



АННОТАЦИИ

Светлана ЦЮРА

ОСОБЕННОСТИ МЕТОДОЛОГИИ СРАВНИТЕЛЬНЫХ ПЕДАГОГИЧЕСКИХ ИССЛЕДОВАНИЙ

Обобщено данные отечественных и зарубежных компаративных педагогических исследований, рассмотрено методологию сравнительного анализа в качестве конкретно-научной, выделено ряд ее теоретических концептов, принципы и подходы к организации исследования, уточнены особенности технологи, задачи конструктивистского педагогического поиска.

Ключевые слова: *сравнительный анализ; компаративное педагогическое исследование; конструктивистское педагогическое исследование; принципы компаративного педагогического поиска*

Оксана ПЕРШУКОВА

ВЛИЯНИЕ ФИЛОСОФСКИХ И ЛИНГВИСТИЧЕСКИХ КОНЦЕПЦИЙ НА СТАНОВЛЕНИЕ МНОГОЯЗЫЧНОГО ОБРАЗОВАНИЯ ШКОЛЬНИКОВ В СТРАНАХ ЕВРОПЫ

Статья посвящена анализу влияния основных философских и лингвистических направлений исследований на становление многоязычного образования школьников в странах Европы. Определено, что оно состоит в расширении представлений о человеческом обществе и личности, переосмыслении роли языка и культуры в обществе, осознании потребностей в сохранении языкового богатства, изменению цели и подходов и изучению и преподаванию языков. Сделан вывод о том, что развитие плюрилингвального образования в странах Европы – это закономерный ответ на вызовы современности.

Ключевые слова: *философские концепции, лингвистические концепции, многоязычное образование школьников в Европе, лингвистическое разнообразие, сохранение культурного наследия*

Татьяна БОДНАРЧУК

СОВРЕМЕННОЕ СОСТОЯНИЕ ОРГАНИЗАЦИИ БИЛИНГВАЛЬНОГО ОБРАЗОВАНИЯ ДЛЯ НАЦИОНАЛЬНЫХ МЕНЬШИНСТВ В АВСТРИИ

В статье проанализирована современная организация билингвального образования для детей национальных меньшинств, которые проживают на территории Австрии. Рассмотрены особенности функционирования двуязычных школ для детей разных национальных меньшинств, основные тенденции их развития и проблемы, связанные с организацией учебного процесса.

Ключевые слова: *билингвальное образование, билингвальная школа, школа для детей национальных меньшинств*



Светлана ЛУКЪЯНЧУК

**ОПЫТ ПОЛИКУЛЬТУРНОГО ВОСПИТАНИЯ УЧАЩИХСЯ В ШКОЛАХ США:
РЕКОМЕНДАЦИИ ДЛЯ ОТЕЧЕСТВЕННЫХ ПЕДАГОГОВ**

В статье осуществлено обобщение результатов исследования поликультурного воспитания учащихся американской средней школы. Определено содержание, формы и методы реализации этого процесса, которые представлены в авторской модели. Предложены рекомендации по использованию положительного воспитательного опыта педагогов США в общеобразовательных учебных заведениях Украины.

Ключевые слова: поликультурное воспитание, американская средняя школа, содержание, формы и методы поликультурного воспитания, рекомендации, США

Елена ЖИЖКО

**ОСОБЕННОСТИ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ МАРГИНАЛЬНЫХ
ГРУПП НАСЕЛЕНИЯ КАК КОМПОНЕНТ МЕР СОЦИАЛЬНОЙ ЗАЩИТЫ В
МЕКСИКЕ**

В статье рассмотрены особенности профессионального образования маргинальных групп населения как компонент мер социальной защиты в Мексике. Автор доказывает, что профессионального образования маргинальных групп населения является составной частью системы социального развития Мексики, чьей основной стратегией является предоставление маргиналам не только материальной помощи, но также их профессионально-техническое образование.

Ключевые слова: профессиональное образование маргинальных групп населения; правовое обеспечение образования, система социального развития, система образования Мексики

Ирина БОРИСЕНКО

**ЭТАПЫ РАЗВИТИЯ КУРИКУЛУМА НАЧАЛЬНОГО ОБРАЗОВАНИЯ В СОЕДИ-
НЕННОМ КОРОЛЕВСТВЕ ВЕЛИКОБРИТАНИИ И СЕВЕРНОЙ ИРЛАНДИИ
(АНГЛИЯ, УЭЛЬС)**

В статье анализируются этапы развития курикулума начального образования Объединенного Королевства Великобритании и Северной Ирландии, даны основные характеристики курикулума на каждом этапе.

Ключевые слова: развитие, этап, курикулум, начальное образование, основные характеристики, Англия, Уэльс

Ирина ГОШТАНАР

УПРАВЛЕНИЯ В ПЕДАГОГИКЕ Й. ГЕРБАРТА

В статье анализируется научно-педагогическое наследие выдающегося представителя мировой педагогической науки, немецкого педагога, философа и психолога Й. Гербарта (1776–1841) в контексте развития школьного образования Германии. Особое внимание обращается на взгляды ученого относительно проблемы дисциплинирования подрастающей личности.

Ключевые слова: управление, дисциплинирование, искусство воспитания, многостороннее образование



Инна МОРДВИНОВА

ВНЕДРЕНИЕ ЗДОРОВЬЕСБЕРЕГАЮЩЕГО ВОСПИТАНИЯ В ПОЛЬСКИХ ШКОЛАХ

В статье рассмотрены периоды исторического развития и внедрения здоровьесберегающего воспитания в польских школах. Охарактеризованы особенности развития исторических периодов и этапов здоровьесберегающего воспитания. Выявлены причины и описаны факторы, которые стали предпосылкой возникновения модуля «Обучение здоровью» во всех отраслях образования. Изучение этого модуля осуществляется в рамках элективных курсов в области физического воспитания. Раскрыты основные составляющие здоровья, которые стали причиной появления здоровьесберегающего воспитания в Польше. Освещены основные законы и нормативные документы, раскрывающие здоровьесберегающее воспитание в различных возрастных периодах. Определена основная цель и задания образовательных реформ в Польше, в частности: изменение системы образования, увеличение продолжительности обучения в школе, введение новых учебных дисциплин в учебные программы и принятие ряда законов, проектов по здоровьесбережению подрастающего поколения

Ключевые слова: *здоровьесберегающее воспитание, младшие школьники, школа, исторические этапы, периоды, внедрение, физическое воспитание, модуль «Обучение здоровью»*

Инна НЕСТЕРЕНКО

ПРОЕКТИРОВАНИЕ УЧЕБНЫХ ПРОГРАММ В КОНТЕКСТЕ ФУНКЦИОНИРОВАНИЯ ПОЛЬСКОЙ РАМКИ КВАЛИФИКАЦИЙ

В статье представлен опыт модернизации учебных программ в содержании высшего образования Польши на основе внедрения Национальной рамки квалификаций, который связан с образовательными реформами в современном глобализационном мире. Введение квалификационных рамок является едва ли не важнейшей образовательной новацией настоящего, которая охватывает все структуры квалификаций трех циклов высшего образования: бакалавр, магистр, доктор.

Ключевые слова: *учебная программа, содержание высшего образования, Национальная рамка квалификаций, реформа высшего образования, Болонский процесс, результаты обучения*



Лариса РУБАН

АЛЬТЕРНАТИВНЫЕ ФОРМЫ ОБУЧЕНИЯ В УКРАИНЕ (ЗАРУБЕЖНЫЙ ОПЫТ)

Статья раскрывает актуальность идей американского педагога-реформатора, основателя теории и практики домашнего обучения Джона Холта в контексте реализации в Украине альтернативной формы образования – домашнего обучения. Дж. Холт доказал, что наряду со школьным обучением имеют право на существование другие формы образования, в частности, получение образования в домашних условиях. Домашнее образование не получило легального статуса в Украине. Однако, согласно украинскому законодательству существуют альтернативные формы школьного обучения: индивидуальная форма, форма экстерната.

Ключевые слова: Джон Холт, альтернативные формы обучения, домашнее образование, школьное обучение, индивидуальная форма обучения, экстернат, педагогическое мастерство

Наталія ЛАВРИЧЕНКО

СТРАТЕГИИ УПРАВЛЕНИЯ КАЧЕСТВОМ ШКОЛЬНОГО ОБРАЗОВАНИЯ В В СТРАНАХ ЕС И США

В XXI веке школьное образование во многих странах мира предстало перед вызовом соответствовать требованиям постиндустриальной, информационной эпохи, выполнять роль одной из базисных структур построения общества знаний. В то же время же глобализационные процессы усиливают значимость показателей и измерителей качества знаний учеников как главных координат определения конкурентоспособности той или иной образовательной системы в мировом пространстве.

