Special cases: the applicants whose individual situation justifies adjustments to assessment conditions (room availability, physical assistance) should request a meeting with a trainer a month before the study so that one can create a file for teaching courses (Ladriere, 1991; l'IRTS, 2019).

9. The submission of results from certification: the results obtained by students at each certification session of the trainees are presented by the Assessment Centre of the Regional Institute of Social Work Aquitaine as the organizer of certification (except for



notes submitted at the end of the course in accordance with the regulatory requirements of DRJSCS educational standards and / or the Rectorate) (Dreano, 2009). The applicants who have not received the intermediate certification test organized by the Institute will continue their training following the specific terms of the diploma by submitting the certificate to the previous declaration. They may, by e-mail, contact the Director of the Assessment Centre and request a copy of the protocol for the assignment of their test scores. Module Managers or Training Managers (DCs) have access to the grades listed on the test results reference sheets for pedagogical purposes and can monitor student performance.

10. The submission of certification results: the results are submitted no later than 10 days after the procedure.

11. The absence of candidates during certification: any absence of candidates for valid reasons requires the confirmation by submitting an official document within 48 hours after the examination. An arbitrary session may then be offered following the contractual arrangements of the candidates who are subject to these conditions.

12. Module certification: all modules are eligible for a reminder session. This is done when the student did not receive the average during the first session or in case of his/her absence for a medical reason. An unjustified absence at the first certification session or a zero score does not give access to the “catch-up” session.

13. Violations: Any violation of the certification protocol, as well as plagiarism and fraud, will be sanctioned by the Disciplinary Committee of the Institute and may result in the prohibition of state diploma certification tests (Yashchuk, 2016, pp. 333–339; Dreano, 2019).

14. Precaution means: the board of appeal consists of the leadership of the Regional Institute of Social Work Aquitaine, the company’s manager, a group of trainers, a professional judge and a representative of students and / or trainees. The board of appeal should be chaired by the institution’s CEO which is established after the written request of the candidate concerned by the dispute. The zero score must be awarded to the student for any work not completed before the specified date.

Educational resources of the Institute include educational projects, trainers responsible for further education, educational courses, individual educational courses, educational groups, teaching offices, assistants in the administration of education, the certification centre of participants, a documentary centre, methodological offices: works, reviews, memoir counsels, copiers, e.campus.

Article 6 of the Rules adopted by the Regional Institute of Social Work Aquitaine reflects the certification of higher and continuing education. The certification process is considered valid if the student has fulfilled the conditions set out in the regulatory documents. The permission to move from one year of study to another, suspension or termination of the study, other than disciplinary, is subject to the orders of the Rectorate of the Institute. ECTS credits are issued at the end of the year by the certification committee.

CONCLUSIONS

Based on the analysis of scientific and reference sources, it is found that the rules of the Regional Institute of Social Work Aquitaine reflect: Article 5 – the initial training certification – educational courses with ECTS credits, Level 3 training taking into account the European Regulations and ECTS. ECTS-based learning is confirmed, on the one hand, by students, trainees or students studying under the conditions laid down in the regulations and, on the other hand, meets the requirements of the module certification. Module approval is the responsibility of the semi-annual review commission. The Commission resolves the issue of module approval after studying the file by students, trainees or pupils.



In exceptional circumstances, the commission may propose the opposite solution to what was originally planned. The two-year certification committee consists of the department manager, the head of the assessment centre and an employee responsible for education in the Rectorate. The commission meets within 2 months after the end of each six months. The organization of all certifications and audits is formulated as part of a document called “the audit and certification protocol”. It is stated that Article 7 of the rules of the Regional Institute of Social Work Aquitaine, namely the approval and certification protocol, specifies the methods of organization associated with the tests submitted to the Institute. Article 8, namely the transfer commission, states that the purpose of the transfer committee is to process requests for transfer of students, trainees and students from another training centre to the assessment centre of the Institute. After processing the files studied by the students, a proposal is made to the senior management of the Rectorate for final review (it meets once a year).

The prospects for further research should lie in the analysis of scientific materials on socio-cultural management in French social schools and their implementation in Ukraine.

