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АННОТАЦИИ

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ОСВЕЩЕНИЕ ТЕОРЕТИЧЕСКИХ ОСНОВ ШКОЛЬНОГО АЛЬТЕРНАТИВНОГО ОБРАЗОВАНИЯ В ОТЕЧЕСТВЕННОЙ И ЗАРУБЕЖНОЙ ПЕДАГОГИКЕ: МНЕНИЯ АПОЛОГЕТОВ И КРИТИКОВ

В статье сделан обзор работ по теоретическим основам школьного альтернативного образования в странах Европейского Союза. Сделан вывод о том, что в украинском педагогическом пространстве практически отсутствуют работы, посвященные теории альтернативного образования. Наглядно продемонстрировано, что хронология работ, посвященных теоретическим основам альтернативного образования, датируется концом 70-х гг. XX в., когда в европейской общественной жизни стали более активными радикальные эмансипационные движения. Указано, что активизация научных поисков в области альтернативного образования в странах постсоциалистического лагеря относится к нач. 90-х гг. XX ст. Перечислены периодические издания, которые играют важную роль в популяризации теории альтернативного образования.

Ключевые слова: теоретические основы альтернативного образования, эмансипационная педагогика, трансгрессивная педагогика, критическая педагогика, гештальт педагогика.

Наталья ТЕРЕХИНА

НЕФОРМАЛЬНОЕ ОБРАЗОВАНИЕ ВЗРОСЛЫХ В США В КОЛОНИАЛЬНЫЙ ПЕРИОД

В статье исследуются истоки становления неформального образования взрослых в Соединенных Штатах Америки; определяются ведущие факторы развития неформального образования взрослых; приведены примеры неформального образования взрослых в XVII–XVIII вв. в США, освещены его основные характеристики. Доказано, что образование взрослых является древнейшим видом образования в Соединенных Штатах. Оно возникло преимущественно как неинституциональная форма образования и развивалось на протяжении четырех веков. Доказано, что в колониальный период преобладающей формой образования взрослых было неформальное образование. Учреждениями неформального образования взрослых исследуемого периода служили таверны, кофейни, библиотеки, общественные лекции, вечерние школы, добровольные общества по интересам, которые стали основой для создания организаций более массового характера.

Ключевые слова: образование взрослых, неформальное образование, общественные лекции, вечерние школы для взрослых.

Цяо ЛИНЬ

ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ КАТЕГОРИИ «ПРЕДСТАВЛЕНИЕ ЛИЧНОСТИ»

В статье проанализированы психологические аспекты категории «представление личности». В исторической последовательности рассмотрены и систематизированы основные психологические теории и концепции изучения категории «представление». Установлено, что уже более тысячи лет широкий круг ученых-психологов занимается изучением категории «представление». Среди известных ученых, внимание которых было



направлено на изучение данной проблемы, Р. Ассанджолли, В. Вундт, Т. Рибо, Л. Выготский, С. Рубинштейн, А. Петровський, В. Роменець, Ю. Трофимов и др. Исследователи трактуют воображение как умение мысленно на базе опыта и собственных знаний создавать новые объекты, идеи, литературные и музыкальные произведения.

Ключевые слова: *представление, воображение, психология, образы, восприятие, мышление.*

Ирина ЛИТОВЧЕНКО

ПСИХОЛОГИЧЕСКИЙ КЛИМАТ И ЕГО ВЛИЯНИЕ НА ЭФФЕКТИВНОСТЬ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ ВЗРОСЛЫМИ ОБУЧАЮЩИМИСЯ

В статье обосновывается значимость благоприятного психологического климата для эффективного обучения взрослого человека, включая изучение им английского языка; определяются такие разновидности климата обучения как физический и психологический климат; раскрывается сущность понятия физический климат; рассматриваются характерные признаки благоприятного для обучения психологического климата и их роль в процессе обучения взрослых; определяется роль образовательных учреждений как инструментов обеспечения благоприятного учебной среды.

Ключевые слова: *изучение английского языка, психологический климат, физический климат, обучение взрослых, образовательное учреждение.*

Елена ОРЖЕХОВСКАЯ

КОМПЕТЕНТНОСТНАЯ СОРИЕНТИРОВАННОСТЬ КУРИКУЛУМА ВЕЛИКОЙ БРИТАНИИ КАК ОСНОВА ФОРМИРОВАНИЯ ЗДОРОВОГО ОБРАЗА ЖИЗНИ ШКОЛЬНИКОВ

В статье представлен анализ компетентностной ориентации курикулума Великобритании как механизма реализации формирования здорового образа жизни школьников. Рассматриваются аспекты целостности курикулума, цели курикулума относительно ФЗСЖ, важность кросскурикулярного измерения, общие навыки и навыки ЗОЖ. Автором раскрыто суть украинского подхода к целостности процесса и содержания образования.

