



АННОТАЦІИ

Елена ЛОКШИНА

ПРОФЕСИОНАЛІЗАЦІЯ СРАВНІТЕЛЬНОЇ ПЕДАГОГІКИ В УКРАЇНІ: ДОСТИЖЕННЯ І ВИЗОВИ В ІЗМЕРЕННІ ПЕДАГОГІЧЕСЬКОЇ КОМПАРАТИВІСТИКИ ЗА РУБЕЖОМ

В статті охарактеризован генезис педагогической компаративистики за рубежом, прослежена трансформація її методологічних постулатів від лінійних заимствований до напрямлення багатомірного аналізу на основі системного, культурологічного, синергетичного і прогностичного підходів; підкреслена синхронізація розвитку епістемологічної і інфраструктурної платформ педагогической компаративистики, що свідчить про її професіоналізацію. Очерчені досягнення і виклики, які стоять перед порівняльною педагогікою в Україні в процесі її становлення як окремої галузі педагогіки на фоні розвитку світової педагогической компаративистики.

Ключевые слова: порівняльна педагогіка, Україна, педагогическая компаративистика, методологія, професіоналізація.

Викторія ВОЗНЮК

ПОДХОДИ К ТРАКТОВКІ ПОНЯТТЯ «РАСШИРЕННА ШКОЛА» В АНГЛОМОВНИХ СТРАНАХ

В статті розглянуті підходи до трактування досліджуваного поняття провідних теоретиків розширених шкіл і визначення, подані в нормативних актах розвинутих англійськомовних країн світу (Велика Британія, США, Австралія) і проведено їх порівняльний аналіз. Визначено типи послуг, які надає розширена школа. Розкрито сутність міжвідомчого партнерства і виділено релятивні до нього поняття. Проаналізовано сутність дитячих центрів впевненого старту (Sure Start Children's Centers) як провідних партнерів розширених шкіл з метою забезпечення догляду за дітьми раннього віку.

Ключевые слова: розширена школа, послуги, послуги розширених шкіл, школа з повним спектром послуг, міжвідомче партнерство, здоров'я зберегаючі послуги, батьківська підтримка, догляд за дітьми.

Елена ЖИЖКО

ДОСТИЖЕННЯ ІНКЛЮЗИВНОГО ОБРАЗОВАНИЯ ВЗРОСЛИХ В МЕКСИКІ

В статті представлені результати науково-педагогічного дослідження, метою якого був аналіз досягнень інклюзивного освіти дорослих в Мексиці. Автором виявлено, що інклюзивність програм мексиканської системи освіти дорослих виражається в розробці спеціальних курсів для дорослих з фізичними і умовними недоліками, емігрантів, представників етнічних меншинств і інших категорій дорослого населення.

Ключевые слова: освіта дорослих, інклюзивне освіта, освітні програми для різних категорій дорослого населення, система освіти Мексики.



Руслан КУБАНОВ

КАЧЕСТВО ВЫСШЕГО ОБРАЗОВАНИЯ: СРАВНИТЕЛЬНЫЙ АНАЛИЗ ВЗГЛЯДОВ ЗАРУБЕЖНЫХ И ОТЕЧЕСТВЕННЫХ НАУЧНЫХ ДЕЯТЕЛЕЙ

В статье рассматриваются подходы в зарубежной педагогике к определению понятия «качество высшего образования» на основе объективистского, релятивистского подходов и концепции развития. Освещается также позиция отечественных исследователей относительно сущности качества высшего образования. Установлена взаимосвязь между понятиями «качество высшего образования» и «качество профессиональной подготовки». В частности, автором определено, что исследователи разных стран различают понятие «качества высшего образования» в широком и узком смыслах. Как результат сужения понятия «качество высшего образования» возникает понятие «качество профессиональной подготовки», которое можно рассматривать на разных уровнях: первый уровень – планирование обучения, когда определенные представления о запланированном качестве подготовки закладываются в образовательные программы по каждому предмету; второй – этап реализации образовательных программ в учебном процессе; третий – оценка качества результатов учебного процесса. Таким образом, качество профессиональной подготовки студентов рассматривается в исследовании как глубокое усвоение специально отобранного, структурированного теоретического материала с основ специальности для обретения студентами профессиональных умений и навыков, формирования необходимых личностных профессиональных качеств в ходе специально организованного, профессионально направленного учебного процесса. В выводах указывается, что исследование подходов зарубежных и отечественных научных исследователей относительно сущности качества высшего образования позволяют констатировать приоритетность этого вопроса в модернизации системы профессиональной подготовки согласно требованиям современности.

Ключевые слова:

студенты, исследователи, образование, высшее образование, качество высшего образования, качество профессиональной подготовки.

Елена ЯРОВАЯ

ХУДОЖЕСТВЕННОЕ ОБРАЗОВАНИЕ В НАЧАЛЬНОЙ ШКОЛЕ ЕВРОСОЮЗА: ТЕНДЕНЦИИ РАЗВИТИЯ

В статье рассмотрены национальные особенности организации художественного образования на уровне МСКО 1 в странах Европейского Союза. Проанализированы ключевые политические события и инициативы начала XXI века в области образования и культуры со стороны ЕС. Отдельное внимание уделяется целям художественного образования, его содержанию, статусу, моделям обучения. Охарактеризованы подходы к оцениванию учебных достижений младших школьников в данной сфере, проблемы профессиональной подготовки и поддержки учителей начальной школы. Определены общие тенденции развития художественного образования в начальной школе Евросоюза.

Ключевые слова:

начальная школа, художественное образование, культурное образование, креативность, цели программы, содержание образования, система оценивания, профессиональная подготовка учителя, тенденция развития, междисциплинарный подход, внешкольная деятельность.

Инна ЛАУХИНА

ОБЩИЕ МЕТОДИЧЕСКИЕ ПОДХОДЫ К ПРАКТИЧЕСКОМУ ВВЕДЕНИЮ РЕЛИГИОВЕДЧЕСКОГО КОМПОНЕНТА В СОВРЕМЕННЫХ ШКОЛАХ ФРАНЦИИ

В статье речь идет об общих методических подходах к реализации религиоведческого компонента знаний содержания общеобразовательной школы Франции. Представлен обзор общих методических подходов относительно познавательного аспекта знаний о религии и их



воспитательного потенциала. Подан анализ учебных программ филологических, обществоведческих, естественно-математических и эстетических дисциплин для французских колледжей и лицеев. Сделан вывод о том, что учитель, преподавая знания о религии, может объединить методику отдельного предмета с метаподходами, которые охватывают все учебные предметы.

Ключевые слова: общие методические подходы, познавательный аспект знаний о религии и их воспитательный потенциал, специфика методических приёмов введения религиеведческого компонента.

