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## АННОТАЦИИ

**Екатерина ЮРЬЕВА**

### **МЕЖДИСЦИПЛИНАРНАЯ МЕТОДОЛОГИЯ СРАВНИТЕЛЬНО-КУЛЬТУРОЛОГИЧЕСКОЙ ЭТНОПЕДАГОГИКИ**

Методология этнопедагогика как научной субдисциплины, возникшей на пересечении этнологии, педагогики, этнопсихологии, и одновременно важной составляющей профессиональной подготовки учителей к профессиональной деятельности в условиях этнокультурного разнообразия современного общества должна основываться на ряде междисциплинарных подходов. В процессе отбора и структурирования содержания новой учебной дисциплины перспективным представляется использование идей эволюционизма, диффузионизма, функционализма, структурализма, идей школы «культура и личность», герменевтического подхода и т.п.

**Ключевые слова:** этнопедагогика, этнология, междисциплинарная методология.

**Кристина ДЗЮБИНСКАЯ**

### **ОПЕКА И ВОСПИТАНИЯ ДЕТЕЙ-СИРОТ В ДЕЯТЕЛЬНОСТИ АССОЦИАЦИЙ И ЧАСТНЫХ ФОНДОВ ПОЛЬШИ В XIX ВЕКЕ**

В статье отражена деятельность ассоциаций (Краковская ассоциация Попечительского Совета, Ассоциация благотворительных женщин приюта в Новом Сонче) и частных фондов на польских землях в XIX в., которые выполняли существенную роль в организации попечительско-воспитательной работы с детьми-сиротами. Главной их задачей было обеспечение необходимых условий для проживания, начального и профессионального обучения сирот, организации свободного времени. Недостатком было отсутствие единой системы обучения, поскольку каждое заведение работало по индивидуальному плану.

**Ключевые слова:** ассоциации, частные фонды, дети-сироты, попечительно-воспитательная деятельность, опека, обучение, воспитание, Польша.

**Ирина БОРИСЕНКО**

### **ОСОБЕННОСТИ КУРИКУЛУМА НАЧАЛЬНОГО ОБРАЗОВАНИЯ ШОТЛАНДИИ**

В статье анализируется идеология, ключевые принципы конструирования и структура курикулума начального образования Шотландии, приведены примеры инноваций в оценивании результатов учебной деятельности учащихся в начальной школе Шотландии.

**Ключевые слова:** курикулум, начальная школа, оценивание, Шотландия.

**Алина ДЖУРИЛО**

### **ОЦЕНИВАНИЕ КАЧЕСТВА ШКОЛЬНОГО ОБРАЗОВАНИЯ В ШОТЛАНДИИ НА ПРИМЕРЕ ДЕЯТЕЛЬНОСТИ ИНСПЕКТОРАТА ЕЕ ВЕЛИЧЕСТВА**

Статья посвящена организации оценивания качества школьного образования в Шотландии, ее структурным и функциональным элементам. В статье подробно рассмотрена работа Инспектората ее Величества в Шотландии, а также кратко



охарактеризованы основные отличия в работе инспекторов школ Англии и Шотландии. Отдельное внимание уделено процессу самооценки школ как ключевому элементу обеспечения качества школьного образования.

**Ключевые слова:** *качество школьного образования, оценки качества школьного образования, самооценка, среднее образование Шотландии, школьный инспектор.*

**Николай СБРУЕВ**

#### **ОБЕСПЕЧЕНИЕ ДОБРОСОВЕСТНОСТИ НАУЧНЫХ ИССЛЕДОВАНИЙ: ОПЫТ УНИВЕРСИТЕТОВ США**

В статье рассмотрены проблемы этической регламентации исследовательской деятельности в университетах США; определены цели и задачи кодексов и руководств по этике научных исследований; охарактеризованы основные аспекты деятельности администратора исследований по обеспечению научной добросовестности.

**Ключевые слова:** *этика исследовательской деятельности, добросовестность научных исследований, администратор научных исследований.*

**Татьяна ЗАВГОРОДНЯЯ**

#### **ЭКОЛОГИЧЕСКОЕ ОБРАЗОВАНИЕ КАК УСЛОВИЕ ФОРМИРОВАНИЯ КУЛЬТУРЫ ЗДОРОВ'Я МЛАДШИХ ШКОЛЬНИКОВ: ОТЕЧЕСТВЕННЫЙ И ЗАРУБЕЖНЫЙ ОПЫТ**

В статье раскрываются проблемы углубления экологических знаний младших школьников в Украине в контексте современных тенденций решения проблемы в зарубежных странах. Обоснована взаимообусловленность уровня экологических знаний и эффективности формирования культуры здоровья учащихся младших классов.

**Ключевые слова:** *экологические знания, ученики младших классов, культура здоровья, Украина, зарубежные страны.*

**Екатерина НОВИКОВА**

#### **ВНЕАУДИТОРНАЯ РАБОТА С ОДАРЕННЫМИ СТУДЕНТАМИ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ США**

В статье рассматривается проблема организации внеаудиторной работы с одаренными студентами в высших учебных заведениях США, делается попытка описать сущность передового американского опыта во внеаудиторной работе, выделяются основные виды внеклассных воспитательных мероприятий в ВУЗе США.

**Ключевые слова:** *внеаудиторная работа, одаренный студент, типы внеклассных воспитательных мероприятий.*

**Юлия ШИЙКА**

#### **РАЗВИТИЕ БИЛИНГВАЛЬНОГО ОБРАЗОВАНИЯ В ПРОВИНЦИИ ОНТАРИО (КАНАДА) В КОНЦЕ XIX - НАЧАЛЕ XX ВЕКА**

Выполнен анализ развития билингвального образования в провинции Онтарио (Канада). Период исследования – конец XIX – начало XX века. Изучена и проанализирована научно-педагогическая литература, посвященная проблемам развития билингвального



образования в англоязычных странах, а также исследованы особенности развития двуязычного обучения в провинции Онтарио. Установлено, что билингвальные школы в Канаде активно развивались в конце XIX – начале XX века.

**Ключевые слова:** билингвальное образование, двуязычное обучение, билингвальная школа, школьная система.

**Оксана ЧУГАЙ**  
**ОСОБЕННОСТИ ОБУЧЕНИЯ ВЗРОСЛЫХ В ТЕОРИИ И ПРАКТИКЕ ОБРАЗОВАНИЯ США**

В статье дается анализ исследований взрослого периода жизни и изучения процессов, которые влияют на способность взрослых учиться. Рассмотрены различные подходы к определению понятия «взрослый». Акцентируется неразрывная связь между саморегулируемым обучением и самооценкой, трансформационным, эмпирическим и ситуационным обучением.

**Ключевые слова:** трансформационное обучение, теория множественных интеллектов, память, взрослый.

**Елена ЯРОВАЯ**  
**ТЕНДЕНЦИИ ВНЕДРЕНИЯ ЕВРОПЕЙСКОГО ИЗМЕРЕНИЯ В НАЧАЛЬНОЕ ОБРАЗОВАНИЕ ЕВРОСОЮЗА**

Рассмотрено явление европейского измерения как одного из принципов модернизации содержания образования и тенденции его внедрения в начальной школе стран-членов Европейского Союза. Исследованы пути интеграции ЕИО в содержание начального образования, технологии и методы, которые используют учителя для воспитания молодых европейцев.