Ключевые слова: *курикулум, кросскурикулярное измерение, общие навыки.*

Светлана ДЕРКАЧ

ОСОБЕННОСТИ ПРОГРАММ ПОДГОТОВКИ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА В ВУЗАХ ПОЛЬШИ И УКРАИНЫ

В статье проанализировано содержание действующих программ для обучения будущих учителей английского языка у восьми польских высших учебных заведениях и трех украинских университетах, чтобы выучить и сравнить особенности польского и украинского опыта по подготовке учителей английского языка.

Ключевые слова: *подготовка учителя английского языка, программа обучения, обучение английскому языку, школьная практика.*



Уткир ТОЛИПОВ

ОСНОВНЫЕ НАПРАВЛЕНИЯ СОВЕРШЕНСТВОВАНИЯ КОНТРОЛЯ И ОЦЕНКИ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ В ЭКСПЕРИМЕНТАЛЬНОЙ ТЕХНОЛОГИИ В УЗБЕКИСТАНЕ

Статья посвящена экспериментальным технологиям оценивания деятельности студентов. Проведено сравнение уровня активности будущих учителей, включенных в подготовку в традиционной и экспериментальной модели. Сделан вывод о возможности совершенствования качества подготовки учителей с использованием экспериментальных технологий.

Ключевые слова: контроль качества деятельности студентов, оценка деятельности студентов, экспериментальная технология, качество подготовки учителей.

Жанна ЧЕРНЯКОВА

ИНТЕРНАЦИОНАЛИЗАЦИЯ ИНСТИТУЦИОНАЛЬНОГО ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА ВЕЛИКОБРИТАНИИ

В статье проанализированы и раскрыты стратегии интернационализации институционального образовательного пространства; выделена и охарактеризована международная стратегия интернационализации на уровне учебного заведения. Определены и осуществлен анализ программной и организационной стратегий интернационализации институционального образовательного пространства; выяснено ключевые компоненты и установлено приоритетные направления указанных стратегий; определены задачи интернационализации институционального образовательного пространства в контексте установленных стратегий.

Ключевые слова: интернационализация, единое образовательное пространство, институциональное образовательное пространство, международная стратегия интернационализации, программная стратегия, организационная стратегия, глобальное мышление, международные компетентности.

Ирина ЧИСТЯКОВА

ОСОБЕННОСТИ УПРАВЛЕНИЯ ЕВРОПЕЙСКИМИ АКАДЕМИЧЕСКИМИ УНИВЕРСИТЕТСКИМИ СЕТЯМИ

Статья посвящена рассмотрению особенностей управления европейскими академическими университетскими сетями. Выяснено сущность понятий «сетевизация учебных заведений», «инновационная образовательная сеть», «университетская сеть», «академическая университетская сеть». Дана авторская классификация университетских сетей. Представлены содержательные основы деятельности академических университетских сетей – Europaеит, The Coimbra Group, Utrecht Network. Выявлены общие характеристики управления исследуемыми сетями.

Ключевые слова: сетевизация учебных заведений, инновационная образовательная сеть, университетская сеть, академическая университетская сеть.



Екатерина БОЙЧЕНКО

ПОДГОТОВКА И ОРГАНИЗАЦИЯ ДЕЯТЕЛЬНОСТИ ГЛАВНЫХ СУБЪЕКТОВ УПРАВЛЕНИЯ ШКОЛОЮ В НИДЕРЛАНДАХ

В статье рассмотрены требования и проблемы профессиональной подготовки руководителей школ в Нидерландах, а также организацию их деятельности с целью выявления положительных черт и использования голландского опыта в украинских школах. Установлено, что нет официальных документов, в которых указываются требования для назначения на должность директора школы. Педагогическое образование не является обязательным для директора, который не проводит уроков в школе. Требования к личности будущего руководителя, решение о назначении на должность, учитывая резюме соискателя, формирует школьный совет, который имеет широкий уровень автономии и свободы в образовании благодаря процессам децентрализации в образовательном менеджменте. В статье указано, что важные компетентности директора-лидера, формируются за выполнение различных ролей и при разных обстоятельствах и условиях. Выявлено три пути профессиональной подготовки директоров школы в Нидерландах.