Наталия ЗАЙЦЕВА

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ ДВУЯЗЫЧНОГО ОБУЧЕНИЯ В МУЛЬТИКУЛЬТУРНОЙ СРЕДЕ США

В статье рассматриваются теоретические основы развития двуязычного обучения в США. Раскрывается сущность понятия «двуязычное обучение» и других смежных понятий, касающихся сферы двуязычия. Автор знакомит с ведущими идеалами американской философии образования, касающиеся двуязычного обучения, тенденциями и основополагающими принципами развития двуязычного обучения в США. Автор акцентирует внимание на том, что двуязычное обучение в США есть достаточно развитым. Изучением двуязычного обучения в Соединенных Штатах занимались многие зарубежные ученые. Авторитетными из них являются: К. Бейкер, С. Прис-Джонс, А. Гарсия, Дж. Камминс и другие. В основу двуязычного обучения положена теория конструктивизма, которая базируется на изучении опыта природного усвоения второго языка. На основе исследований ее авторы: Дж. Камминс, С. Крашен, Т. Скунтаб-Кангас сделали вывод, что основным принципом изучения второго языка является принцип использования навыков, полученных при изучении первого (родного) языка, которые служат основой для усвоения второго. Автор подчеркивает, что ведущие идеалы, основополагающие принципы, формы и методы, организация и содержание двуязычного обучения США актуальны и эффективны на данном этапе развития общества, которое стремится к межкультурному общению. Потому тенденциями развития двуязычного обучения в США является соблюдение в обучении принципа демократичности, равенства, солидарности, свободы выбора, мультикультурности, ступенчатости и непрерывности обучения, диверсификации структур и форм, гуманизации образования, соблюдения межпредметных связей и т.д. Автор уверен, что в течение последних десятилетий практики двуязычного обучения в США страна приобрела большой опыт и является хорошим примером для подражания для других мультикультурных государств, в частности Украины.

Ключевые слова: билингвальное (двуязычное) обучение, мультикультурное образование, многоязычное обучение, теоретические предпосылки.

Ирина ТУРЧИК

ШКОЛЬНЫЙ СПОРТ В СРЕДНИХ И СТАРШИХ ШКОЛАХ США (МАСШТАБЫ И ФАКТОРЫ ПРИВЛЕЧЕНИЯ)

В статье установлены факторы, влияющие на привлечение детей к систематической двигательной активности, а именно к занятиям школьным спортом в США. Подтверждено, что систематическая двигательная активность молодежи США определяется американскими специалистами, как важная составляющая общественного здравоохранения и ее увеличение является важной задачей образовательной политики США. Выявлено, что уровень участия школьников в занятиях школьным спортом зависит от пола, социальноэкономического статуса школы и имеющегося количества спортивных сооружений.

Ключевые слова: школьный спорт, США, здоровья, факторы привлечения, средняя школа, старшая школа.



Юлия ГОЛОВАЦКАЯ

СОВЕРШЕНСТВОВАНИЯ СИСТЕМЫ МАГИСТЕРСКОЙ ПОДГОТОВКИ ПЕРЕВОДЧИКОВ В ВУЗ УКРАИНЫ НА ОСНОВЕ ПРОГРЕССИВНОГО ОПЫТА КАНАДЫ

В статье рассмотрены основные направления, по которым следует осуществлять реформирование и совершенствование переводческого образования в Украине. Определены и обоснованы позитивные аспекты канадского опыта подготовки магистров перевода для отечественной системы высшего образования.

Ключевые слова: подготовка магистров перевода, структура и содержание образовательных программ, формы организации обучения, технологии обучения магистров перевода.

Оксана ПЕРШУКОВА

РОЛЬ МЕЖДУНАРОДНЫХ ОРГАНИЗАЦИЙ В ПРОЦЕССЕ СТАНОВЛЕНИЯ И РАЗВИТИЯ МНОГОЯЗЫЧНОГО ОБРАЗОВАНИЯ В СТРАНАХ ЕВРОПЫ

Статья посвящена ретроспективному анализу документов международных организаций (ООН, ЮНЕСКО, ОБСЕ, Совет Европы, Европейский Союз), в которых намечены ориентиры для национальных политик по сохранению и развитию многоязычия. Особое внимание уделено изучению деятельности и определению стратегии этих институтов в аспекте развития многоязычного образования школьников в странах Европы. Автором определены общие направления деятельности международных организаций и отдельно обозначена роль каждой из организаций в развитии этого педагогического феномена.

Ключевые слова: Сохранение и развитие многоязычия, многоязычное образование, запрет дискриминации, образование для всех, качество образования, национальная языковая политика, школьное образование в Европе.

Дариуш СКАЛЬСКИ

ЗНАЧЕНИЕ ВОЛОНТЁРСКОГО ПОДХОДА К ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ (С ИСПОЛЬЗОВАНИЕМ МАТЕРИАЛОВ ВЫСТУПЛЕНИЙ НА СЕМИНАРЕ «ЕВРОПЕЙСКИЕ ЦЕННОСТИ В ДЕЙСТВИИ: ВОЛОНТЁРСТВО ДЛЯ РОЗУМНОГО, СТАБИЛЬНОГО И ИНКЛЮЗИВНОГО РАЗВИТИЯ»)

Статья посвящена рассмотрению специфики педагогической деятельности с волонтерского подхода. Автор рассматривает профессию учителя; наделяя её атрибутами волонтерской деятельности: добровольностью, нацеленной на пользу другим людям, эмпатией, альтруизмом. Педагогическая подготовка рассматривается как процесс, педагогическая деятельность – как состояние.

Ключевые слова: волонтер, учитель, педагогический процесс, эмпатия, альтруизм.

**Elżbieta KORNACKA-SKWARA, Agata POKROPIŃSKA, Andrzej SKWARA
ZASTOSOWANIE TRENINGU NEUROFEEDBACK U MŁODZIEŻY Z RODZIN ROZWIEDZIONYCH**

Статья посвящена рассмотрению особенностей применения тренинга «нейрофидбек» для молодежи, которая находится под влиянием семейного стресса, вызванного разводом родителей. «Нейрофидбек» выполняется с помощью техники, которая состоит на механизме обратной связи с использованием энцефалографии. Сами записи состоят в регистрировании биоэлектрического состояния мозга, определяется с помощью электродов, прикрепленных к коже головы по четко определенной чем.

Ключевые слова: семейный стресс, тренинг «нейрофидбек», биоэлектрический состояние мозга.



Lidia MARSZAŁEK

UPBRINGING AS PREPARATION TO LIFE OR AS LIFE ITSELF? THE QUESTION IS STILL OPEN

В статье проанализировано значение детства в контексте всего развития человека. Жизнь ребенка проходит в определенный период времени, в любой момент. Настоящее, с точки зрения ребенка, является важнейшей перспективой. – Мир существует «здесь и сейчас», и дети знакомятся с ним в это время. Они узнают как понимать мир, формируют собственную точку зрения на вещи, создают такую версию мира, где они могут найти свое место. Дети всегда испытывают вещи, которые происходят «сейчас», и «я» – всегда в центре. Дети учатся через опыт, поэтому они не могут быть готовы к жизни, не имея возможности участвовать в этой жизни. Дети являются соавторами собственного детства и общества, и, как следствие, у взрослых есть некоторые серьезные задачи к выполнению – кроме воспитания и обучения – они должны заботиться о сохранении детского жизненного пространства и всех его качеств.

Ключевые слова: ребенок, образование, закон Клапареда, значение детства.

Надежда ШЕВЕРУН

РОЛЬ МОТИВАЦИИ В ПРОЦЕССЕ ОБУЧЕНИЯ СТУДЕНТОВ ИНОСТРАННЫМ ЯЗЫКАМ

Статья посвящена освещению роли мотивации в процессе обучения студентов иностранным языкам, а именно: общие принципы, индивидуальные личностные качества студента и факторы, связанные с ситуацией обучения. Доказано, что роль мотивации в усвоении иностранного языка уже в течение многих лет находится в центре заинтересованности теоретиков и исследователей, о чем свидетельствуют многочисленные теоретические модели, эмпирические исследования и дидактические предложения. Раскрыта типология важнейших мотивов изучения языка в форме оппозиционных пар, представленную польским ученым. Схарактеризовано модель распределения процесса мотивации; выделены основные факторы, которые влияют на уровень мотивации; выявлены главные стратегии мотивации относительно разных факторов.