Прежде всего это касается развитых стран мира таких, как страны ЕС и Соединенные Штаты Америки, где стремительный количественный рост ученического контингента в последней четверти пришлого столетия создал проблему обеспечения качественных образовательных услуг для всех без исключения детей и молодежи школьного возраста.

Следует отметить, что в этих странах наработано немало эффективных механизмов (инструментов) улучшения качества школьного образования, таких, например, как модернизация и структурная оптимизация курикулума, академическое тестирование, школьное лидерство, внешнее оценивание, социальное партнерство, диверсификация источников финансирования, усиление ресурсной базы, применение ИКТ-технологий, создание образовательных сетей и т.п.

Комплексное, выборочное, ситуативное или системное использование этих механизмов служит реализации управленческих стратегий, под которыми мы подразумеваем планирование, руководство, основанное на выверенных прогнозах и ожидаемых перспективах. К таким стратегиям, исходя из нашего исследования, относятся: децентрализация/дерегуляция, стандартизация, мониторинг качества школьного образования, и на них мы концентрируем внимание в этой статье.

Ключевые слова: Качество школьного образования, модернизация курикулума, структурная оптимизация курикулума, децентрализация школьного образования, стандартизация школьного образования, мониторинг качества школьного образования



Надежда ШЕВЕРУН

МЕХАНИЗМЫ ОБЕСПЕЧЕНИЯ КАЧЕСТВА ОБЩЕГО СРЕДНЕГО ОБРАЗОВАНИЯ В ГЕРМАНИИ

Статья посвящена раскрытию механизмов обеспечения качества общего среднего образования в Германии. Выделены основные направления реформирования системы общего среднего образования Германии из улучшения ее качества; охарактеризовано современные стандарты общего среднего образования, модель стандартизированного тестирования учебных достижений учеников и национальную концепцию мониторинга качества образования в Германии.

Ключевые слова: *качество образования, мониторинг качества образования, система общего среднего образования Германии*

Алина ДЖУРЫЛО

СТРАТЕГИИ РЕФОРМИРОВАНИЯ ОБЩЕГО СРЕДНЕГО ОБРАЗОВАНИЯ ГДР И ФРГ ВО ВТОРОЙ ПОЛОВИНЕ XX ВЕКА

Статья посвящена особенностям реформирования общего среднего образования ГДР и ФРГ во второй половине XX века и полученным результатам в реформировании образования объединенной Германии. В статье описаны пути развития школьного образования в каждой из стран в контексте стратегических ориентиров образовательной политики государств и существующие проблемы после их объединения.

Ключевые слова: *реформирование, среднее образование, ФРГ, ГДР, объединенная Германия*

Георгий ЕГОРОВ

СТАНДАРТЫ КАК СОСТАВЛЯЮЩАЯ МЕХАНИЗМА ОБЕСПЕЧЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ ВО ФРАНЦИИ

В статье проанализирована структура, уровни и функции стандартов общего среднего образования во Франции, которые формируются в контексте требований экспертного международного сообщества. Раскрывается их реализация через систему внедрения в школьную практику стандартизированного тестирования и «общего фундамента и компетенций». Характеризуются признаки, которым должны соответствовать оптимальные стандарты.

Ключевые слова: *стандарт, качество образования, стандартизированное тестирование, компетентностный стандарт, общий фундамент знаний и компетенций*

Ольга ШАПОВАЛОВА

НАПРАВЛЕНИЯ РЕФОРМИРОВАНИЯ УПРАВЛЕНИЯ ОБРАЗОВАНИЕМ ВЕЛИКОБРИТАНИИ ВО ВТОРОЙ ПОЛОВИНЕ XX ВЕКА

В статье представлен анализ реформ в области управления средним образованием Великобритании во второй половине XX века, охарактеризован и конкретизированы действия централизовано-децентрализованных механизмов управления, определена их роль в повышении качества образования.

Ключевые слова: *управление образованием, направления реформирования, централизованно-децентрализованное механизмы, функции руководящих кадров*



Наталья МУКАН, Екатерина ИСТОМИНА

КОНТЕНТ-АНАЛИЗ СТАНДАРТОВ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ УЧИТЕЛЕЙ АМЕРИКАНСКИХ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛ

В статье представлены результаты научного исследования, посвященного контент-анализу стандартов профессионального развития учителей американских общеобразовательных школ. Исследовано научно-педагогическую литературу, которая освещает различные аспекты нормативно-правовой базы профессионального развития педагогов. Осуществлен подробный анализ стандартов профессионального развития учителей американских общеобразовательных школ, разработанных на основе стандартов профессионального развития персонала, а именно на основе Стандартов о контексте, Стандартов о содержании и Стандартов о процессах. Представлены особенности реализации стандартов профессионального развития учителей на разных уровнях системы непрерывного педагогического образования США: индивидуальный уровень, уровень общеобразовательной школы, уровень органов управления образованием округа, уровень департамента образования штата или внешних провайдеров, федеральный уровень.

Ключевые слова: *стандарт, профессиональное развитие, учитель общеобразовательной школы, система непрерывного педагогического образования, США*

Светлана ТЕЗИКОВА

ВЛИЯНИЕ АМЕРИКАНСКИХ ПРОФЕССИОНАЛЬНЫХ АССОЦИАЦИЙ НА КАЧЕСТВО ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ

В статье рассмотрено влияние американских неправительственных организаций на развитие педагогического образования путём коллективного согласования профессиональных требований к претендентам, определения необходимых учебно-материальных условий обучения, оценивания качества кадрового обеспечения, систем и процессов. Постоянный поиск консенсуса между официальными органами образования государственного и местного уровней, общественными организациями и профессиональными объединениями происходит в контексте реализации программ профессионального развития учителей, сотрудничества со школами, определения стратегических направлений усовершенствования педагогической деятельности.

Ключевые слова: *педагогическое образование, подготовка учителя, профессиональные ассоциации учителей, аккредитация учебных заведений, сертификация учителей.*

Марина НАГАЧ

ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ: ОПЫТ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ США

Статья посвящена рассмотрению практического компонента профессиональной подготовки будущих учителей в педагогических колледжах США. Дается сравнительный анализ традиционной 4-летней и новой 5-летней программы подготовки учителей, которая включает прохождение интернатуры в школе в течение года. Рассмотрены пути реформирования педагогического образования США и роль, которую играют в процессе реформ инновационные учебные заведения – школы профессионального развития.

Ключевые слова: *подготовка будущего учителя, практический компонент программы профессиональной подготовки, школа профессионального развития, партнёрство школы и университета, Национальная ассоциация школ профессионального развития*



Кирилл КОТУН

ЗНАЧЕНИЕ ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ В ПРОЦЕССЕ ПОДГОТОВКИ БУДУЩЕГО УЧИТЕЛЯ НАЧАЛЬНОЙ ШКОЛЫ В ФИНЛЯНДИИ

В статье проанализированы и обоснованы значение педагогической практики в процессе подготовки будущего учителя начальной школы в Финляндии. Определены основные этапы педагогической практики и принципы ее реализации. Выделено предмет практики в содержании курикулума педагогического образования. Очерчены значения разработки собственных порт-фолио студентов и их важность в течение всего периода педагогической практики. Отмечено рекомендации необходимых умений у будущих учителей после прохождения практического обучения.

Ключевые слова: педагогическая практика, этапы педагогической практики, вступительная практика (introductory practice), основная практика (basic practice), «полевая» школьная практика (field school practice), практика преподавания (teaching practice), курикулум (curriculum), учителя наставники (supervising teachers)

Ирина ФЕДОРЧУК

ТЕНДЕНЦИИ РАЗВИТИЯ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ В СТРАНАХ ЮЖНОГО КАВКАЗА (КОНЕЦ XX - НАЧАЛЕ XXI СТ.)

В статье представлены тенденции развития педагогического образования в странах Южного Кавказа в конце XX – в начале XXI столетия. Автор анализирует разные аспекты системы подготовки педагогических кадров в условиях повышения роли знаний, глобализации и интеграции Азербайджана, Армении и Грузии в европейское образовательное пространство. Выявлено ряд позитивных и негативных тенденций присущих педагогическому образованию этих стран.