Ключевые слова: *руководитель школы, компетентность, профессиональное обучение, автономия.*

Анна КРЫШКО

ГУМБОЛЬТОВСКАЯ МОДЕЛЬ УНИВЕРСИТЕТСКОГО ОБРАЗОВАНИЯ

Статья посвящена анализу концепции исследовательского университета выдающегося представителя европейской культуры конца XVIII – начала XIX века Вильгельма фон Гумбольдта как системы философско-педагогических и политических взглядов ученого. Определены основные принципы мыслителя относительно внутренней и внешней организации учебных заведений. Освещены содержание и последствия реформаторской деятельности педагога в области образования тогдашней Пруссии.

Ключевые слова: *исследовательский университет, реформа Вильгельма фон Гумбольдта, образование, система, принцип, организация.*

Елена ЯРОВАЯ

МОДЕЛИ РЕЛИГИОЗНОГО ОБРАЗОВАНИЯ МЛАДШИХ ШКОЛЬНИКОВ В СТРАНАХ ЕВРОПЕЙСКОГО СОЮЗА

В статье рассматриваются принципы и подходы к организации религиозного образования младших школьников в государствах-членах Европейского Союза. Автор анализирует практику религиозного образования на уровне МСКО 1 и характеризует основные модели РО – конфессиональную (или деноминационную) и неконфессиональную (или религиоведческую). Определены общие для стран ЕС черты и проблемные моменты в организации РО на начальной ступени.

Ключевые слова: *религиозное образование, начальная школа, принципы и подходы к религиозному образованию, конфессиональная модель, неконфессиональная модель.*



Виктор ПАШКОВ

СУТЬ И ОСНОВНЫЕ МОДЕЛИ ДЕЦЕНТРАЛИЗАЦИИ УПРАВЛЕНИЯ ВЫСШИМ ОБРАЗОВАНИЕМ В ЗАРУБЕЖНЫХ СТРАНАХ И УКРАИНЕ (ЧАСТЬ 1)

В статье рассмотрены основные модели децентрализации управления высшим образованием. Автор рассматривает суть процесса децентрализации, главные причины ее внедрения и позитивные моменты ее реализации. Децентрализация представлена как форма либерализации управления высшим образованием со стороны государства, нацеленная на повышение эффективности функционирования и общественной ответственности вуза. На примерах зарубежных стран проанализированы возможные эффекты различных моделей внедрения политики децентрализации. Кроме того, сделаны выводы относительно возможного внедрения зарубежного опыта в Украине.

Ключевые слова: *высшая школа, демократизация, децентрализация, уровни управления, модели политики децентрализации.*

Людмила ВОЛЫНЕЦ

НАРАБАТЫВАНИЕ КЛЮЧЕВЫХ МЕХАНИЗМОВ ОБЕСПЕЧИВАНИЯ КАЧЕСТВА ОБЩЕГО СРЕДНЕГО ОБРАЗОВАНИЯ В ФИНЛЯНДИИ (ВТОРАЯ ПОЛ. XX СТ.)

Статья посвящена анализу наработки идей, политических принципов и т.п. в процессе реформирования образования в Финляндии во второй половине XX века, как ключевых механизмов современной системы обеспечения качества общего среднего образования страны. В частности, речь идет о таких ключевых механизмах как общенациональное осознание роли образования как решающего фактора успешного социального и экономического развития страны; внимание к определению и выполнению целей образования; социальная справедливость и равные образовательные возможности; устойчивое политическое руководство и стабильное развитие системы образования в соответствии с определенными стратегическими целями; качественная подготовка учителей; сбалансированность центрального и местного уровней управления образованием; гибкий подход к стандартизации; партнерский характер отношений всех участников образовательного процесса и др.

Ключевые слова: *Финляндия, ключевые механизмы, обеспечение качества общего среднего образования, наработка.*

Наталья МУКАН, Елена МУКАН, Екатерина ИСТОМИНА

ДЕТЕРМИНИРОВАНИЕ И ОСОБЕННОСТИ РАЗВИТИЯ НЕПРЕРЫВНОГО ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ В НАЧАЛЕ XXI В.

В статье исследуются основные тенденции развития непрерывного педагогического образования в мировом образовательном пространстве на примере образовательных систем Великобритании, Канады, Соединенных Штатов Америки. Охарактеризованы вопросы детерминации данного понятия; раскрыто содержание непрерывного профессионального образования, а также определены основные подходы, принципы и методы развития непрерывного педагогического образования в современных образовательных системах.