Ключевые слова: мотивация учебной деятельности, стратегии мотивации, типология мотивов, обучение иностранным языкам.

Наталія ТЕРЕХІНА

НЕФОРМАЛЬНЕ ОБРАЗОВАНИЕ КАК ВАЖНАЯ СОСТАВЛЯЮЩАЯ СИСТЕМЫ ОБРАЗОВАНИЯ ВЗРОСЛЫХ

Статья посвящена проблемам развития неформального образования как важной составляющей системы образования взрослых. В статье дается определение неформального, формального и информального (спонтанного) образования. Определены признаки и задачи неформального образования; выделены общие характеристики неформального обучения. Отмечена роль и значение неформального образования взрослых как основополагающего понятия образования в течение жизни; подчеркнута важность предоставления качественных образовательных услуг в сфере неформального образования взрослых, проанализированы учебные программы в области неформального образования взрослых; подчеркнута важность неформального образования в контексте образования в рамках Университета третьего возраста.

Ключевые слова: непрерывное обучение, образование взрослых, неформальное образование, формальное образование.



Ольга ПЕРМЯКОВА

ПРОБЛЕМА ОЦЕНИВАНИЯ ЗНАНИЙ УЧЕНИКОВ В КОНТЕКСТЕ ДОСИМОЛОГИЧЕСКИХ ИССЛЕДОВАНИЙ ФРАНЦУЗСКИХ УЧЕНЫХ

В статье рассмотрен вопрос оценивания знаний учеников в контексте досимологических исследований французских ученых. Представлены основные теоретические положения досимологии, которая существует во Франции как самостоятельная область педагогической науки. Также представлен обзор французской научной литературы з досимологии. Акцентировано внимание на сущности оценивания, показано его отличие от обычного контроля, а также выделены факторы, которые оказывают влияние на оценку.

Ключевые слова: оценивание, контроль, оценка, обучение, успеваемость учеников, знания, досимология.

Инна ЯРМАК

СТАНОВЛЕНИЕ ОБЩЕСТВА ЗНАНИЙ И ОСОБЕННОСТИ МОДЕРНИЗАЦИИ ЕВРОПЕЙСКОЙ СИСТЕМЫ ВЫСШЕГО ОБРАЗОВАНИЯ

Статья посвящена освещению проблемы становления общества знаний и особенностям модернизации европейской системы высшего образования. В статье рассмотрены концепции и характеристики обществ, предшествовавших становлению общества знаний, обоснована необходимость общественных изменений, предоставлено характерные черты общества знаний и предпосылки его возникновения. Охарактеризованы роль и задачи образования в обществе знаний. Изложены концепции ведущих ученых относительно исследуемой проблемы и намечены приоритетные направления развития общества знаний.

Ключевые слова: общество знаний, высшее образование, модернизация, знания, непрерывное образование.

Леся ВИКТОРОВА

ДИАГНОСТИРОВАНИЕ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ СТУДЕНТОВ ИНОЯЗЫЧНОЙ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ ЛЕКСИКИ

Проанализированы современные подходы диагностики результатов обучения и разработки рационального методического инструментария для оценки компетентностей, необходимых для профессионального иноязычного общения. Диагностирование рассматриваем как интегрированное понятие, которое сочетает контроль, проверку, оценивание, учет знаний, умений, навыков учащихся, анализ, выявление факторов, влияющих на эффективность процесса иноязычной подготовки, прогнозирования тенденций и динамики развития учебно-воспитательного процесса. В частности, оценку результатов обучения профессионально-ориентированной и терминологической лексики предлагается проводить с помощью критериев, определяющих качественные характеристики процесса формирования иноязычной профессионально-коммуникативной компетентности студентов. Охарактеризованы критерии и показатели, позволяющие оценивать результаты иноязычной подготовки на любом темпоральной отрезке, давать ему качественную и количественную характеристику, а также корректировать учебные программы, сопоставляя их с разработанным эталоном.

Ключевые слова: иноязычная подготовка, компетентностный подход, диагностирование процессов обучения, контроль, учет, оценка, профессиональная речь, узкоспециализированная лексика.



Виктор ПАШКОВ

СУТЬ И ОСНОВНЫЕ МОДЕЛИ ДЕЦЕНТРАЛИЗАЦИИ УПРАВЛЕНИЯ ВЫСШИМ ОБРАЗОВАНИЕМ В ЗАРУБЕЖНЫХ СТРАНАХ И УКРАИНЕ (ЧАСТЬ 2)

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.

Светлана ИСАЕВА

ПРОФЕССИОНАЛЬНАЯ Я-КОНЦЕПЦИЯ УЧИТЕЛЯ В РЕТРОСПЕКТИВЕ ТВОРЧЕСКОГО НАСЛЕДИЯ ТОМАСА ГОРДОНА (1918–2002)

В статье подчеркивается необходимость и важность педагогической профессии. Огромное значение уделяется необходимости корректного обучения будущих педагогов. Подчеркивается роль педагога как посредника между детьми и системой идей и традиций человечества. Актуальность данной статьи обуславливается определенными заданиями, которые выставляются перед педагогами. Большое значение уделяется умению эффективно общаться. Осуществляется анализ философской, психологической и педагогической литературы, благодаря чему подтверждаются поиски отечественными и зарубежными учеными новых условий и механизмов воспитания учителем подросткового поколения. Исследуется деятельность выдающегося американского ученого, педагога-реформатора, психолога, основателя ассоциации «Гордон трейнинг интернешенел», Томаса Гордона. Кратко предоставляется информация о его жизни. Особое внимание уделяется профессиональной я-концепции учителя в ретроспективе творческого наследия Томаса Гордона. Называются качества, которыми, с точки зрения Томаса Гордона, должен владеть учитель: толерантность, способность сочувствовать, умение нейтрализовать негативное поведение учеников, умение научить учеников самостоятельно решать свои проблемы.

Ключевые слова: Томас Гордон, ретроспектива творческого наследия, я-концепция учителя.

Марьяна КЛЫМ

САМОВОСПИТАНИЯ ЛИЧНОСТИ РЕБЕНКА В ПСИХОЛОГО-ПЕДАГОГИЧЕСКОМ НАСЛЕДИИ Г. А. ЛИНДНЕРА

Статья посвящена анализу особенностей процесса самовоспитания личности ребенка в научном наследии Г. А. Линднера. Доказано, что в его трудах состоялась комплексная переоценка сферы воспитания и самовоспитания ребенка. Особое внимание уделяется необходимости понимания детства, которое синхронно связано с пространством взрослых. В исследовании установлено, что самовоспитание личности ребенка в научном наследии Г. А. Линднера определяется как целенаправленное, активное вхождение в окружающий социум, которое требует определенных педагогических условий – гуманизации процесса становления личности, соответствия содержания, объема и характера педагогической деятельности возможностям и условиям данного социума. Определено, что в творческом наследии ученого ребенок занимает особое место. Самовоспитания ребенка считалось приоритетным направлением дошкольного образования, сферы семейного воспитания и социального воспитания и одновременно важным системным педагогически взвешенным процессом.