**Ключевые слова:** европейское измерение образования, начальная школа, Европейский Союз, европеизация содержания образования, базовые дисциплины, междисциплинарный подход, европейская школа.

**Елена ЛОКШИНА**  
**К ВОПРОСУ О КАЧЕСТВЕ И ЕГО ОБЕСПЕЧЕНИИ: КОНЦЕПТУАЛЬНЫЕ ИССЛЕДОВАНИЯ В ЗАРУБЕЖЬЕ И ОПЫТ УКРАИНЫ**

Проанализирована позиция международных организаций относительно проблемы качества образования и его обеспечения в свете глобализационных трансформаций XXI столетия; освещены взгляды зарубежных ученых на феномен качества образования через призму многогранности; проведено сравнение с Украиной на уровне нормативных инициатив и практических достижений.

**Ключевые слова:** качество образования, обеспечение качества образования, индикаторы качества образования.

**Наталия ЛАВРИЧЕНКО**  
**КАЧЕСТВО ОБРАЗОВАНИЯ КАК КУЛЬТУРНО ДЕТЕРМИНИРОВАННОЕ ПОНЯТИЕ**

Учебная эффективность и качество находятся под влиянием развития рабочей силы и культуры как цивилизации, которая, в свою очередь, определяет жизнь социума. Автор применяет цивилизационный подход, предложенный Элвином Тоффлером, к анализу



качества образования как термина и социального явления. Это позволяет изучение качества преобразований в трех типах общества, характеризующихся Е. Тоффлером: аграрных, промышленных и постиндустриальных, постепенно сменяя друг друга в цивилизационных волнах.

Так, в цивилизационной волне, именно земля была основой экономики, жизни и культуры. К середине XX века волна изменилась на другую – аграрную. Однако, она не долго доминировала, так, как в 50-х годах XX века промышленность начала приобретать некоторые качества, присущие постиндустриальной цивилизации. Современный глобализированный мир стремится приобрести некоторые черты, присущие новому типу – который называется обществом знаний.

Обе следующие волны имеют сильный потенциал для изменения каждой области общественной жизни. В статье делается акцент на изменениях в образовании и тому, как они влияют на ее качество и определяют ее основные стратегии.

**Ключевые слова:** *качество образования, образовательная эффективность, обеспечение качества, культуру детерминированный феномен.*

**Людмила ЗАЯЦ**  
**ИНТЕГРАЦИЯ ОБРАЗОВАТЕЛЬНОГО И НАУЧНО-ИССЛЕДОВАТЕЛЬСКОГО КОМПОНЕНТОВ ДЕЯТЕЛЬНОСТИ УНИВЕРСИТЕТОВ НИДЕРЛАНДОВ**

Статья посвящена характеристике интеграции образовательного и научно-исследовательского компонентов деятельности университетов Нидерландов. На основе анализа нормативных документов Министерства образования, культуры и науки Нидерландов, а также статистических данных голландских научных организаций автор определяет основные научные институции страны, определяет роль и особенности университетской научной деятельности, её тесную взаимосвязь с образовательной функцией университетов, характеризует роль научных организаций в процессе координации исследовательской деятельности разных учреждений.

**Ключевые слова:** *университетское образование Нидерландов, научно-исследовательская деятельность, научно-исследовательские институты, научные общества.*

**Елена ЛИСТОПАД**  
**ЗАРУБЕЖНЫЕ ТЕОРИИ МЕНЕДЖМЕНТА ОБРАЗОВАТЕЛЬНЫХ ИННОВАЦИЙ**

Статья посвящена анализу зарубежных теорий управления инновационными процессами в образовании; систематизации концепций, положенных в основу менеджмента инноваций в образовании; экстраполяции подходов зарубежного менеджмента инноваций на сферу образования с целью определения приоритетных задач модернизации современного управления образованием.

**Ключевые слова:** *инновационный процесс, менеджмент инноваций, институционный менеджмент, менеджмент культуры организации, рациональный менеджмент, авторский менеджмент.*

**Олена ОРЖЕХОВСЬКА**  
**МЕХАНИЗМЫ ОБЕСПЕЧЕНИЯ КАЧЕСТВА ШКОЛЬНОГО ОБРАЗОВАНИЯ В НОРВЕГИИ**

В статье рассматриваются некоторые механизмы обеспечения качества школьного образования в Норвегии: как составляющие Национальной системы оценки качества так и



те, которые не являются элементами системы. Статья освещает преемственность и непрерывности обеспечения качества образования – общий учебный план и соответствующую законодательную базу, анализирует систему подготовки и оценки работы учителей.

**Ключевые слова:** *Норвегия, качество школьного образования, законодательная база, общая часть учебного плана, оценка работы учителей.*

**Юлия ЗАЯЧУК**  
**СОВРЕМЕННЫЕ РЕФОРМЫ В ВЫСШЕМ ОБРАЗОВАНИИ: ОПЫТ ЕВРОПЕЙСКИХ СТРАН**

Статья посвящена изучению процесса современных европейских реформ в области высшего образования. Сравнительный анализ этих реформ и процесса их внедрения различными европейскими странами осуществляется с учетом исторических образовательных традиций и современных экономических условий на примере систем высшего образования Германии, Финляндии и Украины. В статье также проанализированы изменения условий деятельности и «вызовы» для профессии университетского преподавателя в условиях Болонской реформы.

**Ключевые слова:** *европейское пространство высшего образования, Болонский процесс, реструктуризация высшего образования, интернационализация высшего образования, академическая свобода.*

**Анатолий ВЫХРУЩ**  
**ГЛОБАЛИЗАЦИЯ И ПЕДАГОГИКА**

Анализ проблем глобализации в современном мире дает основания ставить вопрос о значительном количестве положительных и негативных явлений. Значительная их часть имеет непосредственное отношение к педагогической науке и практики. Открытость и доступность информационного пространства, рост значимости личностного фактора для успешного функционирования социально-экономических систем, особенности подготовки специалистов, которые будут работать в условиях поликультурной среды, обуславливают необходимость обновления содержания, форм, методов организации воспитательного процесса, совершенствование образовательной политики.

**Ключевые слова:** *глобализация, педагогика, развитие, личность.*

**Оксана ЦЮК**  
**ОБЕСПЕЧЕНИЕ КАЧЕСТВА ВЫСШЕГО ОБРАЗОВАНИЯ: ОБРАЗОВАТЕЛЬНЫЕ ИНДИКАТОРЫ И МЕЖДУНАРОДНЫЕ ОРГАНИЗАЦИИ**

Проанализированы модели образовательных индикаторов качества образования ЮНЕСКО и ОЭСР; определены основные принципы деятельности наднациональных (международных) организаций и программ, которые задействованы в процессе создания единого европейского пространства высшего образования; охарактеризованы теоретические аспекты Европейских стандартов и рекомендаций, деятельность международных организаций по обеспечению современного качества высшего образования.