Ключевые слова: педагогическое образование, тенденции, учитель, страны Южного Кавказа

Елена БИЛОУС

ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ В СФЕРЕ ИКТ В СТРАНАХ ЕВРОПЕЙСКОГО СОЮЗА

В статье рассмотрен вопрос подготовки учителей к использованию информационно-коммуникационных технологий в профессиональной деятельности в странах Европейского Союза. Определенно место подготовки будущих учителей в системах педагогического образования разных стран и освещены основные шаги, которые были сделанные в направлении ее усовершенствования.

Ключевые слова: педагогическое образование, подготовка в сфере ИКТ, страны Европейского Союза



Сергей БОБРАКОВ

СРАВНИТЕЛЬНЫЙ АНАЛИЗ И ОБОБЩЕНИЕ ОПЫТА ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ УЧИТЕЛЕЙ В ВУЗАХ ГЕРМАНИИ И УКРАИНЫ

В статье сделан сравнительный анализ структуры и содержания профессиональной подготовки учителей Украины и Германии на современном этапе, выделены ключевые компоненты реформирования профессиональной подготовки учителей в Украине на основе практического опыта организации профессиональной подготовки учителей в Германии.

Ключевые слова: *сравнительный анализ, профессиональная подготовка учителей в Германии и в Украине, обобщение опыта подготовки учителей*

Ирина РЕГЕЙЛО

ТЕНДЕНЦИИ ДОКТОРСКОЙ ПОДГОТОВКИ В ЕВРОПЕЙСКОМ ОБРАЗОВАТЕЛЬНОМ ПРОСТРАНСТВЕ

На основе осуществления теоретического анализа европейского образовательного пространства определены тенденции докторской подготовки: правовую, реформационную, приоритетную, организационно-образовательной динамики, организационно-управленческую, осуществление научного руководства, ответственности, интернационализации, мобильности обучения.

Ключевые слова: *тенденции, докторская подготовка, качество докторского образования, подходы к научному руководству*

Елена КАЙДАНОВСКАЯ

ТВОРЧЕСКИЕ МЕТОДЫ УЧЕБНОГО ПРОЕКТИРОВАНИЯ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ АРХИТЕКТОРОВ: МИРОВОЙ ОПЫТ

В статье рассмотрен потенциал учебного архитектурного проектирования в формировании профессиональной компетентности, креативности, самостоятельности будущего специалиста, обосновано необходимость использования инновационных методов обучения с опорой на мировой опыт архитектурного образования.

Ключевые слова: *архитектурное образование, проектирование, творчество, профессионализм, метод архитектора*

Наталья ПАЗЮРА

ФОРМЫ И МЕТОДЫ ПРОВЕДЕНИЯ НЕФОРМАЛЬНОЙ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ ПРОИЗВОДСТВЕННОГО ПЕРСОНАЛА НА ПРЕДПРИЯТИЯХ ЯПОНИИ

В статье автор анализирует подходы ученых к вопросу неформальной подготовки производственного персонала как эффективной альтернативы традиционным формам профессионального развития людских ресурсов. Выявлены основные особенности и важные условия для приобретения персоналом компании профессиональных знаний и умений. Охарактеризованы наиболее распространенные в японских компаниях формы и методы профессиональной подготовки на рабочем месте.

Ключевые слова: *неформальная подготовка, обучение на рабочем месте, формы и методы, производственный персонал*



Юлия ГРЕБЕННИК

СОВРЕМЕННЫЕ ТЕНДЕНЦИИ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КУЛЬТУРЫ СТУДЕНТОВ В МЕДИЦИНСКИХ КОЛЛЕДЖАХ ВЕЛИКОБРИТАНИИ И США

В статье обоснована важность формирования коммуникативной культуры студентов медицинских колледжей. Определена сущность понятия «коммуникативная культура студента медицинского колледжа» и выяснены основные пути формирования коммуникативной культуры студентов медицинских колледжей на занятиях иностранных языков. Обоснована необходимость изучения зарубежного опыта в формировании коммуникативной культуры будущих медицинских работников. Определены основные тенденции формирования коммуникативной культуры студентов в медицинских колледжах Великобритании и США. Разработаны рекомендации относительно привлечения зарубежного опыта в формировании коммуникативной культуры студентов в медицинских колледжах Украины

Ключевые слова: *Коммуникативная культура, студенты медицинского колледжа, виртуальное учебное заведение, мировая интеграция.*

Василий ГУМЕНЮК

ОЦЕНИВАНИЕ КАЧЕСТВА ВЫСШЕГО МЕДИЦИНСКОГО ОБРАЗОВАНИЯ В КОНТЕКСТЕ ОБУЧЕНИЯ В УКРАИНЕ ИНОСТРАННЫХ СТУДЕНТОВ

Охарактеризовано практику внешнего мониторинга и оценивания качества высшего медицинского образования в пределах страны и за ними путем создания международной рейтинговой шкалы университетов. Определена взаимосвязь между качеством высшего образования и привлекательностью учебного заведения на рынке образовательных услуг, что обеспечивает увеличение числа иностранных студентов.

Ключевые слова: *высшее медицинское образование; иностранные студенты; экспорт образовательных услуг; рейтинг университетов.*

Станислав ХРОБАК

ПОРТРЕТ ЧЕЛОВЕКА В ЧЕЛОВЕЧЕСКОМ ОБЩЕСТВЕ: РАЗМЫШЛЕНИЯ О НАДЕЖДЕ В КУЛЬТУРЕ

Статья посвящена проблеме надежды, которая касается человека в его наиболее глубоком восприятии. Автор представляет точки зрения различных философов на ключевые вопросы человеческого бытия. Надежда представлена автором как путь вхождения личности в обществ. Развитие, рост и образование представлены как возможность самореализации. Автор утверждает, что культура совместно с человеческой креативностью позволяют людям выходить за рамки материальной реальности и гуманизировать окружающий мир.

Ключевые слова: *человек, человечество, гуманность, гуманизм, надежда, человеческая креативность, стремление к знаниям, стремление к поискам истины.*



ANNOTATIONS

Svitlana TSIURA

PECULIARITIES OF METHODOLOGY IN COMPARATIVE PEDAGOGICAL RESEARCH

The problems of methodology of comparative analysis and the necessity of its reconsideration are in the focus of attention of numerous native and foreign scholars. The main of them is to work out methodology of comparative research deeper than homotypic educational phenomena which developed independently within different sociocultural systems. The study of phenomena and processes in interrelations and interdependence with «the common», its cultural-historic background and accents on evolutionary and self-organizing character of educational changes replaced the descriptive approach of «the foreign».

The systematized survey of the sources on comparative pedagogical analysis let us distinguish four approaches to the organization of investigation. Historical-comparative (vertical or horizontal), comparative-historical (horizontal-vertical or vertical) belong to comparative ones and are based on «geographical criterion» when this or that «foreign» country is analyzed. The more popular typical comparative approaches based on «subjective criterion» presuppose geographic, judicial, axiological, mental belonging of a researcher to one of the cultures for the sake of which the analysis is carried out. Modern constructivist comparative approaches are directed away from simple statements of conditions and suggest development, reconstruction or new interpretation, when a researcher being «non-product» of an analyzed system is able to provide an independent evaluation of efficiency of processes as opposed to its axiologically-committed subjects. In the perspective one-object researches turn into two- and poly-object ones based on the principles of a system approach; unity of purposes and goals of education in world practice and propriety of technological variation; priority of development of educational systems with the focus on human values; coincidence of vectors directed on a part and on the whole in the evolution of pedagogical empirism (school, educational system of a country, regional, world educational space).

Keywords: *comparative analysis; comparative educational research; constructivist educational research; principles of comparative educational search*

Oksana PERSHUKOVA

INFLUENCE OF PHILOSOPHICAL AND LINGUISTIC CONCEPTS IN MULTILINGUAL EDUCATION FORMATION STUDENTS IN EUROPE

The article deals with the influence of the main philosophical and linguistic theories of 20th and early 21st centuries significant for multilingual education formation. The main analyzed philosophical theories are pragmatism (Ch. Peirce, W. James, F. Schiller, E. Cassirer, J. Dewey), constructivism (I. Kant, A. Schopenhauer), existentialism (G. Marcel, M. Heidegger, G. Kneller, V. Morris, M. James), modernism (J. Ortega y Gasset, J. Habermas), rationalism (B. Skinner, J. Searle), poststructuralism (D. Hume, F. Nietzsche, J.-F. Lyotard), postmodernism (D. Hume, F. Nietzsche, M. Foucault, J. Baudrillard, A. Toynbee) and deconstructivism (J. Derrida, G. Deleuze, P.-F. Guattari, J. Kristeva).