Ключевые слова: *непрерывное педагогическое образование, последипломное образование, знания, навыки и умения.*



Елена БОЧАРОВА

ПОДГОТОВКА УЧИТЕЛЕЙ К РАБОТЕ С ОДАРЕННЫМИ УЧЕНИКАМИ В БОЛГАРИИ

Зарубежные исследования по сравнительной педагогике свидетельствуют о том, что в школьных системах различных стран формы работы и поддержки одаренных учеников являются аналогичными. Различия касаются культурных особенностей страны, образовательной идеологии, возможностей финансирования работы с одаренными детьми, образовательных традиций, профессиональных компетенций и мотивации учителей.

В статье рассмотрены особенности подготовки учителей к работе с одаренными учениками в Болгарии. Автор отмечает, что целевая подготовка студентов будущих учителей осуществляется в Южно-Западном университете имени Неофита Рыльского (г. Благоевград) по авторской учебной программе проф. Д. Тодориной. Представленная авторская Модель состоит из двух модулей: теоретического и практического. Особенное внимание исследовательница концентрирует на формировании у студентов умений проведения правильной диагностики.

Ключевые слова:

учитель одаренного ученика, целевая подготовка, педагогическое образование, авторская модель обучения.



ANNOTATIONS

Oksana ZABOLOTNA

THEORETICAL PRINCIPLES OF SCHOOL ALTERNATIVE EDUCATION IN DOMESTIC AND FOREIGN PEDAGOGY: APOLOGISTS' AND CRITICS' VIEWS

The article reviews the papers on theoretical fundamentals of school alternative education in the European Union. It is concluded that the Ukrainian pedagogy has not practically works on the theory of alternative education. It was demonstrated that the chronology of works devoted to the theoretical fundamentals of alternative education begins in late seventies of 20th century when the radical emancipatory movements have become more active in European public life. It was indicated that activation of scientific research in the field of alternative education in the post-socialist period dates from early ninetieth of 20th century. The list of periodicals, which play an important role in promoting alternative theory of education has been proposed.

Keywords: *theoretical principles of alternative education emancipated pedagogy, transgressive pedagogy, critical pedagogy, Gestalt pedagogy.*

Natalia TEROKHINA

NON-FORMAL ADULT EDUCATION IN THE USA IN THE COLONIAL PERIOD

Adult education is the oldest sphere of education in the United States. It emerged primarily as non-institutional form of education more than four centuries ago. In the colonial period the dominant form of adult education was non-formal education. The origins of the formation of non-formal adult education in the United States of America are explored in the article, its major facts and characteristics are explained; the examples of non-formal adult education in the colonial period are found.

Much of adult education in the early colonial period owed less to formal institution than to everyday living. Many factors affected access to learning opportunities. The thirteen colonies remained very much a part of the transatlantic community, within which informal learning opportunities flourished especially in the areas of business and daily life for the literate: correspondence network, an ever growing selection of both domestic and imported literature, and community activities influenced by world travelers.

Colonial seaport taverns and coffee houses also played an educational as well as a social role. Taverns stored newspapers, made public announcements, hosted clubs meetings and dances, held public readings and theatrical entertainment. Political groups found these gathering places to be useful for influencing public opinion: it was in these «schools for people» that information was exchanged, opinions heard and debated, and contacts often established with a wider world.

Lectures in particular served the male and female members of «polite society», and a lecture circuit developed on the Eastern seaboard. The lectures might be supplemented by a printed syllabus, illustrations, demonstrations. Parish libraries reached a wider public, sometimes even Native Americans and African Americans. The «mutual improvement» principle was evident in the voluntary societies that were initially an elite phenomenon, but which laid a foundation for more popular agencies.

Apprenticeship was the most pervasive form of adult education. It provided for technical competence; moral and religious instruction; and some reading, writing, and arithmetic. Its opportunities tended to be segregated in terms of gender, class, and race. Evening schools proliferated in the seventeenth century, serving apprentices entitled to free instruction as well as men and



women able to pay modest fees. The curriculum met liberal, vocational, and leisure interests. The scope and potential of Apprenticeship and evening schools for expanding access to learning, including access for women and minorities, was significant.

Informal education in the colonial period influenced the literate and the illiterate, the prosperous and the poor, the free and the enslaved.