**Ключевые слова:** *качество высшего образования, международные организации, европейские стандарты и рекомендации, образовательные индикаторы.*



**Жанна ЧЕРНЯКОВА**

**ИНТЕРНАЦИОНАЛИЗАЦИЯ ЕВРОПЕЙСКОГО ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА: ЭТАПЫ РАЗВИТИЯ И ПРИОРИТЕТНЫЕ ЗАДАНИЯ**

В статье проанализированы нормативные официальные документы, установлены и охарактеризованы основные этапы развития интернационализации европейского образовательного пространства: начальный, активизации сотрудничества, многоуровневой координации и интеграции. Определены приоритетные задачи развития интернационализации европейского образовательного пространства (обеспечение равного доступа к получению образования, развитие международного образовательного партнерства, формирование компетентностей европейского учителя и ключевых компетентностей гражданина Европы, введение политики мультилингвизма, европейских стандартов качества образования).

**Ключевые слова:** *интернационализация европейского образовательного пространства, международное образовательное партнерство, компетентности европейского учителя, ключевые компетентности гражданина Европы, политика мультилингвизма.*

**Людмила ВОЛЫНЕЦ**

**ОЦЕНИВАНИЕ КАК МЕХАНИЗМ ОБЕСПЕЧИВАНИЯ КАЧЕСТВА ОБЩЕГО СРЕДНЕГО ОБРАЗОВАНИЯ В ФИНЛЯНДИИ**

Статья посвящена рассмотрению таких особенностей системы оценивания качества общего образования в Финляндии, как отказ от высокого уровня отчетности и контроля школ на основе внешнего стандартизированного тестирования, использование тестирования для развития и эффективного управления, сочетание оценивания на национальном уровне и самооценивания на местном уровне, избежание рейтингования школ, отказ от подотчетности учителей, придание процессу оценивания учеников безопасного, позитивного характера.

**Ключевые слова:** *национальное оценивание, самооценивание, подотчетность, тестирование, рейтингование, обеспечение качества общего среднего образования.*

**Ирина ЧИСТЯКОВА**

**СОДЕРЖАТЕЛЬНЫЕ ОСОБЕННОСТИ ДЕЯТЕЛЬНОСТИ ЕВРОПЕЙСКОЙ АССОЦИАЦИИ УНИВЕРСИТЕТОВ**

В статье проанализированы содержательные особенности деятельности инновационной образовательной сети Европейская Ассоциация Университетов; определено понятие инновационных образовательных сетей; представлены основные задания деятельности Европейской Ассоциации Университетов; дана характеристика видов деятельности исследуемой сети, а именно программы оценки качества образования; выяснены основные приоритеты Европейской Ассоциации Университетов и всех высших учебных заведений, которые входят в ее состав; представлены измерения международных сетей в сфере высшего образования.

**Ключевые слова:** *Образовательная сеть, Европейская ассоциация Университетов.*



**Екатерина ШИХНЕНКО**

**ТЕОРИИ ЭФФЕКТИВНОЙ ШКОЛЫ И УСОВЕРШЕНСТВОВАНИЯ ШКОЛЫ:  
АНАЛИЗ КОНЦЕПТУАЛЬНЫХ ПРИНЦИПОВ ОБРАЗОВАТЕЛЬНЫХ ИЗМЕНЕНИЙ В  
РАЗВИТЫХ АНГЛОЯЗЫЧНЫХ СТРАНАХ**

В статье анализируются особенности формирования и развития теорий эффективной школы и усовершенствования школы как составляющих теории образовательных изменений, которая сформировалась в педагогике США, Канады и Великобритании в конце XX ст. – начале XXI ст.

**Ключевые слова:** *теория эффективной школы, теория усовершенствования школы, теория образовательных изменений.*

**Наталья МУКАН, Ирина ГРОГОДЗА**

**ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ ПЕДАГОГОВ: ТЕОРИИ, КОНЦЕПЦИИ,  
ПОДХОДЫ**

Статья посвящена исследованию теоретических основ профессионального развития педагогов. Рассмотрены теории, концепции, подходы, положенные в основу профессионального развития учителей общеобразовательных школ в ведущих странах мира (теория системы, концепции акмеологии, конструктивизма, педагогической компетентности, андрагогический, антропологический, аксиологический, интеркультурный, структурно-функциональный подходы). Выделены принципы, на которых основывается профессиональное развитие учителей общеобразовательных школ в развитых англоязычных странах.

**Ключевые слова:** *профессиональное развитие, теория системы, концепции акмеологии, конструктивизма, педагогической компетентности, андрагогический, антропологический, аксиологический, интеркультурный, структурно-функциональный подходы.*

**Татьяна ГАРБУЗА**

**ОПЫТ ВЕЛИКОБРИТАНИИ В ПРОГРАММНО-МЕТОДИЧЕСКОМ ОБЕСПЕЧЕНИИ  
ДИСТАНЦИОННОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО  
ЯЗЫКА**

В статье рассмотрено программно-методическое обеспечение профессиональной подготовки учителей иностранного языка, его основные составляющие и особенности в системе дистанционного обучения университетов Великобритании. Актуальность темы обусловлена государственной образовательной политикой Украины, предусматривающей существенные изменения в подготовке педагогических кадров, в том числе учителей иностранного языка, учитывая общенациональные интересы и ведущие тенденции развития мирового образовательного пространства.

**Ключевые слова:** *дистанционное обучение, программно-методическое обеспечение, подготовка учителя иностранного языка.*



## ANNOTATIONS

**Kateryna YURYEVA**

### **CROSS-DISCIPLINARY METHODOLOGY OF COMPARATIVE CULTURAL ETHNOPELAGOGY**

*Methodology of ethnopedagogy as a scientific subdiscipline has appeared at the intersection between ethnology, pedagogy, ethnopedagogy and at the same time it is the important component of professional teacher training due to modern society ethnocultural diversity should be based on the variety of cross-disciplinary approaches. In the process of selection and structuring the new educational subject content, the use of evolutionism, diffusionism, functionalism, structuralism and «culture and personality» school ideas, hermeneutical approach etc. are considered long-term used.*

**Keywords:** *ethnopedagogy, ethnology, cross-disciplinary methodology.*

**Khrystyna DZYUBYNSKA**

### **GUARDIANSHIP AND UPBRINGING OF THE ORPHAN-CHILDREN IN THE WORK OF ASSOCIATIONS AND PRIVATE FUNDS IN POLAND IN THE 19<sup>TH</sup> CENTURY**

*The article makes clear work of associations (Krakow association Tutorial Council, Association charitable women of the orphan-house in New Sonch) and private funds on the Polish land in 19<sup>th</sup> Century, which fulfilled an essential role in the organization of tutorial-upbringing work with the orphan-children. The aim of creating of association was providing for orphan-children guardianship and a good upbringing, vocational education and protection against poverty. To its structure belonged experts of different fields, especially: judges, members of municipal communities for orphan-children, representatives of district councils, pedagogues who worked at orphans' or waifs and strays upbringing, representatives of educational establishments and associations. The main their task was providing with necessary living conditions, primary education and professional training of the orphans, arrangement of spare time. The youngest children studied after the curriculum of popular school. The elder pupils studied at the secondary school. School plan responded to that time demands of the region. It was even enlarged in relation with needs of pupils and included in addition religion, singing, music, agriculture and vegetable growing, painting and elements of theoretical vocational education. In the orphanage much attention was paid to the physical development of disciples and were carried out lessons in drill. The aim of its activity was training boys to the adult life, vocational education and also moral and religious upbringing. Orphanage of Duke O. Liubomyrskyj fund fulfilled its tasks good and did everything possible to support these children and to help theme. To master vocational education boys could thanks to opportunity to continue study by the best Krakow artificer, which was financed out of institutional fund. During the study boys continued to live by the institution. Social associations and private funds of Poland contributed much to organization of tutorial and upbringing work with orphan-children, completed guardianship organized by the charitable societies. The main their task was providing with necessary living conditions, primary education and vocational education of the orphans and arrangement of spare time but less attention was paid to the personality of children. For lack of assets associations and private funds could not give guardianship to the considerable amount of orphans. However orphans being under the guardianship became favorable conditions and diversiform help.*