As shown in the present paper the development of knowledge in philosophy was tightly connected with new directions in linguistic investigations aimed on the nature of language and ties of language and thought understanding, the ways of plurilingualism forming and multilingualism saving. The development of these theories originated the development of linguistic conceptions, such as linguistic structuralism (F. de Saussure), generativism (N. Chomsky) and pragmatism (D. Hymes).

The intensive development of philosophical theories and linguistic conceptions promoted new awareness of: the uniqueness of man as a spiritual being; inability of knowledge and skills mechanical transfer in the educational process; tight connections of language and thinking; perception of



language as a mean of socialization, the basis of human relations as well as social structure; the existence of different points of view on the same event or phenomena and other.

New knowledge actualized the essential changing in educational needs: careful attention to personal needs in education including language learning needs; attention not to single but widespread processes; critical stocktaking all existing universal laws; tolerant attitude forming to different cultural and groups peculiarities.

In the second part of 20th century on the background of globalization the needs of plurilingualism and interculturality of European citizens were especially actualized, so the task to satisfy these needs was given to the multilingual (plurilingual) education. This education provides permanent rising of level of competence in some languages, forms the ability to use different languages as a mean of education. It improves understanding of social and cultural value of any language and necessity to preserve all linguistic diversity and cultural heritage.

Keywords: *philosophical theories, linguistic theories, multilingual education of school children in Europe, linguistic diversity, cultural heritage saving*

Tetyana BODNARCHUK

ORGANIZATION OF BILINGUAL EDUCATION FOR NATIONAL MINORITIES IN AUSTRIA

Austria is a multinational country, for this reason the problem of bilingual education for national minorities is of great importance. The aim of this article is to analyze the organization of bilingual education for national minorities in Austria with the perspective of introduction of Austrian progressive ideas into Ukrainian schools.

Because of the fact that every national minority has its historical and cultural traditions which influence the attitude of its representatives to native language schools, it is worth analyzing it for each minority individually. Education for Slovenes in Carinthia develops in three variants: full circle (1–12 classes) with the perspective of getting bilingual vocational and high (major, bachelor) education; in schools with bilingual classes at all levels of compulsory education; studying the native language at all levels. There are 60 German-Slovene primary schools, 1 compulsory and 1 secondary school, 2 professional schools. Bilingual education for Croats in Burgenland follows the same way except professional education. There exist German-Croatian schools: 34 primary schools, 7 compulsory and 2 secondary schools. Bilingual education for Hungarians is characterized by the attempt of returning the native language education to the territories where this minority lives. As for bilingual education for the rest of minorities (Czech, Slovak etc.) living in the capital and federal land Wien, there is not any legislative regulations for functioning of bilingual schools. Still bilingual schools for children of this national minority exist for a long period but only as private ones.

In Ukraine like in Austria we also find some problems in management of bilingual educational process. That raises the necessity to study the experience of multinational countries where these issues are solved successfully, to draw the scientific attention to carrying out the educational materials for bilingual schools, to study and spread the experience of bilingual schools.

Keywords: *bilingual education, bilingual school, school for the children of national minorities*

Svitlana LUKYANCHUK

THE EXPERIENCE OF PUPILS' MULTICULTURAL EDUCATION AT SCHOOLS OF THE USA: RECOMMENDATIONS FOR THE EDUCATORS OF OUR COUNTRY

The article explores the problem of pupils' multicultural education at the US secondary schools. It examines the content, forms and methods of multicultural education at the American secondary school. The research results provide evidence to the fact that multicultural education at the



US secondary school is realized in the teaching and educational process, as well as extracurricular and afterschool activities. This is possible due to the implementation of educational strategies based on group-work and development of the curriculum and instructional materials with a strong multicultural component. The research claims that the role of parents, family and community in pupils' multicultural education is rather significant. It proves that effective multicultural education requires an overall school reform, with significant changes in the curriculum, teaching strategies and school policy. The generalization of the research results on pupils' multicultural education at the American secondary school are presented in the author's model.

Analyzing the process of multicultural education at the American secondary school, the article works out recommendations on using the US positive experience to develop multicultural education in Ukraine. In this context it is of vital importance to get state support for innovations. It is also crucial to join the efforts of formal and informal school program in the field of multicultural education, develop appropriate methodological recommendations, education programs, textbooks and lesson plans with multicultural component, increase the interdisciplinary relations between the subjects, and implement effective educational strategies based on group-work. It is very important to develop school's cooperation with parents, volunteers, public organizations, and local authorities in the field of multicultural education.

The prospects of the author's further research are the peculiarities of teaching staff management and prospective teachers' training and their role in pupils' multicultural education at the US comprehensive schools.

Keywords: *multicultural education, American secondary school, content, forms and methods of multicultural education, recommendations, US.*

Olena ZHYZHKO

FEATURES OF PROFESSIONAL EDUCATION OF MARGINALIZED POPULATION AS A COMPONENT OF SOCIAL PROTECTION IN MEXICO

In the article are analyzed the features of professional education of marginalized groups as a component of social protection in Mexico. The problem of vocational education of marginalized populations of Mexico is the item of the scientific works of L. Adler de Lomniz, J. Alonso, A. Attanacio, J. Boltvinik, E. Bueno, P. Gregorio Henriquez, A. Damian, E. Del Val, D. Henriquez, M. Sekeli, M. Cavarozzi, R. Katzman, A. Quijano, F. Cortes, B. Lerner, H. Lechner, N. Lustig, M. Mathus-Robles, J. Negretti, H. Osorio, F. Pacheco-Silva, R. Pizarro, H. Saravi, D. Cervantes, O. Zunkel, B. Thomsen, S. Filgueira, S. Furtado, D. Juarez-Bolaños et al.

The aim of our study was to identify features of professional education of marginalized groups as a component of social protection in Mexico. Based on our study we can state that the Mexican system of adult education very clearly define contingent of adult learners: they are individuals excluded from the social, cultural, economic and political life of society (marginal groups). According to the Institute of Geography, Statistics and Informatics, in 2000 in Mexico, there were 33 338 910 people over 15 who do not have basic education, of which 6 million are illiterate, 11,6 million are not have primary education and 17,4 million had incomplete secondary education; y 2005 this statistics decreased to 30 146 664.

The author argues that professional education of marginalized groups is a part of the social development of Mexico, which main strategy is to provide marginalized not only financial support but also technical and vocational education.

Keywords: *professional education of marginalized groups, legal bases of education, system of social development, educational system of Mexico*



Iryna BORYSENKO

STAGES OF PRIMARY CURRICULUM DEVELOPMENT IN THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND (ENGLAND, WALES)

Until 1870 public elementary education in England was provided by voluntary agencies, very largely the churches, with some financial support from central government. In 1862 central government took direct control over the curriculum by dividing elementary education into six stages or strands and prescribing a syllabus in reading, writing and arithmetic for each stage. One-page syllabus set out the material to be taught in terms of pupils' competencies to be checked at an annual examination. C. Richards called curriculum between 1862 and 1897 the «payment by results» curriculum. He argues that the good examination results were compulsory for schools wishing to attract government grant.

The «payment by results» curriculum was followed by the codified curriculum (1897–1926). The legal basis of the curriculum was series of Elementary Education Codes. Central government still prescribed general oversight of the elementary school curriculum in general terms but left its more detailed content to enable to local authorities and schools to adopt it to local requirements.

There were some important influences which effected the school curriculum at this period. For the first time in the history of English elementary education central government provided a worked up rationale for the school and its curriculum in terms of developing intelligence.

In Richards' words the curriculum of the next period (1926–1967) was even less prescriptive. The Board of Education required that «every child must acquire the power of speaking his own language, of reading and writing it, and some knowledge of arithmetic and measurement plus hygiene, physical and moral training formal or informal.

In 1928 the government accepted the main recommendation of the first Hadow's Report (1926) which also recommended the establishment of «primary» stage of education. But only the 1944 Education Act recognized primary education in the national system of education by statute.

1967 was important for two reasons : the publication of the Plowden Report and abolishing of the selective examination at age 11.

Between 1970 and 1980 the primary curriculum, its structure, consistency and continuity, its appropriateness to the child's needs were issues of increasing importance in curriculum discussion. The term «standards» as levels of competence, which should be reached by pupils, was debated through the 1980s.

The National curriculum established in 1988 comprises three core and seven foundation subjects; attainment targets – objectives covering the range of knowledge, skills and understanding which pupils are expected to acquire; programmes of study; national assessment arrangements.