Ключевые слова: самовоспитание, саморазвитие, личность, ребенок, Г. А. Линднер.



Лариса РУБАН

ДОМАШНЕЕ ОБУЧЕНИЕ КАК АЛЬТЕРНАТИВНАЯ ФОРМА ПОЛУЧЕНИЯ НАЧАЛЬНОГО ОБРАЗОВАНИЯ (ПО ИДЕЯМ АМЕРИКАНСКОГО ПЕДАГОГА ДЖОНА ХОЛТА)

Статья раскрывает содержание домашнего обучения, его преимущества при определенных обстоятельствах и распространение в странах Европы по идеям американского педагога Джона Холта. Интерес мирового педагогического сообщества к наследию Джона Холта вызван, прежде всего, тем, что имя педагога стало символом домашнего обучения. Сначала идеи Джона Холта распространялись в англоязычном мире, а в связи со стремительным ростом домашнего образования приобрели транснациональный образовательный характер. Распространение идей Джона Холта происходит благодаря активной деятельности общественной образовательной организации – Ассоциации Джона Холта.

Ключевые слова:

Джон Холт, мировое педагогическое сообщество, альтернативная форма обучения, домашнее образование, Ассоциация Джона Холта.

Светлана АМЕЛИНА, Ростислав ТАРАСЕНКО

ИНФОРМАЦИОННО-ТЕХНОЛОГИЧЕСКАЯ СОСТАВЛЯЮЩАЯ В ПРОГРАММАХ ПОДГОТОВКИ БУДУЩИХ ПЕРЕВОДЧИКОВ В УНИВЕРСИТЕТАХ ВЕЛИКОБРИТАНИИ

В статье рассмотрены особенности информационно-технологической подготовки будущих переводчиков в университетах Великобритании. Установлено, что подавляющее большинство британских университетов предлагает программы подготовки переводчиков с акцентом на информационно-технологической составляющей. Констатируется, что она осуществляется путем введения междисциплинарных модулей, содержание которых сосредоточено на овладении технологиями автоматизированного перевода и изучении специализированного программного обеспечения. Выявлено, что подавляющее большинство этих модулей предусматривает изучение современного состояния и развития теории перевода, различных подходов к обработке текста и инструментов автоматизированного перевода. Указано на возможности имплементации опыта британских университетов в отечественных высших учебных заведениях.

Ключевые слова:

информационно-технологическая подготовка, содержание подготовки, программа, переводчик.

Елена ГОНЧАРЕНКО

ПРАКТИКОЛОГИЧЕСКОЕ ПРИМЕНЕНИЕ ПРИНЦИПОВ ОБУЧЕНИЯ ГОСУДАРСТВЕННЫХ СЛУЖАЩИХ В ПРОЦЕССЕ ПОВЫШЕНИЯ ИХ КВАЛИФИКАЦИИ (ОПЫТ ФРАНЦИИ)

Определены типы повышения квалификации государственных служащих Франции, изложены их характерные черты и методы, что дало возможность пронаблюдать за практическим применением принципов обучения госслужащих во время их повышения квалификации. Активное их применение на практике объясняется доступностью и комфортностью методов и форм работы с государственными служащими по каждому типу повышения квалификации, которые позволяют обучаться в удобном месте и в удобное время, без лишних затрат времени, согласно индивидуальных потребностей служащего. По мнению автора, благодаря универсальности и относительно небольшой затратности, рассмотренные типы и принципы могут быть воплощены в практику профессионального обучения государственных служащих в Украине.

Ключевые слова:

государственный служащий, типы повышения квалификации, принципы обучения, Франция.



ANNOTATIONS

Olena LOKSHYNA

PROFESSIONALIZATION OF COMPARATIVE EDUCATION IN UKRAINE: ACHIEVEMENTS AND CHALLENGES IN THE DIMENSION OF THE PEDAGOGICAL COMPARATIVISTICS ABROAD

The author analysis the genesis of pedagogical comparativistics abroad; traces the transformation of the comparative education methodological postulates from the linear borrowings towards a multidimensional analysis on the basis of the system, cultural, synergetic and prognostic approaches; underlines the synchronization of the development of the epistemological and infrastructure platforms of the comparative education, stressing its professionalization. In the article the professionalization is understood as the transformation of the comparative education into a separate area of pedagogical knowledge (with its subject, aim, tasks, methods and conceptual ideas) based on the infrastructural grounds (comprising professional associations, journals, and university courses). The author underlines the strong characteristics of the Ukrainian comparative education including the availability of several comparative education research centres; teaching of the «Comparative Education» course in a number of universities; publishing of the specialized journals, i.e. «Porivnyalno-Pedahohichni Studiyi» (The Comparative Education Studies, <http://sce.udpu.org.ua>) and «Porivnyalna Profesiyna Pedagogika (Comparative Professional Education, <http://khnu.km.ua/angl/j/default.htm>); conducting of the specialized events (by the research centres). The article contains a list of challenges (primarily methodological ones) facing the comparative education in Ukraine today. Among them are such open questions as the use of methods in the comparative education research; the format of comparison with the Ukrainian education; the format of a study result in order to be useful for the Ukrainian education; the selection of a topic for a research.

Keywords: *comparative education, Ukraine, pedagogical comparativistics, methodology, professionalization.*

Vikoriya VOZNYUK

APPROACHES TO INTERPRETATION OF THE OF «EXTENDED SCHOOL» CONCEPT IN ENGLISH-SPEAKING COUNTRIES

The article describes the approaches to the interpretation of the concept by the leading theorists as well as definitions given in regulations of the developed English-speaking world (UK, USA, Australia). The comparative analysis of the definitions is conducted. The types of services that provide extended schools are defined. The essence of the inter-agency partnership and related to it concepts are analyzed. The essence of childcare in the Sure Start Children's Centers as leading partners of the extended schools in the provision of care for young children is analyzed.

Having reviewed the approaches to the interpretation of the concept of the extended school of various scholars and legislative acts, the author concluded that the extended school is a specific type of a school providing a broad range of services to consumers educational and social services and functions as the core of the community. After a more detailed analysis of the key elements and services specified type of the educational institution the letter was defined as advisable to disseminate British experience in the Ukrainian educational system.

Keywords: *extended school services, extended schools, full-service extended school, multi-agency partnership, health services, parenting support, childcare.*



Olena ZHYZHKO

ACHIEVEMENTS OF ADULTS INCLUSIVE EDUCATION IN MEXICO

This article presents the results of scientific pedagogical research that aims was to analyze the achievements of inclusive education of adults in Mexico. The author found that in Mexico the problems of adult education studied F. Adam, A. Alcalá, P. Casau, P. Latapi Sarre, R. Ludojoskiy, L. Rodriguez, J. Fermin Gonzalez et al.

Since the late 90s of the twentieth century, the Government of Mexico with the support of the public, private and civil society organizations developed such innovative inclusive program of adult education : «Education Model for Life and Work», training projects for blind and visually impaired, «Bilingual Integrated Indians», «Bilingual Indians with knowledge of the Spanish as second language», program for Mexicans living abroad, «Training for the work of the third age adults», «Learning of temporary agricultural migrant workers» and others.

«Model of Education for Life and Work» (MEVIT) is an innovative national educational program for youth and adults who are in conditions of social and economic marginality, based on the needs and interests of this community: the acquisition of knowledge for accreditation of basic education, and knowledge and skills in various areas of everyday life and work.