**Keywords:** *associations, private funds, orphan-children, tutorial-upbringing work, guardianship, studying, upbringing, Poland.*





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**Iryna BORYSENKO**  
**PECULIARITIES OF SCOTLAND PRIMARY CURRICULUM**

*The curriculum in Scottish Primary schools is not determined by statute or regulation but by advice provided by the Government in non-statutory guidance.*

*While England follows the National Curriculum, Scotland is currently implementing its own model, Curriculum for Excellence (CfE), a major educational reform aimed at providing a wider, more flexible range of subjects and courses for children and young people aged 3 to 18. The changes brought about by Curriculum for Excellence should lead to improved quality of learning and teaching and increased attainment and achievement for all children and young people in Scotland, including those who need additional support in their learning CfE focuses on developing four key capacities in pupils, helping them to become: successful learners, confident individuals, responsible citizens, effective contributors.*

*The curriculum is designed on the basis of the following principles: challenge and enjoyment; breadth; progression; depth; personalization and choice; coherence; relevance.*

*The Curriculum for Excellence is defined broadly to include all the activities which contribute to the development and achievements of children at all stages in their schooling. These include the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary projects; and opportunities for personal achievements. There also opportunities to develop skills for life and skills for work, with a focus on literacy, numeracy and well-being across the curriculum.*

*All learning in the Curriculum for excellence is described in terms of experience and outcomes which describes the expectation for learning and progression in all areas of the curriculum. The experiences and outcomes are grouped into five levels – early (in which most children will undertake learning to the end of P1); first (in which most children will undertake learning by the end of P4); second (in which most children will undertake learning by the end of P7); and fourth.*

*The aim of the curriculum for Excellence is to help prepare all young people in Scotland to take their place in a modern society and economy. The curriculum will provide a framework for all young people in Scotland to gain the knowledge and skills for learning, skills for life and skills for work that they need.*

**Keywords:** *curriculum, primary school, assessing, Scotland.*

**Alina DZHURYLO**  
**ORGANIZATION OF EVALUATION OF SCHOOL EDUCATION IN SCOTLAND AS AN EXAMPLE OF HER MAJESTY'S INSPECTORATE**

*The quality of education is positioned as a priority education policy of the European Union in the last decade. Significance of European cooperation in the development of high quality education is how to create a common platform for quality assurance in the Member-States and in the study and analysis of existing systems of evaluation of quality of school education to enrich the theory and practice in this area.*

*European orientation of Ukraine determines the need for the study, synthesis, critical thinking and creative application of the achievements of European countries in this area. Scotland's experience in view of this is particularly important for Ukraine as a whole, and in particular British Scottish secondary education is positioned highly effective. The purpose of this article is to analyze the specifics of such a tool to ensure the quality of Scottish Education as Her Majesty's Inspectorate.*

*Considering the problem of the quality of school education in Scotland, it should be noted the intensification of attention to this issue at all levels of Scottish society, due to socio- economic transformation. It is a fact that Scottish education decentralization in the context of intensified ideas of market economy provides greater autonomy to schools: schools are considered as one of the segments of «social benefits» as a company that is able to produce quality products without external assistance , educational institution are subjects in developing ways of education and impact on*



educational policy. Because schools receive more autonomy (which turns into a self-developing their curricula, selection of teaching materials, the possibility of innovation, independent distribution and use of budget funds, etc.) updated the institution responsible for compliance provided educational services established by government regulations, standards.

So as we can see, in Scotland in the context of a process of ongoing improvement of the quality of educational services is a permanent improvement of the relevant authorities, while the main focus while born on enhancing the role of schools and the community – parents, community – in the process. Great attention is given to schools' self-assessment as a key element of quality assurance.

Summarizing the Scottish experience emphasize that this organization evaluating the quality of school education would be very effective on the national educational plane, which would allow to significantly improve the quality of education provided by our schools, increase accountability of schools for their work, expand the autonomy of schools to develop their own curriculum to ensure the credibility of students and their parents to the national education system.

**Keywords:** *organization of evaluation, Her Majesty Inspectorate, quality of school education, curriculum.*

**Mykola SBRUEV**

#### **ADMINISTRATION OF RESEARCH INTEGRITY: THE U.S. UNIVERSITIES EXPERIENCE**

The article deals with the following: the ethical regulation of research at U.S. universities, goals and objectives of codes and guidelines on research ethics, highlights of the research administrator activities to ensure research integrity.

At present world scientific community stresses the issue of research ethical conduct importance. During recent decades plenty of world's leading universities and US universities in particular establish and imply codes of research and educational ethics. Despite a variety of forms and sets of basic regulations and peculiarity of universities' and professional communities' scientific interest orientation, all of them are, to different extent, aiming at research integrity enhancement.

Such research administration issues as authorship affiliation and attribution, order of the authors in a publication, double publications, data and research results management should be settled at the institutional level with regard for specificity of a certain research area. A significant role in the process of solving the problems mentioned above is given to research administration offices.

A scientific research is an interactive process carried out by people who have their own strivings and ambitions. A conflict while conducting a research is aroused by inevitability of contradictions between the researcher's personal interest, his/her objective of their own ideas' advancing and the aim of a research group and its other members.

The society's level of confidence in science to a significant extent depends on maintaining high ethical standards in research by the researchers themselves as well as university research administrations. Following the given principles will help the researcher to avoid deviation from accepted ethical norms, thus preventing serious violations in researcher's professional conduct which lead to misconducts resulting in a research devoid of integrity.

The attempt at dwelling upon certain ethical aspects of US universities research administrators' activity made in the paper can be of use to Ukrainian researchers as a guideline to common American practices and serve as a sample for those starting their scientific carrier.