Keywords: *adult education, non-formal education, public lectures, evening schools for adults.*

Tsiao LIN

PSYCHOLOGICAL ASPECTS OF THE CATEGORY «PERSONALITY PERCEPTIONS»

This paper analyzes the psychological aspects of the category «personality perceptions». The basic psychological theories and concepts of the study of the category «perception» are considered and systematized in historical sequence. It is established that for more than thousands of years a wide range of scientists have been dealing with defining the psychological contents of the phenomenon «perception». Among the famous scientists whose attention was focused on solving this problem are R. Assandzholi, W. Wundt, T. Ribot, L. Vygotskyi, S. Rubinshteyn, A. Petrovskiy, V. Romenets, Yu. Trofimov etc. It is determined that in everyday life the word «perception» is used in different senses. It may mean understanding, memories, image of a nonexistent object, phenomenon. In scientific psychology the concept of «perception» is considered as a coincidence of any images and their components in time and space (L. Kar); phenomenon capable to create something new from already known (T. Ribot); a complex function able to act simultaneously at several levels: at the level of sensation, feeling, thinking and intuition (R. Assandzholi); reincarnation of the imagery, visual contents of any problem with the aim of its successful solution (L. Vyhotskyi, S. Rubinshteyn); reflection of reality in new unexpected combinations and relations (A. Petrovskyy); a necessary component for predicting the future (L. B. Ermolaieva – Tomina); reflection in the human psyche of the objects and phenomena perceived ever before (M. Variy); creation of images of the objects and processes that have never been perceived and which may not exist in the environment (Yu. Trofimov). The scientists have analyzed the connection of the perceptions with the memory, thinking and understanding, the perception functions have been distinguished, the ways of their development and implementation have been identified. It is established that in various activities the perceptions obtain peculiar features that's why they are divided into artistic, scientific and technical.

Keywords: *perceptions, imagination, psychology, images, understanding, thinking, memory, activity.*

Iryna LYTOVCHENKO

PSYCHOLOGICAL CLIMATE AND ITS IMPACT ON EFFECTIVENESS OF FOREIGN LANGUAGES STUDYING BY ADULT LEARNERS

The article explains the importance of a favorable psychological climate for effective teaching of an adult, including his study of the English language; such varieties of training climate as a physical and psychological environment have been determined; the essence of physical environment concept has been revealed; the characteristics of a favorable psychological climate for learning and their role in the process of adult training have been discussed; the role of educational institutions as a tool to ensure a favorable learning environment has been defined.

Keywords: *English learning, psychological climate, physical environment, adult education, educational institution.*



Olena ORZHEKHOVSKA

THE COMPETENCE ORIENTATION OF GREAT BRITAIN CURRICULUM AS A BASIS FOR CREATING SCHOOLCHILDREN'S HEALTHY LIFESTYLE

The article presents the analysis of the competency-oriented United Kingdom curriculum as a mechanism for the implementation of a healthy lifestyle for schoolchildren. The integrity aspects of curriculum, curriculum objectives, the importance of cross-cultural measurement, general skills and knowledge of healthy lifestyles have been discussed. The author discloses the essence of Ukrainian approach to the integrity of the process and content of education.

Keywords: *Curriculum, cross-curriculum measurement, general skills.*

Svitlana DERKACH

THE PECULIARITIES OF TEACHERS OF ENGLISH TRAINING PROGRAMS IN HIGHER POLISH AND UKRAINIAN UNIVERSITIES

The article analyzes the content of existing programs for future teachers of English training in eight Polish universities and three Ukrainian universities, it was done to learn and compare the peculiarities of the Polish and Ukrainian experience in future teachers of English training.

Keywords: *teachers of English training, training programme, English training, school practice.*

Utkir TOLIPOV

MAIN DIRECTIONS OF IMPROVEMENT OF CONTROL AND EVALUATION OF STUDENTS' ACTIVITY IN EXPERIMENTAL TECHNOLOGY IN UZBEKISTAN

The article deals with the experimental technologies for evaluation of students' activities. The activity level of future teachers, included in training in traditional and experimental models was compared. It was made a conclusion on the possibility of improving the quality of teachers training using experimental technologies.

Keywords: *Control on students activities quality, evaluation of students activity, an experimental technology, quality of teachers training.*

Zhanna CHERNYAKOVA

INTERNATIONALIZATION OF INSTITUTIONAL EDUCATIONAL SPACE IN GREAT BRITAIN

The author of the article explores and reveals the strategy of internationalization of institutional education space in Great Britain. It is emphasized that the internationalization of education as a key vector of the formation of modern education policy in Europe and the world. Current understanding of the internationalization represents it as the process of integrating an international dimension into teaching and learning, research and social services of institution, in developing strategies of education, aimed at forming global thinking of young people from the perspectives of modern society.