Theoretical and methodological basis of the MEVIT's program is socio-pedagogical paradigm, according to which the training needs caused by the basic needs of an adult. The concept of adult education programs based on the ideas of constructivism and cognositivity and postulates that education should meet the basic human needs and improve self-esteem, freedom, national identity and multiculturalism, develop cognitive abilities and more.

In addition to the general curriculum, designed for any category of adult, MEVIT developed special offers for those segments of the population of Mexico as adults with physical and mental disabilities, HIV-infected, immigrants, ethnic minorities and others. Each group provides by a special curriculum to meet the needs of its members.

One of the MEVIT's training projects for disabled adapt the program for blind and visually impaired using Braille and audio materials. This project, which started at the initiative of the National Institute of Adult Education and NGOs engaged in education of blind and visually impaired people, using printed material developed by MEVIT for creating of typing interactive software and audio text books and other teaching materials reproduced on computers of «public spaces».

Another inclusive MEVIT's project is the development of two training programs for Indians: «Bilingual Integrated Indians» and «Bilingual Indians with knowledge of Spanish as a second language». The aim of this project is to provide basic and vocational training to representatives of many ethnic groups of Mexico in their native languages using educational material connected with their social and cultural life, and to teach the Spanish language, keeping knowledge of their own dialects and cultural identity.

So, the inclusive character of Mexican programs of adult education is reflected in the development of special courses for the adults with physical and mental disabilities, immigrants, ethnic minorities and other categories of adults.

Keywords: *adult education, inclusive education, educational programs for different categories of the adult population, the Mexican education system.*

Ruslan KUBANOV

THE QUALITY OF HIGHER EDUCATION: THE COMPARATIVE ANALYSIS OF VIEWS OF FOREIGN AND DOMESTIC SCIENTIFIC FIGURES

The article discusses approaches to the definition of «quality of higher education» in foreign pedagogy on the basis of the objectivist, the relativistic approach and development concept. Also highlights the position of local researchers about the nature of the quality of higher education. The relationship between the concepts of «quality of higher education» and «quality of training». In



particular, the author determined that the researchers from different countries distinguish the concept of «the quality of higher education» in a broad and narrow sense. As a result of narrowing of the concept of «quality of higher education», there is the concept of «quality of training», which can be considered at different levels: the first level – the planning of training, when certain ideas about the planned training as laid in the educational program for each subject, and the second – stage in the implementation of educational programs in the educational process, and the third – the results of evaluation of the quality of the educational process. Thus, the quality of training students in the study considered as profound assimilation of specially selected, structured theoretical foundations of specialty material for students gaining professional skills, develop the necessary personal competencies during specially organized, professionally directed learning process. The findings indicated that the study approaches of foreign and domestic researchers about the nature of higher education quality allow us to state the priority of this issue in the modernization of the system of vocational training according to the requirements of modern times.

Keywords: students, researchers, education, higher education, the quality of higher education, the quality of training.

Olena YAROVA

ARTS EDUCATION AT PRIMARY SCHOOLS OF THE EUROPEAN UNION: DEVELOPMENT TRENDS

The article describes the peculiarities of arts education organization at ISCED 1 in the European Union member-states. It analyzes the key policy developments and initiatives in the field of education and culture at the beginning of the XXI century on part of the EU. Special attention is given to the objectives of arts education, its content, status, and models.

The role of liberal education, arts in particular, in forming the competencies of young people for life in the twenty-first century has been widely recognized at the European level. The main objectives of arts education declared in national curricular, such as the development of students' artistic skills and knowledge, critical assessment of cultural heritage, promotion of self-expression, understanding of personal identity and cultural diversity by encouraging creativity, are similar among all the countries of the European Union. However, the «art for life» goal is mentioned only in some programs.

Arts education in primary school fulfils its functions by enlarging knowledge and skills in the classroom through arts disciplines, mastering the technique and method of implementation of creative ideas that enrich younger students' possibilities for artistic expression and sensuality, meeting art works of different cultures and eras, practising creativity that allows children to realize their cultural and artistic projects. Contents of arts education in most EU countries include visual arts and music programs with crafts, dance, drama, architecture, and media arts being less popular at primary stage.

In about half of the EU states minimal time for studying arts subjects is ranging from 50 to 100 hours per year at ISCED 1. Criteria for evaluating students' achievements in arts education are usually determined by teachers at the school level. They are based on the curriculum objectives or educational authorities' instructions. Primary school most commonly practises verbal comments.

Today at primary school in the EU countries the following trends in arts education are observed: arts education is a compulsory component of basic education programs; fine arts and music are dominating other aesthetic disciplines (e.g., drama and dance) in programs for primary school; two models of arts education are being realized at ISCED 1 – combining arts disciplines as a distinct area within the curriculum or teaching them as separate subjects without any conceptual link between them; integration of arts education into the content of other disciplines (history, literature, languages, physical education, etc.); the content of school arts education is being enriched by the study of the media, including cinema, photography and digital arts, and encourages students and teachers to use ICT in the creative process; as a result of modern demographic changes the intercultural aspect is becoming one of the basic principles of teaching arts subjects; arts education is



being practically oriented; the potential of arts education is used to create a situation of success in teaching underachieving students; schools are encouraged to organize extra-curricular arts activities and collaborate with professional artists and cultural institutions; local cultural features are more often considered. The above-mentioned processes impose new demands on teachers and schools, and need guidance and support at the political level.

Keywords: *primary school, arts education, cultural education, creativity, program goals, the content of education, assessment system, teacher training, development trend, interdisciplinary approach, extracurricular activities.*

Inna LAUKHINA

GENERAL METHODOLOGICAL APPROACH TO PRACTICAL IMPLEMENTATION OF RELIGION COMPONENT IN MODERN SCHOOLS IN FRANCE

The article describes general methodological approaches to the implementing of religious component of knowledge of secondary school content in France. The description of general methodological approaches to the educational aspect of religious knowledge and their educational potential is presented. While implementing the religious component the logical idea is taken into consideration. Also the methodology of it's conducting is of vital importance. Such methodological approaches are used as comparative, historical, policultural, investigating, and others.

Educational programmes in philological, humanistic, scientific, mathematical and asthetic subjects in French colleges and high-schools.

The realization of the main methodological approaches in religious education requires much effort and a strong team of teachers, French educators mention. The module organization of the timetable is also necessary.

The article dwells on French educational programmes for colleges and high-schools. They contain recommendations for the methods which should be used when conducting the subject. The programmes are legal documents for methodological support. But they also emphasize pedagogical art of the teacher who can use general methodological approaches. For the realization of the religious component they use the methods which can be applied to any subject.

There is a conclusion that when conducting religion the teacher can combine the methodology of a separate subject and approaches which include all subjects.

Keywords: *general methodological approaches, educational aspect of religious knowledge, educational potential of religion, peculiarity of methodological support of implementing the religious component.*

Nataliya ZAYTSEVA

THEORETICAL FOUNDATIONS OF THE BILINGUAL EDUCATION DEVELOPMENT IN THE MULTICULTURAL ENVIRONMENT OF THE USA

The article deals with the theoretical foundations of bilingual education in the United States. The essence of the concept «bilingual education» and other concepts that relate to the bilingualism are elucidated. The author introduces the major ideals of the American philosophy of education related to bilingual education, trends and the fundamental principles of bilingual education in the United States.