**Keywords:** *ethics of research activities, research integrity, research administrator.*



**Tetiana ZAVGORODNIA**

**UKRAINIAN AND INTERNATIONAL ECOLOGICAL EDUCATION AS THE  
CONDITION OF JUNIOR PUPILS' HEALTH CULTURE**

*The article deals with the problems of junior pupils' ecological education. The main attention is drawn to the tendencies in ecological education. First of all the emphasis is laid on linking ecological education to health care issues. Ukrainian elementary school curriculum has been analyzed in terms of ecological consciousness and ecological developing.*

*The author states that these forms of classroom activities are organized on the regular basis. These activities are aimed at forming holistic vision as well as choosing healthy lifestyle. The other forms put into practice are: independent tasks, games, cooking competitions, out-of-school classes, discussions, etc.*

*The author presents three main approaches to ecological education in Russia. The first one sees ways for improvement through developing new curriculum and syllabi.*

*The second approach implies intensive use of ecology-related children's literature; the third one introduces more ecology issues into science textbooks.*

*China stresses the importance of integrating ecology in all school subjects. In the UK ecology education is made up of three components: education about environment (knowledge), education for environment (values, behavior, treatment), and education in environment and through environment.*

**Keywords:** *ecological education, health care, holistic vision, healthy lifestyle.*

**Kateryna NOVYKOVA**

**EXTRACURRICULAR WORK WITH GIFTED STUDENTS IN THE HIGHER  
EDUCATIONAL ESTABLISHMENTS OF THE USA**

*In the article the problem of organization of the extracurricular work of the gifted students in the Higher Educational Establishments of the USA is considered. The attempt of disclosing of essence of the extracurricular work in the positive American experience is made. The importance of the «whole gifted student» development through the extracurricular involvement in the university work as a broad educational mission is denoted.*

*The stress is made not only on the entertaining, social and enjoyment purposes of the out-of-the-class activities, but also on the gaining and improving of the academic skills of the gifted student. The importance of all the levels (individual, institutional and community) of extracurricular work to augment the gifted students' educational experience in the Universities of the United States of America is grounded.*

*The positive impact on the gifted students' emotional, intellectual, social and inter-personal development with the help of such additional work is mentioned. Building and sustaining gifted community on the US diverse University campus as a student retention is accepted as one of the common goals of the gifted student pedagogical support.*

*The main kinds of extracurricular activities in the US higher educational establishments according to the number of the types of giftedness are determined. The participation of the gifted and talented students in the out-of-the-class activities is recognized as one of the most important factors of the integral development of the personalities with exceptional abilities.*

**Keywords:** *extracurricular work, gifted and talented students, pedagogical support, educational mission, improvement of the academic skills, social and academic purposes, levels of the out-of-the-class work, inter-personal development, university gifted community, gifted student kinds of extracurricular activities.*



**Yuliia SHYIKA**

**THE DEVELOPMENT OF BILINGUAL EDUCATION IN ONTARIO, CANADA IN EARLY 19<sup>TH</sup> – LATE 20<sup>TH</sup> CENTURY**

*The analysis of the development of bilingual education in Ontario, Canada, has been carried out. The period of the investigation is the end of the 19<sup>th</sup> – the beginning of the 20<sup>th</sup> century. Scientific pedagogical literature concerning problems of bilingual education development in English speaking countries has been analyzed. Peculiarities of the development of bilingual education in Ontario were examined. It was summarized that bilingual schools in Canada were actively developing at the end of the 19<sup>th</sup>– the beginning of the 20<sup>th</sup> century.*

**Keywords:** *bilingual education, bilingual study, bilingual school, schooling system.*

**Oksana CHUGAI**

**ADULT LEARNING PECULIARITIES IN THE EDUCATIONAL THEORY AND PRACTICE OF THE USA**

*In the article the investigation of adulthood is analyzed; processes which have an impact on the ability of adults to learn are defined. The article deals with the issues of investigation and generalization of adult learning peculiarities in educational theory and practice of the United States. The common understanding of the three subsystems of adult education based on social and personal significance of educational needs and opportunities to meet them is analyzed. Different approaches to the definition of «adult» in terms of psychological maturity, social roles and chronological age are investigated. The attention is focused on close connection between self-directed learning and self-esteem, transformational, situational and experiential learning, which are based on experience of adults. Models of adult education are investigated taking into consideration the basic principles of adult learning developed by a prominent American researcher M. Knowles. Intellectual abilities are identified to be improved up to the beginning of middle age and retained during the period of adult life. The theory of multiple intelligences is related to opening possibilities to find new ways for effective adult learning.*

**Keywords:** *transformative learning, theory of multiple intelligence, memory, adult.*

**Olena YAROVA**

**THE TRENDS OF THE EUROPEAN DIMENSION IMPLEMENTATION IN PRIMARY EDUCATION IN THE EUROPEAN UNION**

*The article studies the phenomenon of the European dimension as one of the principles of education content modernization.*

*The author points out and describes the main trends of ED implementation in primary schools of the EU member countries among which are making the ED a compulsory element of the content of educational programmes at ISCED 1 in most of the EU countries and in some countries even at ISCED 0; implementing an interdisciplinary approach to teaching the ED through primary education; adding to the «European» topics of the primary school curriculum events of national history and facts about outstanding personalities in connection with the history of Europe, information about the continent geography, linguistic diversity and cultural richness in Europe, the emergence of the Union, the place of Europe in the world; developing students' skills to use the received knowledge in practice; practicing games and interactive teaching methods in groups and teams; using actively ICT.*

*The research also highlights the importance of combining school and out-of-school forms of educational work in stimulating students' activity and developing their initiative; expanding the network of European schools and study the experience of multicultural training; cooperation between*



*educational establishments, organization of students' exchanges and teachers' internships; development of distance learning and creation of its resource provision; preservation of the national school traditions of educating students and at the same time their upbringing as citizens of the United Europe.*

*The ways of EDE integration into the content of primary education, technology and methods used by teachers for the education of young Europeans are focused on.*

**Keywords:** *European dimension in education, elementary school, the European Union, europeanization of the education content, basic disciplines, interdisciplinary approach, European school.*

**Olena LOKSHYNA**

### **TOWARDS THE EDUCATION QUALITY AND ITS ASSURANCE: THE CONCEPT STUDIES ABROAD AND ACHIEVEMENTS OF UKRAINE**

*The position of international organizations, i.e. UN, UNESCO, European Union in relation to the problem of education quality and its assurance under globalization transformations of the XXI century is analyzed. It is proved that the educational initiatives of all American presidents are oriented to the educational services quality upgrading after the sputnik launch by the USSR in 1957. A conclusion is made that the education quality is considered as one of the XXI century priorities by the world community. The foreign scholars' ideas to the education quality phenomenon through the many-sided prism are highlighted. The approaches («input-process-outcome»; «child-centered»; «multi-level public reciprocity») to the development of a high quality education system are analyzed. Comparison with Ukraine at the level of normative initiatives and practical achievements is conducted. The attention is paid to the fact, that along with the declaration of the importance of education quality in Ukraine at state level, a great number of issues which lie both in theoretical (development of education quality concept) and practical dimensions (development of valid tests, preparation of skilled personnel, financing) is remained unsolved. All of this makes the world expertise topical.*

**Keywords:** *education quality, quality assurance, indicators of education quality.*

**Nataliia LAVRYCHENKO**

### **QUALITY OF EDUCATION A CULTURALLY DETERMINED PHENOMENON**

*Educational effectiveness and quality are influenced by the development of labour force and culture as civilization which in its turn defines the life of social beings including educational ones. The author applies civilization approach suggested by Elwin Toffler to analyzing educational quality both as the term and a social phenomenon. This implies studying quality transformations in the three types of society characterized by E. Toffler: agrarian, industrial, and postindustrial, gradually changing each other in civilization waves.*