The dominant issues facing primary school curriculum in the 1990s were issues of breadth, balance and coherence.

From September 2014 New National Curriculum will be introduced in primary schools. It will brings higher standards in English, math and science.

Keywords: *development, stage, curriculum, primary education, main characteristics, England, Wales*

Iryna GOSHTANAR

MANAGEMENT IN J. HERBART'S PEDAGOGY

The article focuses on the scientific and pedagogical heritage of German pedagogue, philosopher and psychologist J. Herbart (1776–1841), an outstanding representative of the world pedagogical science in the context of development of scholastic education in Germany.

A special attention is paid to the scientist's views on the problem of reducing to discipline a growing personality. It's stressed in the article that understanding the importance of upbringing by J. Herbart had implied priority of pedagogical guidance as observing discipline in an educational



activity. J. Herbart distinguished a special kind of a pedagogical activity – a guidance, which has its own pedagogical legitimacy, because it doesn't use force towards children's will. Guidance doesn't have any intentions in relation to children's will and volition.

Guidance has a double meaning in Herbart's pedagogical system: firstly guidance as «a reduction of a child's wild intemperance» (mostly it's connected with an upbringing in a family), and authority and affection are the main methods of it; secondly guidance as a reducing to discipline in school educational activity and the main method of it is «an encouragement of manifestation of the good» (development of children's best abilities). It's noted in the article that J. Herbart criticized gymnasiums of that times, which, because of their curricula, didn't develop many sided personalities, but on the one hand overloaded pupils, and on the other hand, - family tutors, who brought up children according to social division in the society.

J. Herbart distinguished two ways of improving a school as a social institution: many sided education and creation of an institute of «free teachers». Performing duties of his free pedagogical activity, an educator becomes an intermediary between an upbringing in a family and school education and is way beyond the family upbringing and state educational institutions.

Keywords: *guidance, reducing to discipline, authority and affection, art of upbringing, many sided education*

Anna KRYSHKO

WILHELM VON HUMBOLDT'S RESEARCH UNIVERSITY CONCEPT

In the new millennium the challenges of global society affect us all, universities included. In the 19th century, in Prussia, the outstanding representative of European culture in the late XVIII – early XIX century Wilhelm von Humboldt (1767–1835), laid the foundation for curiosity-driven research as a core function of the university. In 1810 he founded the University of Berlin (Humboldt). Within a short period of time it would become a model for 19th century European universities. The paper outlines Humboldt's research university concept as a system of philosophical and pedagogical and political views of the thinker.

Humboldt's principles concerning internal and external organization of educational institutions are defined in the paper. Wilhelm von Humboldt espoused the view that the university should be a community of scholars and students. Because the education process consists of three stages, Humboldt advocated three different types of schools: establishments for elementary schooling, for secondary schooling and for university education. The paper outlines the content and consequences of his reform efforts in the field of education of Prussia in the 19th century.

Humboldt's concept is a structure that is directly related to the issues of existence and destiny as an individual, and the fate and the existence of a nation, its cultural and historical development. The problem of the university in the context of Humboldt's philosophical and ideological system appears as the problem of education of a nation.

Keywords: *research university, reform, education, system, principle, organization*

Inna MORDVINOVA

IMPLEMENTATION HEALTH-SAVING EDUCATION IN POLISH SCHOOLS

This article is devoted to the period of historical development and implementation of health-saving education in Polish schools. Was characterized the features of historical periods and stages of health-saving education. Was describes the causes and factors that are prerequisites of the module «Education of Health» at all levels of education. The study of this module is part of elective courses in physical education. Was solved the basic determinants of health that are prerequisite of health-saving education in Poland. Was disclosed the basic laws and regulations that reveal of health-saving



education in different age periods. The basic goals and objectives of educational reform in Poland – change the education system, increasing the duration of schooling, the introduction of new disciplines to the curriculum and a series of laws of health projects on the younger generation. I period - reconstruction (to 1864) – contributed to strengthening national ideas that became the basis for the creation of new independent European states. II period – pioneers (1865–1896 years) – the organization of summer camps for children and gymnastic societies. Conduct educational activities for the development of education and health-saving techs investment. III period – created organizations movement of hygiene (1897–1898 years) – was the development of health care in Poland. IV period – founding Warsaw`s societies of hygiene (1898–1918 years) – creation of infrastructure and health institutions for children, a combination of medical clinics and children`s school. V period – the era of the birth of health-saving education in Poland (1900–1979 years) – introduction of health-saving education in the curricula of all types of schools. VI period – the phase of stagnation (80-ies of XX century). VII period – educational reforms (1990–2005 years of XX century) – was changed the education system, increasing the duration of schooling, the introduction of new disciplines to the curriculum and the adoption of several laws and projects of the health-saving of younger generation. VIII period – development of health-saving education in Poland – Implementation of educational, training and health-saving programs, printing literature about this themes.

Literature review and summarize the experience of researchers give to conclude that educational institutions remains a major social institution that gives children a basic education and training, and solves the problem of educating and development today`s students.

Expounded material allows to conclude that there is a need to improve the professional training of primary school teachers and disclosure of normative and organizational framework of health-saving in schools of Poland.

Keywords: *health-saving education, younger students, the school, the historical stages, periods, implementation, physical education, the module «Health Study»*

Inna NESTERENKO

PROJECTING EDUCATIONAL PROGRAMS IN THE CONTEXT OF POLISH QUALIFICATIONS FRAMEWORK

The article presents the experience of modernizing curricula in the content of Poland`s higher education based on the introduction of the National Qualifications Framework which is connected with educational reforms and innovations in the modern globalized world. The implementation of qualifications framework is the most important educational innovation today which covers three cycles of higher education: Bachelor, Master, Doctor.

Higher education in contemporary Europe is powered by Bologna process the aim of which is to create European space attractive in its global dimension of the highest quality and its further improvement.

The implementation of qualifications framework for higher education in Poland became possible with the introduction of an updated version of the Law Higher Education which also has introduced a new concept of «qualifications framework» to the content of higher education.

Qualifications frameworks bring significant changes to the method of projecting educational programs. Still existing programs were based on the content of learning but modern programs are based on learning outcomes. That is why today new challenges face before schools - the creation and restructuring of curricula which are based on learning outcomes.

Keywords: *curriculum, the content of higher education, national qualifications framework, reform of higher education, the Bologna process, learning outcomes*



Larysa RUBAN

ALTERNATIVE EDUCATION IN UKRAINE (FOREIGN EXPERIENCE)

The article reveals the relevance of the ideas of John Holt – the American educator and reformer, founder of the theory and practice of homeschooling in the context of the implementation in Ukraine of an alternative form of education – homeschooling. It is found that the current Ukrainian system of education is based on compulsory schooling and is not engaged in the proliferation of the ideas of implementing and disseminating home education as an alternative form of education. John Holt proved that along with schooling other forms of education have a right to exist, particularly homeschooling. It is determined that John Holt singled out three reasons why parents decide to educate their children at home: firstly, they believe that they should raise their children by themselves; secondly, they like to be near their children and watch for them, help them learn; thirdly, they want to keep them away from injuries: psychological, physical and moral. It is noted that according to John Holt, the positive aspects of homeschooling are: a child is learning in an atmosphere of support, love and trust; the schedule of learning can vary; a child may slowly focus on the task and do it carefully and well. It is emphasized that in Ukraine there are parents who wish to educate their children at home. For this reason, a movement in support of the idea of legalizing of home schooling has appeared in Ukraine. However, according to the Ukrainian legislation there are alternative forms of schooling: an individual form of education, a form of external studies. It is emphasized that an individual form of education and a form of external studies, although are not home-schooled, but create conditions for the individualization of learning outside the school institution that is a manifestation of an alternative form of education in Ukraine.

Keywords:

John Holt, alternative forms of education, homeschooling, schooling, individual form of education, external studies, art of teaching

Nataliia LAVRYCHENKO

STRATEGIES OF QUALITY MANAGEMENT IN THE EU AND THE USA

In the 21st century school education in many countries faced the challenge to meet the requirements of the postindustrial informational age, as well as to play the role of the basic structure in developing knowledge society. Globalization process, in its turn, makes children's knowledge and skills indicators the main factor in defining an educational system's competitiveness in the world.

First of all, it concerns developed countries, like the EU countries and the USA, where the rapid growth of school population in the last decades raised the problem of providing quality education for all children and adolescents.