The author focuses on the fact that bilingual education in the United States is well advanced. Many foreign scientists studied bilingual education in the United States. Most reputable ones are: K. Baker, C. Priest-Jones, A. Garcia, J. Cummins and others. The basis of bilingual education includes constructivism theory, which is based on the experience of natural mastering a second language. On the base of the researches the authors of the theory, J. Cummins, S. Krashen, T. Skutnab-Kangas, concluded that the basic principle of learning a second language is the principle of using the skills gained in the study of the first (native) language, which serve as a basis for learning the second language.



The author stresses that key ideals, underlying principles, forms and methods of organization and content of the United States bilingual education are relevant and effective at this stage of social development. Nowadays society seeks to intercultural communication because trends of the bilingual education development in the United States are being in compliance with the principle of democratic education, equality, solidarity, freedom of choice, multiculturalism, the continuity of the level of education, and diversification of forms, humanizing of education, following interdisciplinary connections and so on. The author says that in recent decades the practice of bilingual education in the United States was highly developed and the country has gained a great bilingual experience and can be a good model for other multicultural countries, including Ukraine.

Keywords: bilingual education, multicultural education, multilingual education, theoretical principles.

Iryna TURCHYK

SCHOOL SPORT IN MIDDLE AND HIGH SCHOOL IN THE USA (DEGREE AND FACTS OF INVOLVEMENT)

In the article there are established factors, which influence children's involvement in systematic physical activity, namely in doing sports at school in the USA. Source database of the research includes legislation acts and regulations, government enactments and governmental prescriptions concerning education, health, physical education and sport in educational institutions of the USA. It is confirmed that systematic physical activity of youth in the USA is defined by American experts as an important part of public health care and its increase is an important task of educational policy of the USA. It is revealed that the level of participation of students in PE lessons depends on gender, socioeconomic status of a school and the number of sports facilities. American government is stated to provide targeted assistance in order to secure equal participation of all students in school sport, regardless of their income. In addition, schools can enter into special agreements with municipalities, which refers common maintenance of school sports facilities.

Keywords: school sport, USA, health, factors influence, secondary school, high school.

Yulia HOLOVATSKA

IMPROVEMENT OF TRANSLATORS' TRAINING SYSTEM ON MASTER'S DEGREE LEVEL IN UKRAINIAN UNIVERSITIES USING PROGRESSIVE CANADIAN EXPERIENCE

The paper reveals main ways according to which the reformation and improvement of ukrainian translators' education should be accomplished. Positive aspects of Canadian experience of training translators on master's degree level which can be implemented to the national system of higher education are defined and motivated. Studying of progressive Canadian experience of training translators/interpreters on master's degree level and investigation of the given problem in Ukraine gives an opportunity to define the following ways of its reformation and improvement. It is decided that the first step to the improvement of national translators' education is ordering of legislation in the sphere of higher education. In this context great attention should be paid to the financing of higher education and its decentralization. Translators' training should respond to the demands of labor market. In order to reach this aim a constant monitoring is to be held in translation sphere by professional organization. It is defined that improving of organization of master's degree translators' training can be realized in the following ways: specialization of training programs which includes differentiation in training translators and interpreters and also thematic specialization according to the spheres of activity (economics, medicine, law, business etc.); regular renewal of educational programs through the involvement of experienced translators and interpreters; improvement of the content of master's degree training programs which can be realized through the ordering of compulsory courses, increasing of optional ones, diversification of forms of translators/interpreters



training, implementation of special approaches of translators/interpreters training, intensive use of informational technologies, improvement of practical training, intensive use of interactive forms of teaching, improvement of accreditation and certification systems of master's degree programs and specialists.

Keywords: *translators' training on Master's degree level, structure and content of educational programs, forms of education organization, technologies of teaching Master's degree students.*

Oksana PERSHUKOVA

THE ROLE OF INTERNATIONAL ORGANIZATIONS IN THE PROCESS OF FORMATION AND DEVELOPMENT OF MULTILINGUAL EDUCATION IN EUROPE

The article deals with the retrospective analysis of the documents of international organizations: United Nations Organization (UN), its special agency the United Nations Educational Scientific and Cultural Organization (UNESCO), Organization for Security and Cooperation in Europe (OSCE), Council of Europe (CE) and European Union (EU) in which guidelines for national politics on preserving and developing multilingualism are provided. Special attention is paid to these institutions' activity learning and strategy defining in the aspect of multilingual education of schoolchildren development in European countries. The author substantiated basic directions of international organizations activities. They are designed to create a rational and constructive plan of conservation and development of multilingual population in coordination with the ideology of peace and brotherhood. This plan is designed for long-term implementation and accompanied by constant analysis and monitoring.

Following the ideology of peace and cooperation activities of international organizations in the field of language education is focused on a combination of global, national and regional trends in the society, taking into account socio-economic, political and cultural contexts of different countries, and are as follows: 1) analysis and synthesis of experience on multilingualism preserving and development including due to school multilingual education; 2) definition of common problems of modern education and finding the ways of its development including the formation of plurilingualism; 3) peer review at various levels: from country's language policy to the level of language proficiency definition of separately taken personality; 4) implementation and coordination of regulatory work. This activity also provides benchmarks for national educational policies and common to all countries proposals, which are subject specifications at national, regional and local levels. The aim of this process is to put the idea of a society of equal opportunities into reality. Special attention is also paid to the specific role of every organization in the development this educational phenomena identification.

Keywords *Multilingualism preserving and development; multilingual education; prohibition of discrimination; education for all; quality of education; national language policy; school education in Europe.*

Dariusz SKALSKI

VOLUNTARIATE APPROACH TO TEACHING (presentations at the seminar «European values in action: volunteering for smart, sustainable and inclusive growth» have been used)

The article uses voluntariate approach to teaching. The above mentioned approach was paid close attention to at (Brussels, 2011). The event was summarizing the main activities of 2011 which was pronounced the Year of Volunteering.

First of all, the author gives the principle definitions of volunteering laying the emphasis on free will, awareness, empathy and altruism. He provides a number of proves to the fact that the teacher and the volunteer have much in common both relying on the above mentioned attributes.



The next thing the author is drawing attention to the teacher as a unique personality who has knowledge, particular social and psychological characteristics. The author stresses that the person considering teaching as a career should have volunteers qualities.

And finally, the author raises some issues for further discussions, dealing with voluntaries nature of teaching.

Keywords: *Voluntariate approach, volunteering, free will, empathy, altruism.*

Elżbieta KORNACKA-SKWARA, Agata POKROPIŃSKA, Andrzej SKWARA
USING NEUROFEEDBACK FOR CHILDREN FROM DIVORCED FAMILIES

The article is devoted to the peculiarities of using neurofeedback training for children subject to family stress caused by parents' divorce.

The family stress is presented as the disfunctioning of particular family members as well as the family as a system. The stress is characterised as a lasting process, thus it is a longitude cause for non-adequate self-esteem, emotional problems and problems with socializing.

The training is performed with the aid of the appliance based on the feedback mechanism using encephalography. The records register bioelectric state of brain conducted by electrodes fastened to the head in particular places.

The cases described in the article have proved the positive effect of the approach to reduce family stress which is visible through the changes in the brain waves shown in the pictures.