In the context of our study, we note that the internationalization of the educational institution space is defined by the international strategy at the institutional level. Internal and external factors of international strategy at the institutional level are presented in the work of the



researcher G. Keller.

The article defines and analyzes the programme and organizational strategies of internationalization of institutional education space. Detailed and comprehensive analysis of the strategies of internationalization of institutional education space are presented in the works of J. Knight and H. de Wit. Considering activity the key component of the internationalization of educational space, scientists distinguish two main strategies: the programme (academic activities and educational services of institution that focus on implementing the international dimension) and organizational (international educational policy of the institution administration).

The key components and priorities of mentioned above strategies have been found. The priorities of the program strategy of internationalization of education are considered: academic programs, research cooperation, technical assistance, external relations, services (domestic and abroad), extracurricular activity.

The key components of the organizational strategy of internationalization of institutional education space, according to scientist J. Knight, are administrative management, educational activities, support, development potential subjects of the educational process.

In the context of the study the priorities of internationalization of institutional educational space are clarified, namely the convergence of national educational systems through international education policy, international organizational structure, content, forms and methods of training, single system requirements for graduates and students, international cooperation, and the only mechanism methods for assessing the quality of education (accreditation, educational programs that meet international standards), the system of monitoring the quality of education and participation in international monitoring studies, the development of research in the field of education, taking into account world trends in education approximation of legislative and regulatory framework in education and science, their compliance with international standards.

Keywords: *internationalization, unified educational space, institutional educational space, the international strategy of internationalization, the program strategy, the organizational strategy, global thinking, international competence.*

Iryna CHYSTYAKOVA

MANAGEMENT FEATURES OF EUROPEAN ACADEMIC UNIVERSITY NETWORKS

The article is devoted to the peculiarities of the management of the European University academic networks. The author notes that it is necessary to develop high quality education based on the promotion of cooperation at national and supranational levels. This task should carry out the educational networks, which form a new system of relationships between higher education institutions, which is determined by the stability and the efficiency of the administrative system.

The article defines the essence of the concepts «networking of the educational institutions», «innovative educational network», «University network», «academic University network». It is revealed that in modern pedagogical science there are different typologies of innovative educational networks, which are recognized by the international scientific community, characterizing the studied phenomenon on monocriterial, becriterial and polycriterial basis. The author's classification of campus networks, in which the following types of networks, existing in the system of higher education of the European countries are defined: internal (network of University managers; networks of academic staff; student network (scientific, interest, leadership); subject, networks of scientists, teachers, students) and external University networks (academic network; expert networks; research networks) is presented in the article. The substantive principles of activity of the leading academic campus networks – Europaeum, The Coimbra Group, Utrecht Network are demonstrated by the author. The common features of management of the educational networks, namely: plurality leaders;



unifying goal; voluntary relations; multiplicity of levels of interaction; openness, spontaneity; nonhierarchy, decentralization, mainly horizontal or functional cooperation between market participants; openness of networks for «enter» and «exit», public availability of resources (primarily information); equality of the participants in the network, regardless of their role, scope, resources; high mobility; a clear organizational structure are revealed in the article.

Keywords: *networking of the educational institutions, innovative educational network, University network, academic University network.*

Kateryna BOICHENKO

TRAINING AND ACTIVITIES OF SCHOOL LEADERS IN THE NETHERLANDS

The article deals with the requirements for school heads professional training in the Netherlands and the organization of their work in order to define positive aspects and possibilities to use Dutch experience in Ukrainian schools. It is outlined that there are no official documents and requirements for becoming a school leader. The pedagogical education is not obligatory for the directors who don't teach lessons. School board who decides on such matters as appointing and dismissal of the directors takes into consideration the applicants' resume. Therefore, the future director requirements are established by the local school board which is due to high level of autonomy and freedom in education, decentralization processes in educational management. The article suggests that the competencies of the applicant are of high importance. The structure of the competencies is developed from competence roles (interpersonal, pedagogical, organizational and expert) and contexts (interaction with students, interaction with colleagues, interaction with community and self-development) and looks like as follows: interpersonal collaboration, pedagogical collaboration, organizational collaboration, collaboration with colleagues, collaboration with community, subject knowledge, reflexion and self-development. The article defines 3 ways of school directors professional training: 1) courses (MO); 2) school teachers updated professional training programme (nieuwe lerarenopleiding, NLO); 3) professional training university certificate (didactische aantekening). It is mentioned about the role of the State Educational Management Association (VVO), which offers short-term school directors professional training courses. The Association develops recommendations for Dutch school leaders' professional training improvement. The complexity of school leaders functions diminishes owing to constant interaction, collaboration and agreement between educational management players and team leaders which allows to distribute effectively their duties and responsibilities. The experience of Dutch team leaders distribution and power delegation can be useful for Ukrainian school administration.