It's worth mentioning that in these countries there have been developed many effective mechanisms for improving school education, such as modernization and optimal restructure of the curriculum, academic testing, school leadership, external testing, social partnership, drawing different financial sources, using IT, creating school networks.

Complex, random or system use of the mechanisms serves to developing management strategies, which imply planning, management based on forecast and anticipated prospects. As our research proves, such strategies in the EU and the USA are: decentralization / deregulation, standardization, school education quality monitoring. The article is devoted mainly to them.

Keywords

School education quality, curriculum modernization, optimal curriculum restructuring, school education decentralizing, school education standardization, school education quality monitoring.



Nadiya SHEVERUN

MECHANISMS OF SECONDARY EDUCATION QUALITY ASSURANCE IN GERMANY

The mechanisms of quality assurance of general secondary education in Germany are presented by the article author. It is found out, that the term «quality of education» is distinguished by German scientists and developers of politics like dynamic and integrative reality that combines certain properties in order to satisfy consumers, their constantly growing needs and requirements. Its structural components in educational space of Germany are distinguished by: satisfaction of education participants with results of educational and upbringing process, qualitative subject of education, high level of teachers qualification, educational establishment enlisting to innovative activity, possession of modern means of education and technical resources, the conformation of state and public management. The analysis has shown that the key mechanisms of school education quality assurance are competence-oriented educational standards; evaluation of students educational achievements on international (international comparative researches of PISA, PIRLS, TIMSS), national, local and school levels by facilities of the standardized testing; an evaluation of activity of teachers and schools work in the form of school inspection, supervisory authorities, paternal committees. Attention is deserved by system politics of the German government in development of the integral and multilevel system of quality of education monitoring, that is related with requirement of German system of education competitiveness increasing both in European Union and the world and attention to society referring to qualitative education development in the format of conferences and committees.

Keywords: *quality of education, monitoring of quality of education, system of general secondary education in Germany*

Alina DZHURYLO

STRATEGY OF REFORMING GENERAL SECONDARY EDUCATION IN GERMAN FEDERAL REPUBLIC IN THE LATE 20TH CENTURY

The article deals with the peculiarities of reforming general secondary education in the late 20th century in Germany.

The comparative analysis of educational systems in Eastern and Western parts of Germany stressed the differences in the administration, educational management, curricular, assessment, school structure.

In the article the emphasis is laid on the state political impacts on education and professional training.

Keywords: *reforming general education, comparative analysis*

Georgiy YEGOROV

STANDARDS AS AN ELEMENT OF QUALITY ASSURANCE IN FRANCE

The article presents the analysis of the structure, levels and functions of the standards in French secondary education. They are presented as an element of quality assurance. The standards implementation is viewed through standardized testing system as well as the system of quality control.

The standards deal with the ideal pupil and his characteristics. Principal characteristics of educational standards in France have been given in the article.

Keywords: *standard, quality of education, standardized testing, competence standard, common foundation of knowledge and competences*



Olga SHAPOVALOVA

REFORMING EDUCATIONAL MANAGEMENT IN GREAT BRITAIN IN THE LATE 20TH CENTURY

The article gives the analyses of reforms in secondary education management in Great Britain. Centralizing and decentralizing mechanisms have been characterized as ones playing the role in educational quality assurance. The structure of educational management has been demonstrated through analyzing the functions of Department for Education and Skills, Local Education Authorities.

Keywords: *educational management, reforms directions, centralization-decentralization mechanisms, managers' functions*

Nataliya MUKAN, Kateryna ISTOMINA

CONTENT ANALYSIS OF PROFESSIONAL DEVELOPMENT STANDARDS OF AMERICAN SCHOOLS TEACHERS

In the USA the Standards for Staff Development provide the basis for the elaboration of the standards for professional development of the secondary school teachers in 41 states of the country. These standards were initially created by the National Staff Development Council. They stimulate the development of the positive system of continuing professional education of pedagogues.

Nowadays, the optimization of the students' progress is the main focus of the modern educational system. According to this tendency, the evaluation of the students' progress is annually held in the USA, and in case of the unfavorable results the federal government resorts to the presupposed penalties.

The Standards of the Professional Development basically fall into three categories: standards of the context of development, standards of the content of development, and standards of the processes of development.

The implementation of all these standards in the USA is guaranteed on all the levels of functioning of the educational system starting from the level of each separate individual to the federal level of the state.

The main goal of the professional development of the pedagogues is to obtain knowledge, to form skills, which are necessary for various educational needs of the students. It helps the teacher to use different styles, methods, and strategies in their teaching experience, and to organize the better teacher-student interaction model developing the mutual respect and understanding.

Compliance with all the standards mentioned above optimizes the process of professional development of the teachers in the secondary schools in the USA, helps to promote a trusty and friendly atmosphere at the work place preparing teachers for the possible conflicts and giving options about how to deal with them. The standards are meant to facilitate the communication within the teachers' community enhancing their team work and communicational skills.

Keywords: *standard, professional development, teacher, school, system of continuous teacher training, USA*

Svitlana TEZIKOVA

INFLUENCE OF AMERICAN PROFESSIONAL ASSOCIATIONS ON TEACHER EDUCATION EFFECTIVENESS

Permanent analysis, correct decisions, educational accountability are the building blocks of modern approaches to reforms in education. The main participants of these processes are official state institutions and non-profit teachers' organizations. The determination of the possible influence of professional community on teacher education effectiveness is available from the research conducted at



the Center for Comparative Educational Studies at Gogol State University (Nizhyn, Ukraine).

Teacher education and teacher training are currently considered as two facets of teacher educational process, whose effectiveness is attained due to the unity of formal, non-formal and informal levels. To establish the ratio between educational institutions and professional organizations, which act on the non-formal level, means to provide efficient educational improvement.

In the USA associations serve as communities of devoted professionals, who direct their work to the development of people and processes in the educational field.

According to the historical pedagogical analysis of the development of American professional associations there are several stages of their formation: the initiation period (late 18 century – mid 19 cent.); the reformation period (mid 19 – early 20 cent.); the consolidation period (early 20 century – mid 20 century); the period of structural-functional changes (mid 20 century – the 80th of 20 century); the mediated period (the 80th of 20 century – early 21 century).

American professional organisations influence teachers' effectiveness in a number of ways: professional standards design, licensing and teachers' certification, accreditation of educational institutions, implementation of professional development programs with respect to different types of teachers (licensed teacher, certified teacher, advanced teacher, leader teacher), initiation of school-based research, conducting collaborative projects, organisation of resource centers, discussions, representation of experience, making decisions.

Keywords: *teacher education, teacher training, educational professional*

Maryna NAGACH

PREPARATION OF FUTURE TEACHERS AT SCHOOL: THE USA TEACHER EDUCATION EXPERIENCE

The article is dedicated to the investigation of the practical component of pre-service teacher education in the USA. It gives the comparative analysis of the traditional 4-year program and the new 5-year program which includes a year of internship in school. The author analyzed the latest reforms in the US teacher education and the part which is played in this process by the innovative educational institutions – professional development schools.

The American educational system traditionally is practically orientated. In the 80-s of the XX century the new wave of reforms started in the US teacher education. The main aim of the contemporary reformation of teacher education is to improve its quality through implementation of five-year programs of teacher training that include a year of internship of students-future teachers in the professional development schools.

Professional development schools are innovative educational institutions that are founded as a result of a partnership of colleges of education of universities and public schools of different levels (from primary to high school). The activities of the professional development schools are aimed at four major tasks: 1) boosting of the pupils' performance; 2) development, approbation and implementation of innovative teaching methods; 3) professional development of in-service teaching personnel; 4) improvement of quality of preparation of future teachers through extensive clinical experience in the best schools.

The investigation proved the advantages of the new programs for future teachers: they use more various methods and practices, begin their career being more confident in their knowledge and professional skills, more familiar with their professional duties in and out of school, they are more reflective and less likely to quit the teaching career during the first years of in-service activity.

Keywords: *teacher training / preparation, practical component of the professional training program, a professional development school, school - university partnership, PDS National Association*



Kyryl KOTUN

VALUE OF PEDAGOGICAL PRACTICE IN THE PREPARATION OF FUTURE PRIMARY SCHOOL TEACHERS IN FINLAND

In the article we consider the importance of pedagogical practice in primary teaching training in Finland. We note that practice teaching is organized in special practice schools as well as in regular schools. Many practice periods follow each other, and every period is integrated into the totality of the teacher education programme. At the start, the students observe pupils of different ages, their roles as group members, and their ways of interacting in the instruction process in different classes and grades. Every study period has its aims and characteristics. Practice usually consists of successive internships from the beginning to the advanced study levels. Although the organization of practice studies is predominantly the same in different universities, such studies may be applied and adapted to use according to local conditions. Following introductory practice at the beginning of studies, there is, first, basic practice, then field school practice, and, finally, teaching practice.