*So, in the civilization wave, the namely agrarian land was bases for economy, life, and culture. By mid 20<sup>th</sup> century the wave was changed by the second one named agrarian. Nevertheless it didn't dominate for a long time as in the 50's of the 20<sup>th</sup> century the industry began acquiring some qualities peculiar to the post-industrial civilization. Modern globalized world tends to gain some features peculiar to the new type – which is called the knowledge society.*

*Both next waves have a strong potential to change each sphere of social life. In the article the emphasis is placed on changes in education and the way they influence its quality and define its main strategies.*

**Keywords:** *quality of education, educational effectiveness, quality assurance, culturally determined phenomenon.*



**Liudmyla ZAYATS**

**INTEGRATION OF THE EDUCATIONAL AND RESEARCH COMPONENTS OF THE DUTCH UNIVERSITIES**

*The article is devoted to the characteristic of the integration of the educational and research components of the Dutch universities. The author outlines the main scientific institutions, defines the role and peculiarities of the university research activities, its close connection with the educational function of the universities, describes the role of the scientific organisations in the coordination of various research establishments on the base of the analysis of the regulatory documents of the Ministry of Education, Culture and Science of the Netherlands and statistical data of the research organisations.*

*The close relationship of the educational and research components of university activity is in the use of research results in the studying process, teaching orientation on the latest scientific advances and the active students involvement in the research activities.*

*Having analyzed the organisation of the Netherlands scientific activity, author emphasizes the close cooperation between the universities and leading scientific and research organisations: The Netherlands Organisation for Scientific Research (NWO) and The Royal Netherlands Academy of Arts and Sciences (KNAW). They ensure rational distribution of funding, coordination of research activity in the country and facilitate to international cooperation.*

*On the basis of the research author comes to the conclusion about advisability of the Netherlands successful experience use in the conditions of Ukrainian higher education reforming. In particular author emphasizes the following aspects: clear structure of the Netherlands university research activity; tight integration of research and educational components; priority of scientific research; government and public assistance represented by scientific organisations.*

*All these aspects provide the high level of modern specialists training, who can constantly improve their skills.*

**Keywords:**

*integration of the educational and research components, university research activities, educational function of the universities, The Netherlands Organisation for Scientific Research (NWO), The Royal Netherlands Academy of Arts and Sciences (KNAW).*

**Olena LYSTOPAD**

**FOREIGN EDUCATIONAL INNOVATIONS MANAGEMENT THEORIES FOREIGN THEORIES OF EDUCATION INNOVATIONS MANAGEMENT**

*The paper is dedicated to analysis of foreign educational innovation management; systematization of concepts which lay in the foundation of educational innovation management; extrapolation of the foreign approaches of innovation management on education, aimed at distinguishing the primary tasks of modern education management modernization.*

*The paper illustrates that innovation management in education is substantiated by concepts of innovation management and educational leadership in general lays in modeling of innovation process on macro-, meso-, micro-levels of educational system; organizing and carrying out a system of influences that ensure the realization of innovation idea, its transformation into innovation product which has economic value and provides competitive edge to education.*

*Modern theories of innovation management (institutional, fashion, rational management, management of organizational culture) are discussed in this paper.*

*We attempt to make the case that: the process of innovation management has a cyclic character; consecutive change of stages leads to transformation of theoretical concepts of innovation management into practical actions which, followed by analysis and development, enrich the theoretical plane of innovation process management; ensure the formation new concepts and theories.*

*This paper aims to elaborate a complex of interrelated concepts of innovation management: Customer-based Innovation, Proactive Business Model Innovation, Frugal Innovation, High*



*Speed/Low Risk Innovation, Integrated Innovation. We argue that prognostic analysis of innovation management theory and practice, its key changes and transformations are presented in the theory of innovation development management by a complex of these concepts.*

*This paper presents also that extrapolation of foreign innovation management approaches on the sphere of education allows to consider transition from understanding innovation process as the one to be implicated form outside to viewing it as that capable of self-development, which requires mastering the techniques of innovation process modeling on microlevel (local), substantiated by concepts of innovative leadership theory to be its primary objective.*

**Keywords:** *innovative process, innovative management, institutional management, management the culture, rational management, fashion management.*

**Olena ORZHEKHOVSKA**

### **MECHANISMS FOR QUALITY SCHOOL EDUCATION PROVISION IN NORWAY**

*The article highlights some of the mechanisms for quality school education provision in Norway: the National Quality Assessment System components and non-system ones. At the state school level there has been an introduction of a national program for after-school activities, lowering the school starting age to six years, three-year upper secondary education for all and a pedagogically more coherent educational system. The article analyzes the consistency and continuity of quality assurance provision – the general part of the curriculum and the respective legislation, the systems for preparing and assessing teachers.*

*The aims for secondary education have been identified being the partnership with parents, finding better understanding with them, cultivating in learners Christian and humanistic values, developing them both physically and spiritually, as well as providing students with quality education. The common core of the curriculum assures consistency, continuity and life-long education, which are the guarantors of quality.*

*The ideas of humanism are the foundation of the National Curriculum. It aims at personal development, good test results, students' discipline, consistency, high educational standards. The current Curriculum is one of the phases of raising quality of secondary education through introduction of the outcome-based learning. Curriculum embraces the entire system of school education, including four key elements: The Core Curriculum; рамки для The Quality Framework; The subject curricula as well as the Framework for subject hours distribution. The National curriculum has also set new attainment target for students which, in its turn, required better teaching as well.*

*To ensure students reaching attainment targets for each subject, the four – year Skills (competences) for Quality project for teachers was introduced in Norway in 1996. The project was meant to provide novice teachers with additional methodological assistance.*

*It is highlighted in the article that the state has always considerably financed education especially post graduate and continuous education for teachers through the system of on-going educators' professional development.*

*Norwegian experience in organizing work in rural schools has been analyzed to be further considered for practicing in small rural school settings in Ukraine. Another important feature distinguishing Norwegian system for improving quality of school education has been identified which is cross sector cooperation to ensure quality professional development for school teachers and school administration.*

*The GNIST project has been studied to identify ways in which Norwegian government encourages interest to the teaching profession.*

**Keywords:** *mechanisms for quality school education provision, National Quality Assessment System, consistency and continuity of quality assurance provision.*



**Yuliya ZAYACHUK**

**CURRENT HIGHER EDUCATION REFORMS: EXPERIENCE OF EUROPEAN COUNTRIES**

*This article presents the results of the recent research in the area of European higher education reforms obtained between September 2011 and February 2012 in Humboldt University in Berlin, Germany, and the University of Turku, Finland supported by EMECW Program. The implemented methodological approach is based on the questionnaires, meetings, and interviews with different actors involved in the University system at different levels – with professors, scientists, PhD, Master and Bachelor students and administrators dealing with student affairs.*

*The emphasis in this article is made on the issue of contemporary processes of reforming of higher education system by the example of different European countries and different European higher education models, such as Humboldtian (Germany) and Nordic (Finland). Comparative analysis of current European higher education reforms and adoption of them by different countries considering historic educational backgrounds and present conditions of European educational integration by the example of the University systems of Germany, Finland, and Ukraine has been done.*

*A special emphasis in the article is done on the research of capabilities, challenges and the unsolved problems of Bologna reforms by the example of implementation of core objectives of Bologna reforms, like mobility, employability, attractiveness, credit accumulation in certain European universities. Other emphasizes is done on both purposes of Bologna reform: restructuring of higher education and having a different composition of competences; and internationalization of higher education and mobility.*