Keywords: *family stress, neurofeedback training.*

Lidia MARSZAŁEK
UPBRINGING AS PREPARATION TO LIFE OR AS LIFE ITSELF? THE QUESTION IS STILL OPEN

The article presents childhood as a life period which is related to a quality of upbringing. Upbringing, in its turn is shown not only as a child's need, but as the child's right. As a result upbringing is not something understood as planned influence on a pupil's development in order to transform his/her personality towards an accepted educational perfection. The present notion of upbringing is characterized in different categories, most of them dealing with interaction.

In the article upbringing is understood as a process which is a preparation to life – in different time perspectives, but it is still a vision of pupils' future, guiding them in order to achieve new and higher levels of development. This way of understanding can result in the conclusions that people are always «an unfinished» being, there are no limits to their development, they can improve themselves any time, and they can achieve transgression beyond their present existence. However, it can also be a source for an opinion that they are always – especially during childhood – an imperfect and immature being who needs to be shaped, completed with some knowledge, formed towards specific educational ideals and who needs to have some values implemented.

The pedagogical vision, depicted in this way, must aim at discovering in children the things that are best and probably present in every sphere of their functioning – physical, psychological, social and spiritual ones. Children are co-authors of their own childhood and society, and as a consequence, adults have some serious tasks to fulfil – besides upbringing and teaching – they have to take care of preservation of children's life space and all its qualities. For this reason, tutors are expected to respect the right to experience childhood in its natural form and with its special character as it is, on one hand – a special moratorium on being a mature, efficient and competent man, and on the other hand – the period which is characterised by exceptionally beautiful existence. In the presence of these axioms, there can be only one answer to E. Claparedé's question – upbringing is the life which prepares to life.

Key words: *Upbringing, child's rights, E. Claparedé, children.*



Nadiya SHEVERUN

ROLE OF MOTIVATION IN THE PROCESS OF TEACHING STUDENTS FOREIGN LANGUAGES

The article is sanctified to show the role of motivation in the process of students' foreign languages studies. Basic factors that swim out on the level of motivation are distinguished, namely: general principles, student's individual personality qualities and factors related to the situation of studies. It is proved that the role of motivation in foreign language's mastering is in the centre of the personal interest of theorists and researchers for many years, what is testified by numerous theoretical models, empiric researches and didactics suggestions.

The typology of major reasons of language study is exposed in form of opposition pairs, presented by the Polish scientist. The model of motivation process distribution, offered by British researchers, the object of which is to show dynamic character of this factor, concentrated on its stages of development from the moment of aims determination, through implementation of actions that serve their realization to their evaluation is characterised. The importance of these three stages which is played by different reasons is proved, where several factors are undertaken to attention when we consider what aim we want to realize; other are applied in the process of job processing and some other are used when the moment of evaluation comes. It is grounded, that in case of choice motivation, a large value the following elements will have: properties of certain goal (closeness, specification and others like that); benefits from the process of studies and its positive end-point; position in relation to a certain foreign language and its users; a faith in possibility of aim gaining and ability to help to themselves in this issue; the persuasion of those, who studies and their application of corresponding strategies, and also support receiving from the side of wider public.

Main strategies of motivation are educed in relation to different factors, namely: forming of basic terms, generation of initial motivation, support of motivation, assistance to the positive evaluation of actions that are used. It is marked that the level of students' motivation depends both on frequency of strategies application and their deployment, on quality of actions that will be realized, and their best adaptation to the group specific.

Key words: *educational activity motivation, strategy of motivation, typology of motives, foreign languages studies.*

Nataliya TEROKHINA

NON-FORMAL EDUCATION AS AN IMPORTANT COMPONENT OF ADULT EDUCATION

This article is devoted to the problems of non-formal education as an important component for adult education. Non-formal, formal and informal (spontaneous) education are explained in the article. Main features and tasks of non-formal education are defined; common characteristics of non-formal learning are identified. The role and importance of non-formal adult education as a fundamental concept of continuing education is underlined; the importance of providing qualitative educational services in the field of non-formal adult education is stressed; the importance of non-formal education in the context of education in the University of the Third Age is emphasized. Non-formal education is described as a pedagogical modal for adult education, which contains a great potential for continuing education. Most highly-developed countries reform their education systems on the principles of the concept of lifelong learning. UNESCO introduced the special terms which reflect different educational services: formal, non-formal, informal education. Formal education can not fully meet the educational needs of the citizens. Non-formal education has a great potential due to the fact that this form is able to more flexible respond to new needs and offer educational system and the labor market what is needed in terms of time, content and organization of learning. Non-formal education takes place in any place (school, society, church, family, etc.); in the individual or group form; at any age, which once again confirms the existence of non-formal education as a part of lifelong learning. The source of non-formal education can be museums, schools, institutes, television, newspapers, own experience. Programs for non-formal education are organized in a way to be as



friendly for a customer as possible. UNESCO and the Council of Europe promote recognition of non-formal learning. Non-formal education is an important component of lifelong adult education; it has been developing as a result of social development and nowadays it is in great demand. Non-formal education has great potential for the development of society, the state, the individual.

Keywords: *lifelong education, adult education, non-formal education, formal education.*

Olga PERMYAKOVA

THE PROBLEM OF PUPILS' KNOWLEDGE ASSESSMENT IN THE CONTEXT OF FRENCH SCIENTISTS' DOCIMOLOGICAL RESEARCHES

The attempt to highlight the problem of evaluation of students' knowledge in the context of French scientists' docimological researches is done in this publication. The definition and main theoretical statements of docimology, which exists in France as a separate branch of pedagogics, are presented. The revision of French scientific literature in the sphere of docimology is made. The main attention is paid to the essence of evaluation, its differences from ordinary control are shown, and the factors that influence the pupil's mark are distinguished here.

Keywords: *assessment, monitoring, evaluation, training, students' progress, measurement of knowledge, docimology.*

Inna YARMAK

FORMATION OF KNOWLEDGE SOCIETY AND FEATURES OF MODERNIZATION OF EUROPEAN HIGHER EDUCATION

The article is devoted to the problem of knowledge society formation and the peculiarities of modernization of European higher education system. The concepts and characteristics of societies that preceded the establishment of knowledge society are considered.

The concept of industrial society is characterized by the transition from the old backward «traditional society» to the advanced, industrialized society. The industrial system is determined by high level technologies; the need for large capital investments; complexity and rise of time spent to perform industrial tasks. Due to increasing role of scientific research, the requirements for workers and managers training have risen. So there is a conflict in production sphere between present level of education and educational demands.

Also the post-industrial society is highlighted. The main traces are given: economy transition from goods manufacturing to production of services; prevalence of professionals and technicians among employed workers; decision-making is made by new «intellectual technology» where the leading role is played by theoretical knowledge. In such type of society organization, processing of information and knowledge are particularly important. The ground of these processes is computer as the basis of technical revolution. The emphasis is made on technological progress that naturally leads to the emergence of the theory, where education factor is emphasized as essential part of modern society.

This concept becomes a qualitatively new information society in which the economy depends on the creation, preservation and accessibility of information on national and global levels. Technology and progress influence greatly all aspects of social life, especially the sphere of education. Only qualified specialists should work on automated manufacturing. Therefore, the prestige of education is rising and the amount of middle class is increasing. The concept «information society» is defined by technology achievements and is not oriented to the person. Therefore, there is a need to transit to a qualitatively new type of society where the interaction between scientific knowledge and technology is the basis of competitiveness and people are able to generate new knowledge.