The structure of teaching practice studies may vary considerably from university to university, up to fifteen credits on average. During basic practice, students become acquainted with the teaching of different subjects, the basic forms of teaching, and of the evaluation of teaching and learning. Students plan, teach, and evaluate lessons in different subjects. The basic practice is completed in the university training school, and the supervising class teachers are also responsible for portfolio work. A compiled portfolio may also contain teaching material that a given student may have produced along with his or her account of practice and his or her own work evaluation. On the whole, the portfolio concentrates on an analysis of the teaching of various subjects. Students also observe the teaching of their classmates and convey their assessments in their portfolios.

The practice period includes much discussion about student teaching and the student portfolios. All practice studies are integrated with other studies, and basic practice teaching relates mainly to didactics and to courses in subject didactics. The field school practice teaching and the final practice teaching are study periods that may be combined when the students are widening their views regarding teaching as a profession and different ways of working as a teacher. The aim is for the students to seek their own ways of working as classroom teachers. They work together with their supervising teachers and with increasing responsibility in the same class, over a relatively long period. This practice internship is often combined with field trips to particular educational institutions. Students also become acquainted with the issues of special education. During these final practice periods, they are expected to employ research-based thinking skills and to identify possible themes for their respective theses if they do not continue their Proseminar work. The whole study project is linked to these practice studies.

The main principle of the programme is the integration of the various aspects of the teacher education programme through research-based thinking and argumentation. However, this principle as such is not sufficient. How research is defined and what is meant by a research-based approach are also essential. An extensive and liberal interpretation of research is applied.

Keywords: *school practice, stages of school practice, introductory practice, basic practice, field school practice, teaching practice, curriculum, supervising teacher)*

Iryna FEDORCHUK

THE TENDENCIES OF TEACHER EDUCATION DEVELOPMENT IN THE SOUTH CAUCASUS COUNTRIES (LATE 20th CENTURY – EARLY 21st CENTURY)

Having gained the independence in 1991 following the collapse of the USSR the South Caucasus countries (Armenia, Azerbaijan and Georgia) found themselves in a challenging situation – the social and economic transition period which followed independence and the discrepancy between existing education and the needs of market economy caused the fall of education quality and its efficiency. The new realities of the transition towards democracy and market economy imposed



new requirements and a new role for education in the context of knowledge society. They also challenged the whole concept of teacher training since a teacher plays a significant role in the development of intellectual potential of the country.

In this article the tendencies of teacher education development in Armenia, Azerbaijan and Georgia are presented based on the in-depth analysis of each country national legislative framework in the sphere of education and literature review (international studies and reports, statistical data and policy documents relating to teacher education). By studying the key commonalities and differences that have developed in the sphere of teacher education over more than twenty years of independence, the following tendencies are distinguished: decentralization of higher education, integration to the European education area, content modernization, quality assurance, transition towards continuous professional development of teachers, cooperation with international organisations, insufficient use of ICT in studying process, deteriorating status of the teaching profession.

The author associates the developments and innovations in teacher education in the South Caucasus countries with the search to respond to challenges that arose during the reform of the education systems in the context of European and global tendencies.

Keywords: *teacher education, tendencies, teachers, the South Caucasus countries*

Olena BILOUS

ICT TRAINING OF FUTURE TEACHERS IN THE EUROPEAN UNION COUNTRIES

Teacher training in the field of information and communication technologies is considered as an important question in many countries. Today teachers must be able to use ICT in teaching and their own continuing professional development.

The aim of the article is to examine the place of ICT training in the systems of initial teacher education of the European Union countries.

According to the findings, there are no policies concerning ICT in initial teacher education in Greece, Estonia and Portugal.

There is also no information about the specific policies in Luxembourg, the Czech Republic, Cyprus and Malta. However, most of teacher training institutions or universities of these countries include ICT training in their educational programmes.

In Austria, Denmark, Ireland and Finland, ICT in initial teacher education forms part of national strategic documents.

ICT training is compulsory in Bulgaria, Spain, Romania and Hungary.

In Belgium (Flemish Community), Italy, Lithuania and Slovakia, competence in the field of information and communication technology is considered as one of the basic teacher competences that must be formed during initial teacher education.

ICT is fully integrated into initial teacher education in the UK, Latvia, the Netherlands, Germany, Poland and Sweden and is included in professional standards. France has also implemented national certification.

Keywords: *teachers' training, teachers' training in ICT sphere, EU member-states*

Sergiy BOBRAKOV

COMPARATIVE ANALYSIS AND GENERALIZATION OF TEACHER EDUCATION EXPERIENCE AT GERMAN AND UKRAINIAN UNIVERSITIES

The article deals with the comparative analysis of structure and content of teacher education in Germany and in Ukraine at the present stage, highlights key components of reforming of Ukrainian teacher education with the use of practical experience of the organization of teacher education in Germany.



The comparative analysis revealed that the structure of both German and Ukrainian teacher education is organized according to the requirements of Bologna declaration but both countries try to preserve their historical and national traditions of teacher education at the same time.

We singled out that the content of German teacher education is based on practice and person-oriented approaches; the domination of variety of pedagogical practices is present during the whole period of teacher training.

The conducted comparative analysis allowed us to single out the following components of Ukrainian teacher education, which could be improved based on German teacher education experience:

1. The cooperation between theoretical and practical training of future teachers should be established, the constant improving of pedagogical practice should be provided.

2. The process of teacher training should be centered on the principles of practice and person-oriented approaches.

3. The principles of electiveness and course diversification during the teacher training should be implemented.

4. Polyvalent bachelor programs and introductory practice before entering the university could help to solve the problem of professional choice in Ukrainian teacher education.

5. Universities should take modern educational technologies when designing the content of a teacher education program.

6. The needs of a secondary educational establishment should be taken into account when designing the content of a teacher education program.

7. Development of student-teachers' creativity, ability to apply new technologies in the study process, research qualities should become one of the priority goals of national system of teacher education.

Keywords: *comparative analysis, teacher education in Germany and in Ukraine, educational reforms in teacher education, generalization of teacher education experience*

Iryna REGEILO

DOCTORAL TRAINING TRENDS IN THE EUROPEAN EDUCATIONAL SPACE

There was the academic revolution in the higher education system at the end of the 20th – beginning of the 21st centuries, which is characterized by great changes and transformations, primarily globalization. In such conditions on the one hand there appear the opportunity to study and conduct research that go beyond borders, on other hand – the challenge for national culture and autonomy can be seen. The key problem, which can solve the mentioned contradiction, is quality of education at all levels, including doctoral training, as the number of international research projects is increasing. So there should be enlightened the leading trends in doctoral training in the European Educational Space, which influence the doctoral training quality ensuring. Among them: legislative, which is characterized by making the doctoral training legislative framework; reformational, which grounds on transforming all the components of doctoral training; priority, which determines the key direction – ensuring the quality of doctoral education; organizational and educational dynamics, which lies in the rapid increase of doctoral research quantity; pragmatic, which is caused by the profound interest of scientists to third cycle education and research projects realization to solve undecided issues; organizational and managerial, which reflects the culture of managing the doctoral studies structure, doctoral schools and doctoral programs functioning; improving the scientific supervision of doctoral programs that significantly influence the improvement of thesis quality if experienced scientific supervisor managers effectively and young scientist receives qualified assistance; responsibility, which lies in charging the main responsibility concerning the doctoral training quality ensurance on higher education institutions; internationalization connected with cooperation in the field of doctoral education with other countries; mobility for better education to ensure the competitiveness of doctoral studies' graduates on educational and labour markets,



reaching the international comparison of educational standards etc.

Studying the European experience of doctoral training gives the grounds for improving and if needed reforming the national model of training in aspirantura (PhDs) and preparation in doctorantura (Doctors of Sciences). This will facilitate the improvement of theses effectiveness and quality.

Keywords: *trends, doctoral training, doctoral education quality, approaches to scientific supervision*

Olena KAYDANOVSKA

CREATIVE METHODS OF EDUCATIONAL DESIGN IN ARCHITECTS PROFESSIONAL TRAINING: WORLD EXPERIENCE

Considering world experience in future architects training, «Architectural design» is the main subject in content of learning, and this subject has significant opportunities for the formation of readiness for creative professional activity in the field of architecture, for educating creative thinking and need for self-development. Creative methods of project work are relevant and required in architectural education, they teach students to independently solve a set of tasks which are important for architectural practice, social and interpersonal communication, professional growth.