REFERENCES

1. Bouquet, B. (2012). *Ethique et Travail social une recherche du sens*. Paris: Dunod.
2. Boyer, A. (2001). *Guide Philosophique pour penser le travail éducatif et médicosocial*. Paris: Erès.
3. Brugere, F. (2011). *L'éthique du care*. Paris: PUF.
4. Dreano, G. (2009). *Guide de l'éducation spécialisée*. Paris: Dunod IFSW.
5. Ladriere, P. (1991). L'éthique soi et les autres. *Informations sociales*, 9, 10–18.
6. *I'IRTS*. (2019). Retrieved from <http://www.campus-irts.fr>.
7. Merlier, P. (2013). *Philosophie et éthique en travail social*. Rennes: Presses de l'EHESP.
8. Shynkaruk, V. D. (2017). *Aspekty ukrainsko-polskoi spivpratsi v haluzi osvity i nauky*. Materialy Mizhnarodnoi naukovo-praktychnoi konferentsii “Ukraina – Polshcha: stratehichne partnerstvo v systemi heopolitychnykh koordynat”. Kyiv: UIZh.
9. Yashchuk, S. P. (2016). Formuvannia profesiino-pravovoi kompetentnosti studentiv. *Naukovyi visnyk Natsionalnoho universytetu bioresursiv i pryrodokorystuvannia Ukrainy. Serii: Pedahohika psykholohiia filosofiia*, 253, 333–339.
10. Zhuravska, N. S. (2010). *Metodolohiia proektuvannia interaktyvnykh kursiv na osnovi yevropeiskoho dosvidu*. Kyiv: NAU.



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 (ПШБ, місце роботи (назва і адреса), науковий ступінь, вчене звання, адреса для листування, електронна пошта; для аспірантів – ПШБ, 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
comprofped@gmail.com

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



Приклад оформлення англомовної статті
(скорочено)

DOI: 10.2478/cpp-2018-0016

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

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

TRENDS IN INCLUSIVE EDUCATION IN THE USA AND CANADA

ABSTRACT

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

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

АНОТАЦІЯ

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

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

INTRODUCTION

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



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

THE AIM OF THE STUDY

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

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The origination and development of inclusive education in North American countries have been studied by S. 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 ...

REFERENCES

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



Приклад оформлення україномовної статті
(скорочено)

УДК 376

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

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

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. Orlandy), 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 ...

ЛІТЕРАТУРА

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



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

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

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

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

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

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

Наприклад:

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

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

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

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

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

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

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

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

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

Наприклад:

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

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

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

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



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

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

Наприклад:

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

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

Посилання на роботу кількох авторів (редакторів/укладачів)

Внутрішньотекстове посилання на роботу кількох авторів залежить від їх кількості:

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

Наприклад:

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

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

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

...

або

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

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

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

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

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

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

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



або

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

Посилання на декілька робіт різних авторів (одночасно)

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

Наприклад:

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

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

Посилання на роботу невідомого автора

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

Наприклад:

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

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

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

Наприклад:

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

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

Посилання на декілька робіт різних авторів з однаковими прізвищами

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

Наприклад:

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

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

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

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



Упорядкування списку використаних джерел

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

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

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

Правила бібліографічного опису для списку використаних джерел

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

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

Назви книг, журналів зазначаються без скорочень.

1. Книга: 1–7 авторів

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

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

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

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

2. Книга: 8 і більше авторів

Прізвище¹, Ініціали¹, Прізвище², Ініціали², Прізвище³, Ініціали³, Прізвище⁴, Ініціали⁴, Прізвище⁵, Ініціали⁵, Прізвище⁶, Ініціали⁶ ... Прізвище останнього автора, Ініціали. (Рік). *Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

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

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



3. Книга за редакцією

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

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

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

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

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

4. Книга: автор-організація

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

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

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

5. Книга без автора

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

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

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

6. Частина книги

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

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

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

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

7. Багатотомні видання

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

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

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



8. Багатотомне видання (окремий том)

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

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

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

9. Автореферат або дисертація

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

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

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

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

10. Матеріали конференцій

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

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

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

11. Закони, статuti, накази

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

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

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

12. Урядові публікації

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

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

13. Патент

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



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

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

14. Стаття з журналу

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

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

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

15. Стаття з газети

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

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

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

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

16. Електронні ресурси

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

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

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

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

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

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

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

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



ЗВЕРНІТЬ УВАГУ!

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

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

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



Address of the Editorial Board:

Center of Comparative Professional Pedagogy,
Khmelnytskyi National University,
11 Instytutska St., room 4-427,
Khmelnytskyi, 29016, Ukraine
<http://khnu.km.ua/angl/j/>
e-mail: comprofped@gmail.com

Адреса редакції:

Центр порівняльної професійної педагогіки
Хмельницький національний університет,
вул. Інститутська, 11, ауд. 4-427
м. Хмельницький
Україна, 29016
Оф. сайт: <http://khnu.km.ua/angl/j/>
e-mail: comprofped@gmail.com

Підп. до друку 26.09.2019. Ум. друк. арк. – 8,00. Обл.-вид. арк. – 7,80.
Папір офсетний. Друк різнографією.
Наклад 100, зам. № 135/19

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