Keywords: *school head, competency, professional training, autonomy.*

Anna KRYSHKO

HUMBOLDT'S MODEL OF UNIVERSITY EDUCATION

This article analyzes the concept of the research university of an outstanding representative of European culture in the late 18th – early 19th century Wilhelm von Humboldt as a system of philosophical, pedagogical and political views of the scientist. The basic principles of the thinker regarding to internal and external organization of educational institutions have been defined. The content and consequences of the reform activity in the field of education in then Prussia have been discovered.

Keywords: *A research university, the reform of Wilhelm von Humboldt, education system, a principle, an organization.*



OLENA YAROVA

THE MODELS OF RELIGIOUS EDUCATION OF PRIMARY SCHOOL STUDENTS IN THE COUNTRIES OF THE EUROPEAN UNION

The article examines the principles and approaches to religious education of younger schoolchildren in the Member States of the European Union. The author analyzes the practice of religious education at ISCED level 1 and characterizes its main models: confessional (or denominational) and non-confessional. The difference between the two models is determined by their content, the system of teacher training, curriculum development and teaching provision for which either the state or religious associations are responsible.

The article identifies the common features and challenges in the organization of religious education at the primary stage, among which are the voluntariness of the students' choice in this field, the possibility of studying religious culture of some particular denomination or non-religious ethics, the negotiation of RE content with representatives of religions, indicating the general trend of Europeanization.

The author comes to the conclusion that the practice of religious education in the Member States of the European Union is greatly dependent on complex specifics of each country. The implementation of existing models of RE is facing numerous challenges due to the recent changes in the social context of Europe.

Recognizing the need and usefulness of international consultations and cooperation in the field of RE, religious scholars and teachers point out such difficulties as language issue, the problem of cultural and language barriers, and differences in the existing educational systems.

The gradual transition from the confessional model of teaching school religion to the non-confessional one allows to acquaint students with a variety of world religions, strengthens the developmental function of RE, and focuses on Ecumenical and interreligious education for mutual understanding and respect for other religious traditions and worldview.

Keywords: *religious education, primary school, principles and approaches to religious education, denominational model, non-denominational model.*

Viktor PASHKOV

MODELS OF DECENTRALIZATION OF GOVERNANCE IN THE HIGHER EDUCATION

The article studies problems and models of decentralization of governance in the higher education. On example of different countries author analyses potential effects from use of different models of decentralization, also author concludes about situation in Ukraine.

The author proves that the decentralization of higher education, which actively is pursued by governments of leading countries in the last quarter of the XX century, aimed at improving the efficiency of a use of public funds and approaching the performance of universities to the needs of the national economy and local communities. On the basis of generalization of world experience decentralization author identifies three most common models of implementation of decentralization – deconcentration; delegation of authority to academic leadership and elite; delegation of authority directly to universities.

Deconcentration means delegation of authority and financial responsibility for development of higher education to regional governments. The role of central government limits by coordination, support of priority scientific projects and investments in educational infrastructure. Deconcentration promotes of harmonization of higher education and local labor market. This model of decentralization is typical for China, India, Germany, Spain and Switzerland.

Delegation of authority to academic leadership and elite provides transfer political, financial responsibility from state to representative bodies of academic community, which consists of academic leadership. Such transfer facilitates strengthening of principles of self-regulation in system of higher



education. This model of decentralization is typical for the UK, New Zealand, partially for India, Germany.

Delegation of authority directly to universities means their transformation on independent academic corporations, that are wholly responsible for their actions, quality of educational services, form own development strategy. Such decentralized and independent universities are interested in effective use of financial resources, which they receive from the environment. This model is presented by the USA and Canada.