The purpose of this article is to review creative methods of educational design in world practice and to define possibilities of its implementation in modern architect's professional training.

The leading idea of architects professional training at modern stage is conceptual design, which by its essence is maximally close to architectural activity in social space and it already is a component of professional's project culture.

Method of conceptual design teaches architecture students to see the world in special professional manner – synthetically, constructively and deeply; it allows to reorganize educational process, to interest students by using such creative methods and approaches as abstraction, systemacy, scenario modeling, compositional solutions variation and stylization.

World practice of architectural education makes focus on expansion of student's professional competence; on gaining intellectual, spatial, technical and interpersonal communicative skills; on understanding historical, socio-cultural and environmental context of architecture. Purposive mastering of basics of architectural search creative process, gaining basic experience of independent work in the sphere of design promotes specialist's professional development, teaches to comprehensively solve architectural design problems and to understand architect's role and responsibility towards society.

Keywords: *architectural education, design, creation, professionalism, architect's method*

Nataliya PAZYURA

FORMS AND METHODS OF INFORMAL TRAINING OF LABOR FORCE IN JAPANESE COMPANIES

In the article the author analyses scientists' different approaches to the issue of informal training of labor force. Informal training has been considered an important factor for the improvement of a company's productivity, effective alternative to the traditional forms of professional development of human resources.

On-the-job training is an integrated process of acquisition of professional knowledge and skills by means of everyday activity on the working place. It is important means of accumulation and realization of specific knowledge in a company. Informal training or on-the-job training may be provided by different ways and differs from off-the-job training in predominance of practical tasks over theory, a great number of individual assignment under the supervision of a coach, solutions of



current issues of the working place. Many scientists consider this type of corporate training indirect, unconscious, unplanned and so, informal. Though they admit that practical solutions of different problems of working place is more effective than passive acquisition of knowledge.

In this context, the great attention should be paid to the innovative forms and methods to encourage the learner to respond actively in the process of acquiring skills and knowledge. The most widely used forms of informal training in Japan companies are coaching, mentoring, rotation, cross-training. Informal training in the forms of coaching, team work, case studies has proved to be very effective. Main advantages of this type of training may be found in the formation of communicative modes between colleagues in the discussions of current issues of working place. That is why scientists consider this type of training a learner's social process in his or her professional activity and communication with other colleagues, an integrated part of complicated set of relationships which are realized on the working place.

Keywords: *informal training, on-the-job learning, forms and methods, labor force, coaching, mentoring, rotation, cross-training, human resource development, working place*

Yuliya GREBENYK

MODERN TENDENCIES OF FORMING COMMUNICATIVE CULTURE OF MEDICAL COLLEGES' STUDENTS IN THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND AND THE USA

It is grounded the importance of forming of communicative culture of medical colleges' students in Ukraine. It is determined the essence of concept «communicative culture of medical college's student» and the basic ways of forming of communicative culture of medical colleges' students. It is grounded the necessity of studying foreign experience for forming of communicative culture of medical colleges' students. The basic tendencies of forming of communicative culture of students are found out in the medical colleges of Great Britain and the USA. Recommendations are created in relation to bringing in foreign experience in forming of communicative culture of medical colleges' students of Ukraine.

Globalization in the modern world engulfs all spheres of existence of society. Education is not an exception. Globalization in education predetermines the certain standards of educational services, upgrading education, exchange of experience and information, probation period (studies and work abroad, volunteer programs), creation of virtual educational establishments for world integration, realization of international conferences and programs, on an exchange for young people. That results a high competitiveness in the world labour market.

The study of foreign experience allows creating favourable changes in the Ukrainian system of higher education. Medicine is one of the science areas which must develop constantly. Medicine is a healthy future of the society. Searching of vaccines and medications for incurable illnesses is one of the main tasks of medical workers.

The studies of modern tendencies of forming communicative culture of medical colleges' students of Great Britain and the USA will allow to describe the basic problems of forming communicative culture of medical colleges' students in Ukraine and find the ways of developing communicative culture of medical colleges' students in Ukraine.

Keywords: *communicative culture, medical college students, virtual educational establishment, world integration*



Vasyl HUMENYUK

QUALITY ASSURANCE IN TRAINING MEDICAL STUDENTS IN THE CONTEXT OF TRAINING INTERNATIONAL STUDENTS IN UKRAINE

The Ukrainian and international experience of assuring quality of training medical students has been demonstrated through international rating scales. Modern Ukraine has developed practice of grant of higher medical education for foreign students. Its substantial failing is that public organizations and professional medical associations don't control the questions of quality of preparation of specialists. The prospects of expansion of sphere of services for foreign students are in plane of two external systems of estimation of quality of medical education. First are the systems of external evaluation of quality of education in higher educational establishments. In different countries they have features and specifics, but generalization gives grounds to confirm stability and same purposefulness of the obligatory periodic monitoring of knowledge of all students. The successful drafting of tests is a condition for passing to the next stage of studies, or for the getting of professional qualification. Monitoring is performed by independent agencies, state or regional centers. Foreigners, which get the higher medical education, are subjected to the estimation of quality through: separate system of examinations for the foreign specialists of medical profile, which give a right on complete or limited medical practice; same examinations, which must be passed as by foreign applicants, as ukrainian students too. Ukraine has chosen exactly this way. The external monitoring of quality of knowledge of medical students (ukrainian and foreign) was founded in 1997-98 years.

The second system is monitoring of quality after procedures of the world ratings of universities (Academic Ranking of of World Universities, ARWU) (Broad Subject Fields, ARWU-FIELD) and separate areas of knowledges (Subject Fields, ARWU-SUBJECT), in which the Ukrainian universities are not represented. From data of Webometrics on 03.01.2013 from Ukrainian medical higher establishments of education in the Internet most widely are presented Donetsk medical university – on 2021st place; 4394th – Bukovynian; 7246th – Lviv; 7812th – Odesa; 8309th – Lugansk; on 5970th place is placed Ukrainian medical stomatological academy.

In subsequent there are needed to be researched the questions of decline of subjective effects in monitoring of quality of higher medical education in Ukraine, mechanisms of their comparison with the European standards of quality, development of ways of influence of indexes of the licensed examinations of specialists on their employment, which will allow to increase the rating of the Ukrainian universities, provide subsequent development of educational services on an export.

Keywords: *higher medical education, international students, educational services export, universities ranking*

Stanisław CHROBAK

PORTRAIT OF A MAN IN HUMANITY. A FEW NOTES ON HOPE IN THE FIELD OF CULTURE

The article is devoted to the question of hope which refers to a human being in his deepest essence. The author presents different philosophers' views of answering the key questions: «Who am I?», «Where do I come from?», «Why do I exist?», «How should I live?» in order to explain human existence, and at the same time, they try to extract all crucial dimensions which create this existence. Hope is the basic way to enter the reality of human form and participate in it in a creative way. It covers the entirety of dynamic processes of becoming a grown up person, and at the same time, it informs about the desire hidden in each of us – about the hope of «full being».

Every person constitutes its own rich, internally complex and inimitable reality where there is always some place for distinction and individuality. Updating of possibilities, which are a part of human nature, is performed in culture. Thanks to culture, people know not only the reality of the world, but culture is also a way to self-awareness. This self-awareness shows human distinctions in the world of things, human dignity and value, it helps to discover the world of different values, and



thanks to human conscience it is possible to classify those values. A man who is open to the future, who formulates distant and significant goals, who searches for the ways to achieve a desired result and who is able to take some actions – even making mistakes – is often homo esperans, a man of hope (J. Koziellecki, 2006).

Hope is dynamism which always releases some actions and opens new horizons for understanding the meaning of human creativity. The substance of hope, interpreted in this way, will be the future good, a difficult one but possible to be achieved, desired by the will. Therefore, creating culture, searching for the meaning of life, desire for knowledge and finding the truth result from the human nature. Culture is a form of human existence in the world and it introduces harmony and beauty. Concern for culture is the concern for a man.

Culture, existing in a close relationship with people and their history, is subject to the same dynamics that can be found in human history. A man is, at the same time, a child and a father of the culture he lives in. Culture and creative work give people a possibility to go beyond the material reality and «to humanize» the world that surrounds them.

Keywords:

man, humanity, hope, man of hope, human creativity, desire for knowledge, human nature, desire for finding the truth