Knowledge society, where information technology production is increase, as the main source of progress and economic prosperity, is determined by the author. It should be focused on the person who has information and is able to create and implement knowledge. Thus, the role of education,



science and culture is increasing, providing continuous knowledge update process. Knowledge society is the society where all spheres, primarily the economy and education are focused on the latest achievements in the field of information and communication technologies.

The necessity of social changes is given. The characteristics of knowledge society and the conditions of its occurrence are presented. Author determined role and purpose of life-long learning in knowledge society. The conceptions of leading scientists concerning the researched problem and main priorities on the way to knowledge society are outlined.

Keywords: knowledge society, higher education, modernization, knowledge, life-long learning.

Lesya VIKTOROVA

THE DIAGNOSTICS OF PROFESSIONALLY-ORIENTED VOCABULARY TRAINING

Modern approaches to the diagnostics of training results and development of rational methodological instruments necessary for professional foreign language communication assessment are analyzed. The diagnostics is identified as an integrated notion that combines control, verification, assessment, proficiency and skills evaluation of students as well as analysis and identification of factors that influence the training process efficiency, forecasting of tendencies and dynamics of educational process development. Specifically, it is proposed to assess the results of professionally-oriented and term-based vocabulary training via criteria that define qualitative characteristics of the process of students' foreign language professional communicative competence formation. The main principles and requirements for the criteria appliance are analyzed. Criteria and indices that make it possible to assess the results of foreign language training for any temporal segment, to characterize it qualitatively and quantitatively and also to improve the lesson plans by matching them with the developed sample, are characterized.

Keywords: foreign language training, competency based approach, training, professional language, specialized vocabulary.

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.*

Svitlana ISAYEVA

PROFESSIONAL I-CONCEPTION OF A TEACHER IN THE RETROSPECTIVE OF CREATIVE HERITAGE OF THOMAS GORDON (1918-2002)

Significance and necessity of pedagogical profession is highlighted in the article. Great importance is attached to correct training of future teachers. The role of a teacher as a mediator between children and the system of ideas and humanity traditions is underlined. Topicality of the article is conditioned by some tasks which are put before teachers. Great importance is also given to the ability of effective communication. Analysis of philosophical, psychological and pedagogical literature is fulfilled. Thanks to it the home and foreign scientists' searches of new conditions and mechanisms of younger generation upbringing by a teacher are confirmed. Activity of Thomas Gordon, a prominent American scientist, a teacher-reformer, a psychologist, the founder of association «Gordon Training International», is studied. Information about his life is given briefly. Special attention is devoted to the professional I-conception of a teacher in the retrospective of creative heritage of Thomas Gordon. According to Thomas Gordon's point of view, human qualities, such as tolerance, ability to sympathize, capacity to neutralize negative behavior of pupils, capacity to teach pupils to solve their problems independently, should be owned by a teacher and are emphasized in the article.

Keywords: *Thomas Gordon, retrospective of creative heritage, I-conception of teacher.*

Mariana KLYM

SELF-EDUCATION OF THE CHILD IN PSYCHO- PEDAGOGICAL HERITAGE OF G. A. LINDNER

The article is devoted to the analysis of the process of child's self-identity in the scientific heritage of G. A. Lindner. The comprehensive reassessment of the scope of education and self-education of the child has been made in his writings. Particular attention is paid to the need for understanding of childhood, which is simultaneously connected with space adults. The self-identity of the child in the G. Lindner scientific heritage is defined as purposeful, active entry in the surrounding society, which required certain pedagogical conditions – humanizing the process of identity formation, matching the content, scope and nature of educational activities opportunities and conditions of the society.

It was determined that in the artistic heritage of scholar child took part a special place. Child self-education was considered a priority in pre-school education, family, social education and an important pedagogically systemic process. Pedagogue advised to integrate knowledge from educational anthropology, educational psychology, theology and teaching methodology in the process of self-identity. During this time G. A. Lindner was trying to develop their own vision of a dynamic concept of J. Herbart. The idea of self-identity, which includes the character's variability of education depends on the mental state of a particular social group, social relations and the status of the individual within the team are presented in his works.

Keywords: *self-education, self-development, personality, child, G. A. Lindner.*



Larysa RUBAN

HOMESCHOOLING AS AN ALTERNATIVE FORM OF PRIMARY EDUCATION (IDEAS OF AMERICAN EDUCATOR JOHN HOLT)

The article reveals the contents of homeschooling, its benefits under certain circumstances and spreading throughout Europe by the ideas of American educator John Holt. The interest of the world pedagogical community to the inheritance of John Holt is caused of the fact that his name has become a symbol of homeschooling. John Holt's ideas were spreading in the English-speaking world, but due to the rapid growth of homeschooling they have gained transnational educational character. In the world pedagogical community the ideas of John Holt are spread due to the activity of the public educational organization – Holt Associates. In the mid - 80s of the XX century the movement in support of homeschooling was primarily an American phenomenon, in Europe this form of education was considered illegal and strictly limited. Today, the largest European company in support of homeschooling is the UK, where in 2000 approximately 10,000 children were educated at home.

The article provides information about homeschooling in Australia, Argentina, Austria, Belgium, Bulgaria, Greece, Denmark, Spain, Italy, Germany, Poland, Russia, Hungary, Finland and France.

John Holt's ideas are embodied in a number of papers which received spreading and usage in many countries. Data analysis of the existence of alternative form of education – homeschooling – indicates that in some countries homeschooling is widely implemented and confirmed by law. In the developed countries homeschooling is becoming more common and this fact requires improvement of pedagogical skills and the need of alternative forms of education.

Keywords: John Holt, the world pedagogical community, alternative education, homeschooling, Holt Associates.

Svitlana AMELINA, Rostyslav TARASENKO

INFORMATION-TECHNOLOGY COMPONENT IN THE TRAINING FUTURE TRANSLATORS IN UK UNIVERSITIES

The article deals with features of the information technology training future translators in UK universities. It is found that the vast majority of British universities offer training programs for translators with a focus on information technology component. It is stated that it is carried out by introducing interdisciplinary modules, the content of which is focused on the acquisition of technology-assisted translation and study of specialized software. It is revealed that the vast majority of these modules includes the study of the current state and development of translation theory, different approaches to text processing and automated translation. Students also gain experience with several software products that are constantly used in interpretation and translation and study the requirements for the application of information technology in the translation industry. In addition, students learn how to «sell» their skills in these technologies in the translation services market, and how to use these technologies that could improve their performance in fulfilling their duties and help create a positive reputation in the direct clients and other employers. Students learn to create translation project using software. The implementation possibilities of experience of UK universities in national universities are defined.

Keywords: information technology training, content of training, program, translator.

Olena HORCHARENKO

PRAKSIOLOGICAL APPLICATION OF THE PRINCIPLE OF CIVIL SERVANTS TRAINING IN THEIR PROFESSIONAL DEVELOPMENT PROCESS (experience of France)

The article defines the types of raising the level of public officials' skills in France, states their characteristics which provides an opportunity to observe the practical use of principles of public officials' training. Active practice due to availability and comfort of methods and forms of work with public officials for each type of training that allow you to study at a convenient location and at a convenient time, without unnecessary waste of time, according to the individual needs of the employee. According to the author, thanks to the versatility and relatively low cost these types and principles can be embodied in the practice of professional training of public officials in Ukraine.

Keywords: public official, types of raising the level of skills, training principles, France.