Keywords: *the higher education, democratization, decentralization, levels of governance, models of decentralization's policy.*

Liudmyla VOLYNETS

DEVELOPING KEY MECHANISMS OF QUALITY ASSURANCE IN FINLAND (LATE 20TH CENTURY)

The article is dedicated to the analysis of development of ideas, political principles, etc. in the process of Finnish education reformation during the second half of the 20th century. These ideas, principles, etc. are key mechanisms of modern system of ensuring secondary education quality in the country. In particular, the author pays attention to the fact that consistent political leadership and educational system development in accordance with defined strategic objectives was achieved due to two factors. First of all, this involves national awareness (beginning from the end of World War II) of the role of education as a key factor of successful social and economic development. Secondly, this concerns the understanding of the vital need of educated and competent citizens, namely human capital. The understanding of the need of careful identification and implementation of core educational values and goals, as well as careful research, analysis, and review of national education elements by Finnish teachers and politicians, became important mechanisms of ensuring secondary education quality. The creation and support of social justice of secondary education system providing equal educational opportunities for all students enabled high level of citizens' trust towards Finnish educational system.

Rethinking of knowledge concepts in the light of discoveries in pedagogics related sciences (cognitive psychology, constructivist theories, neuroscience, etc.); extremely responsible attitude to the selection and training of teaching staff; replacing burdensome reporting with teachers' responsibility for what and how they teach; and scientific and research activities of school heads and teachers have also become key mechanisms of ensuring the quality of secondary education in Finland. Balance between the central and local levels of education governance allowed to realize a flexible approach to standardization, thus enabling creative implementation of National Curriculum locally. Participatory nature of the relationships between all educational process' participants (teachers, students, parents, schools, and other public institutions) helped to transform competitiveness and accountability into joint public responsibility for improving Finnish schools.

Keywords: *Finland, key mechanisms, ensuring secondary education quality, development.*

Nataliia MUKAN, Olena MUKAN, Kateryna ISTOMINA

DETERMINING AND DEVELOPMENT PECULIARITIES OF CONTINUOUS PEDAGOGICAL TRAINING IN EARLY 21ST CENTURY

The major purpose for the given research is to investigate the concept of the continuous pedagogical training. The constant renewal of the already mastered knowledge and skills is the key to the future success of humankind in the XXI c. Professional development of the personnel of the education sphere is especially important because the result of their work serves as the foundation for the creation of the strong education framework for the future generations. In these circumstances, the



concept of the continuous pedagogical education is particularly important.

The article deals with the major tendencies of the continuous pedagogical training in the global educational domain on the basis of educational systems in Great Britain, Canada, and the USA. The given paper represents the thorough investigation of the educational system advancement on the example of the well-developed countries such as Great Britain, Canada, and the USA, which helps to enhance the efficiency of the continuous pedagogical training in Ukraine. The issue of the concept's determination is discussed; the content of the continuous pedagogical training is analyzed; the basic approaches, principles, and methods of continuous pedagogical training in modern educational systems are investigated.

So, as our study shows, there are different approaches to the interpretation of the continuous teachers' education concept based on the consideration of the education features of the country and the general trends in the international education area. The main goal of the continuous pedagogical education in the developed English-speaking countries is to provide conditions for the implementation of the continuous professional development of teachers aimed at providing professional, spiritual and physical development of the teacher who is directly considered to be the creator of the educational space in the XXI c., in which the ideological principles of teaching and cognitive activity are implemented.

Keywords: *continuous pedagogical training, continuing education, knowledge, skills, and competency.*

Olena BOCHAROVA

PREPARING TEACHERS TO THE WORK WITH GIFTED STUDENTS IN BULGARIA

The aim of this article is to show some selected theoretical and practical problems of working with gifted students in the case of Bulgaria. In the research used content analysis method (scientific publications, documents, statistics, international reports) and observation and interview. This article shows changes in the field of identification and support development of gifted pupils.

In the article the features of training teachers to the work with gifted students in Bulgaria are examined. The author points out that in East-West University named after Neophytos Rylskiy (Blagoevgrad) it is practised training future teachers according prof. D. Todorina's curriculum. The presented author's model consists of two modules: theoretical and practical ones. Particular consideration is given to the formation of future teachers' diagnostic skills and their personal traits as well which are important for fulfilment the role of a teacher, functioning as a moderator and a mediator. The graduates can be experts and consultants for teachers who work with gifted students, social pedagogues and school teachers at all educational levels and in all types of schools.

The objective of the article is analysis the issues of the development of human potential from the perspective of selected educational actions. International comparative studies show that, in the school systems of different countries, similar sets of methods, forms of work and care for talented students are used. The differences are the result of cultural dissimilarities, the dominant ideologies of education, educational traditions, capabilities of financing the activities, competencies and motivations of teachers.

Keywords: *teacher of the gifted student, targeted training, teacher education, art education model.*