*Changing conditions and challenges of academic profession in different European countries with Bologna reforms are considered in this article as well. In this context, comparative analysis of differences between European countries are presented considering such points as limitation of study time and structuring of curriculum; as well as individual and institutional components of academic freedom of Professor community under current higher education reform.*

**Keywords:** *European higher education space, Bologna Process, restructuring of higher education, internationalization of higher education, academic freedom.*

**Anatoliy VYKHRUSHCH**

**GLOBALIZATION AND PEDAGOGY**

*Globalization in modern world raises different issues, both harmful and beneficial. Quite a number of them deal with educational theory and practice. The principal works by Ukrainian educationalists on globalization are analyzed. Some international approaches to globalization have been paid attention to. The author shows their interdependence, which, in its turn, results in energy and environmental crisis, moral and spiritual values devaluation, unstable political and economic situation.*

*The article presents different globalization aspects: (1) economic aspect is shown through investments in education; (2) cultural globalization which is presented at the angle of preserving national identity, combining traditional culture and modernism; (3) educational globalization under the influence of transnational financial groups.*

*The author makes a number of conclusions as to defining the term «pedagogy» as well as the functions it performs.*

*The author sums up his observations with pointing to the main positive developments caused by globalizations.*

**Keywords:** *globalization, pedagogy, cultural globalization, educational globalization.*





Oksana TSIUK

## QUALITY ASSURANCE OF HIGHER EDUCATION: EDUCATIONAL INDICATORS AND INTERNATIONAL ORGANIZATIONS

*There are analysed the models of educational indicators of quality of education by UNESCO and the OECD. It is noticed that the OECD indicators are used for comparative analysis of educational systems around the world. They are constantly being updated and improved. They've determined the basic principles of functioning supranational (international) organizations and programs involved in the process of creating the United European Area of Higher Education, namely INQAAHE (International Network for Quality Assurance in Higher Education), ENAQ (European Network for Quality Assurance), CEE Network (Network of Central and Eastern European Quality Assurance Agencies in Higher Education), ENIC Network (network of national academic recognition information centers and mobility under the auspices of the Council of Europe and UNESCO) and the NARIC Network (national academic network of information centres of the European Commission), an international program of students' exchange – SOCRATES / ERASMUS. There are described the theoretical aspects of European Standards and Guidelines (ESG), which in turn are made up of three parts: 1) the internal quality assurance in higher education, 2) external quality assurance of higher education, and 3) quality assurance of the activity of the agencies of external quality assurance. There are characterized the activities of international organizations of quality of modern assurance of higher education.*

**Keywords:** *educational indicators of quality of education, OECD indicators, supranational (international) organizations.*

Zhanna CHERNIAKOVA

## INTERNATIONALISATION OF EUROPEAN EDUCATIONAL SPACE: STAGES AND PRIORITIES

*The entry of Ukraine into the global and European educational space leads to a qualitative transformation of education in line with the international development tendencies. The internationalization of education is a priority vector of current educational policy in Europe and the world. Spreading the process of internationalization of education at all levels of educational space needs the study of the works of foreign authors who characterize the educational space from the standpoint of multidimensionality and polisubjectivity. The analysis of current strategies of internationalization which reveals essential changes, determines the means of modern educational transformations focused on the specific measures at different levels of European education, can identify the major challenges of internationalization of education.*

*A comprehensive overview of the specific strategies of internationalization of education enables the study of the official documents, which directly covers the actual state and prospects of internationalization of education at the international, European, national, regional, institutional levels. The analysis of the official documents that set out the program of action of the internationalization of educational space, allows to identify the main stages of the internationalization of European educational space (initial, increased cooperation, multilevel of coordination and integration).*

*The priorities of internationalization of educational space are defined: the development of cooperation between the EU countries, the spread of the progressive school practice in order to improve the basic skills of students, the formation of professional competence of graduates who meet the requirements of the modern labor market, the modernization of higher education in the context of internationalization (introduction of internationalized curriculum, academic mobility, quality assurance of internationalized education and vocational teacher training teachers), ensuring equal access to education, the use of progressive experience in international education, the implementation*



*of educational innovations, the development of partnerships between European suppliers of educational services, research institutes and others.*

*The author of the article outlines the priorities of internationalization of European education space: ensuring equal access to education, promoting maintaining peace and stability in the region and the world, the development of international education partnerships, formation of professional competencies of the teachers and the European key competences of the citizen of Europe, the introduction of the multilingualism policy.*

**Keywords:** *internationalization of European educational space, international education partnerships, competencies of the European teachers, key competencies of the European citizen, multilingualism polity.*

**Liudmyla VOLYNETS**

**EVALUATION AS A TOOL FOR ENSURING EDUCATION SYSTEM QUALITY IN FINLAND**

*The article analyzes peculiarities of the system of education quality evaluation in Finland. These peculiarities act as tools for ensuring education system quality. The first peculiar feature of the Finnish evaluation system is the rejection of the transnational principle of high accountability and control of schools based on external standardized testing. Instead, in Finland, evaluation is used for development and effective management. Evaluation becomes a tool for collection of information needed for analysis and understanding of education system performance and identification of its developmental perspectives in accordance with current environment.*

*The second peculiarity of the Finnish national system of education quality evaluation is the combination of evaluation at the national level and self-evaluation at the local level. The aim of the national evaluation of education results is to track the achievement of the National curriculum goals at the country level. Local self-evaluation by education providers and schools (with active participation of students and parents) is aimed at helping educators to form a holistic and integrated understanding of school performance, ensure effective local governance, and facilitate transparency of school performance for external stakeholders.*

*The avoidance of school rating and competition resulting from comparison with average school results is attributable to the features of the national social culture. In particular, this concerns the principles of complementarity and cooperation. Instead of competition, schools encourage various forms of partnership between teachers, students, parents, schools, and other education participants.*

*Another peculiar feature of the Finnish evaluation system is the replacement of burdensome teacher accountability with teacher responsibility for teaching content and methods. This could be achieved due to the government policy of quality teacher training and trust. Teacher responsibility is realized via the system of quality assurance present in most schools and involving annual discussions of development and evaluation.*

*Finally, the Finnish evaluation system moderately uses student performance evaluation. No marks are used till the age of nine and point scores are introduced only during the sixth year. Instead, there are verbal marks and descriptions of students' progress in various subjects. There is only one standardized exam at the end of school. Moderate evaluation ensures safety and positiveness of student evaluation process, individualized approach to student education speed and style, realization of student cognitive potential, and responsibility for education achievements.*

**Keywords:** *national evaluation, self-evaluation, accountancy, testing, rating, the mechanism of quality ensurance.*



**Iryna CHYSTIAKOVA**

**PECULIARITIES OF THE THE EUROPEAN UNIVERSITY ASSOCIATION (EUA) ACTIVITY**

*The European University Association (EUA) plays an important role in the future European higher education through research and unique knowledge in the education and diversity of the network. The activity of the EUA is characterized by providing equitable quality education in all educational institutions of the network and development of innovative practices. The content features of innovative education network the European University Association are analyzed in the article. The concepts of innovative educational networks are determined. The main tasks of the European University Association activity are submitted. Among them we single out: 1) organisation of European policy that strengthens the role of universities in the development of the knowledge society in Europe; 2) informing participants about the political developments and their impact on the higher education; 3) obtaining the universities of knowledge and experience in projects that underpin the policies of science; 4) strengthening the management, leadership and governance institutions through mutual learning, exchange and transfer of good practice; 5) strengthening the international position of undergraduate and magistrates in Europe and the training of scientific personnel by improving co-operation between members of the network and through dialogue with partner organizations in other regions of the world. The characteristic of different activities is presented, in particular the assessment of the quality of education, the main priorities of the European University Association and all higher institutions that make up its membership are founded. Measurements of international networks in the higher education are presented in the article. The European University Association is an important part of the educational community in Europe. The EUA membership is open to universities, associations and networks of higher education institutions. EUA builds strong universities in Europe through targeted measures to support their development. This includes political dialogues, conferences, seminars, projects and more targeted services such as institutional quality assessment program of education and work devoted to doctoral education. The author proves that the main priorities of the European University Association and all the universities that make up the network are the development of the European Higher Education Area; research and innovation; internationalization of higher education and research; improving the quality of European universities; governance, funding and autonomy.*

**Keywords:** *Education network, the European University Association.*

**Kateryno SHYKHENKO**

**THE SCHOOL EFFECTIVENESS THEORY AND SCHOOL IMPROVEMENT THEORY: ANALYSIS OF PRINCIPLE CHANGES IN DEVELOPED ENGLISH SPEAKING COUNTRIES**

*The article analyzes the peculiarities of the formation and development of the school effectiveness theory and school improvement theory as components of the educational change theory which occurred in the modern pedagogy of the USA, Canada, and Great Britain. The existence of the school effectiveness theory and school improvement theory as independent scientific areas at the initial stage and lack of synergy between them are emphasized. 80–90 years of the twentieth century as key ones that intensified the problem of effective school as an organization, as well as its ability to update and improve own efficiency are determined. The concept of an effective school as an institution focused on the best students' academic results in a maximum number of cognitive and other areas is defined. Eleven features of effectively working schools and their fundamental characteristics are described. The factors that limit the productive activities of schools or lead to their crisis are analyzed. Key things that contribute to the removal of school crisis are specified.*

*The article also highlights the changes of scholars' interests from effective school*



characteristics to the issues of school development and improvement in the 80s years of the twentieth century, and school improvement theory formation that identified the strategies of educational changes at the end of the twentieth century – beginning of the twenty first century. It is determined that school improvement approach supports educational transformations that focus on skills, desire and energy of the «learning community» (teachers, school administration, parents, students), and is based on certain key assumptions. Special attention is drawn to basic assumptions comparison of both above approaches generally built on different intellectual, methodological and theoretical principles which caused the initial lack of interaction between them.

The merger of two approaches at the end of the twentieth century is considered as a fact of overcoming isolation of both directions that led to their mutual enrichment and more active and fruitful influence on educational policy. It is summarized in the article that the best achievements of the educational change theory give modern scientists the opportunity to apply consistent actions and provide evaluation of recent reforms in secondary education, as well as to foresee the future development of the school.

**Keywords:** *school effectiveness theory, school improvement theory, components of the educational change theory.*

**Nataliia MUKAN, Iryna HROHODZA**

#### **TEACHERS' PROFESSIONAL DEVELOPMENT: THEORIES, CONCEPTS, APPROACHES**

The article is dedicated to the research on theoretical fundamentals of teachers' professional development. The authors have analysed theories, concepts, approaches underlying public school teachers' professional development in the leading countries of the world (theory of system, concepts of acmeology, constructivism, pedagogical competence, andragogical, anthropological, axiological, intercultural, structural-functional approaches).

According to the theory of system and in the context of the structural-functional approach, professional development is considered to be a system, which comprises interrelated structural and functional components such as structure and subsystems, purpose and main objectives, functions, subjects, content and types of activities, integrity of development, dynamics of the system, nature and characteristics, conditions and factors.

With the help of the axiological approach to the analysis of the phenomenon of public school teachers' professional development, the characteristics of the content of teachers' professional development, including not only knowledge and skills of a teacher, but also basic values of civilization in general and teaching profession in particular, the formation of a responsible attitude and commitment to educational activities, are studied.

The use of the andragogical, anthropological approaches, and the concept of acmeology for studying public school teachers' professional development enables us to consider a teacher as an individual and specialist learning throughout life, and therefore going through certain stages of formation and development in the process of achieving teaching excellence.

The competence approach involves the implementation of the ideas of target – oriented teachers' professional development, the formation of constitutive teacher's competences (knowledge, abilities, skills, values and attitudes), which contribute to the creation of an integrated personality, professional and citizen.

On the basis of the conducted research, the common principles underlying public school teachers' professional development in the English-speaking countries have been determined. The main of them are: objective reality and ideas of the comprehensive projection of the educational process; social aspect of professional development and integration ties between science, ideology and realities of society's everyday life; principles of autonomy and diversity; constructivism, according to which knowledge is generated under the influence of internal (theories, ideas, interests, and needs of a person) and external (theory, experience, and interests of other people) factors; professional



knowledge developing from various sources (empirical, technical, personal, ethical, ideological, interdisciplinary, knowledge of school subjects, social and political knowledge about the content of school education, knowledge of pedagogical subjects); the content of practical knowledge based on the research and professional development of teachers.

**Keywords:** *professional development, theory of system, concepts of acmeology, constructivism, pedagogical competence, andragogical, anthropological, axiological, intercultural, structural-functional approaches.*

**Tetiana GARBUZA**

#### **GREAT BRITAIN'S EXPERIENCE IN PROGRAM METHODOLOGICAL SUPPORT FOR THE DISTANCE FOREIGN LANGUAGE TEACHERS TRAINING**

Actuality of the theme is caused by the state educational policy of Ukraine, which provides for significant changes in the teachers training, including foreign language teachers, taking into account the national interests of society and the main trends of world education development. The article describes the program methodical support for the foreign language teachers training, its main components and features in the system of distance education of Great Britain universities.

The program-methodical support is regarded as the totality of educational content, legal base, teaching materials, methodologies, tutorials (individual, group), teleconferences, webinars, thematic forums, which are implemented through software, organizational and other didactic resources (Internet, telephone networks and electronic information carriers and others) providing a set of high-quality educational services.

In the article it is proved that feature of foreign language teacher training at a distance in the UK is a methodology of distance learning. It is implemented through a set of interrelated pedagogical and information and communication technologies. Pedagogical technologies include technology of self-educational activity, credit-modular and project technologies. Information and communication technologies of training are realized through the creation, accumulation, storage and access to web-resources (electronic resources) within the curriculum (subjects), as well as through ensuring the organisation and support of educational process using specialized software and telecommunication facilities, including the Internet.

In the article it is indicated that the ICT application in distance education is impossible without the use of the appropriate learning tools. The information and communication learning tools include: the telephone network, the Internet, electronic means of communication, means of on-line interaction between the subjects of education, multimedia, electronic media, electronic textbooks.

**Keywords:** *distance teaching, the program methodical support, professional future foreign language teacher's training.*