



АННОТАЦІИ

Ореста КАРПЕНКО

РАЗВИТИЕ ИНСТИТУЦИИ ПРИЕМНОЙ СЕМЬИ КАК ФОРМЫ ОПЕКИ НАД РЕБЕНКОМ В ПОЛЬШЕ (ПЕРВАЯ ПОЛОВИНА XX В.)

В статье раскрыты становление и развитие института приемной семьи, проблема опеки над ребенком в приемной семье Польши, эволюционные перемены в предоставлении опеки детям в первой половине XX в. Акцентировано внимание на освещении содержания опеки в Конституции Речи Посполитой Польши (17.03.1921 г.). Раскрыты требования к приемным семьям и условия, в которых они могут предоставлять опеку, функции Отдела общественной опеки, Департамента опеки над ребенком, осуществляющих правовое регулирование опеки над детьми в приемных семьях Польши. В послевоенный период опека развивалась планомерно, под руководством государства, в значительной степени финансировала опекунские акции.

Ключевые слова:

опека, попечительские институты, попечительно-воспитательная деятельность, дети-сироты, приемная семья, воспитание, нормативно-правовая база, органы территориального самоуправления, контроль, Польша.

Светлана ФЕДОРЕНКО

ИСТОРИКО-ПЕДАГОГИЧЕСКИЕ ПРЕДПОСЫЛКИ СТАНОВЛЕНИЯ ОБЩЕЙ ГУМАНИТАРНОЙ ПОДГОТОВКИ СТУДЕНТОВ В ВЫСШЕЙ ШКОЛЕ США

На основе теоретического анализа работ американских исследователей и образовательных документов представлена авторская периодизация основных направлений становления общей гуманитарной подготовки студентов в США. Выделены пять основных периодов развития общей гуманитарной составляющей американского высшего образования охарактеризованы с позиций содержания и структуры учебных курсов, а также организации учебно-воспитательного процесса в американской высшей школе с момента основания ее первых институтов на территории США. Установлено, что начало XXI века ознаменовалось появлением новой, усовершенствованной модели общего гуманитарного образования в высшей школе США, которая по праву может называться чисто американской в противовес классической англосаксонской модели, с которой она берет свои истоки.

Ключевые слова:

общая гуманитарная подготовка американских студентов, высшее образование США, студенты бакалавриата, учебный курс.

Роман БУЛГАКОВ

СПЕЦИФИЧЕСКИЕ ОСОБЕННОСТИ РЕАЛИЗАЦИИ МУЛЬТИКУЛЬТУРНОГО ПОДХОДА В ОБРАЗОВАНИИ ФРАНЦИИ

Статья посвящена особенностям становления и динамики развития идей мультикультурного подхода в образовании Франции. Уточнены факторы его эволюционного развития путём конкретизации ведущих этапов, анализа методологических основ мультикультурного образования как социального института, соответствующих



стратегий педагогической практики Франции. Конкретизированы позиции французских учёных относительно понимания сущности и педагогической целесообразности феномена «мультикультурное образование».

Ключевые слова: мультикультурализм, мультикультурный подход, мультикультурное образование, этапы развития мультикультурного образования во Франции, принцип диалога культур.

Елена ЖИЖКО

СОЦИАЛЬНО-ПЕДАГОГИЧЕСКИЙ АСПЕКТ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ ДЛЯ СЕЛЬСКОХОЗЯЙСТВЕННЫХ РАБОЧИХ-МИГРАНТОВ В МЕКСИКЕ

В статье представлены результаты научно-педагогического исследования, целью которого было определение образовательных стратегий, используемых правительством Мексики в качестве механизма для интеграции сельскохозяйственных работников-мигрантов в социально-трудовую жизнь в современных социально-экономических условиях. Исследование показало, что такими образовательными стратегиями являются Программы Национального Совета для жизни и труда и Национального института образования взрослых, Центры базового образования для взрослых, Центры для школьного образования, Программа обеспечения образования взрослых, Программа обеспечения образования сельскохозяйственных работников-мигрантов, Программа «Возможности», культурные миссии. Проекты правительства Мексики по образованию сельскохозяйственных работников-мигрантов выглядят далеко идущими, однако статистика свидетельствует, что в 2012 году, число взрослых, которые получили начальное и среднее образование, составило всего 4222 человека (13,69% от общей численности неграмотного населения страны).

Ключевые слова: образование взрослых; образование маргинальных групп населения; образовательные программы для сельскохозяйственных работников-мигрантов в Мексике; образовательные стратегии мексиканского правительства; теория маргинальности.

Майя ДЕРНОВАЯ

МОДЕЛИ ЭМПИРИЧЕСКОГО ОБУЧЕНИЯ ВЗРОСЛЫХ: ЗАРУБЕЖНЫЙ ОПЫТ

В статье проанализированы модели эмпирического обучения, которые существуют в зарубежной теории и практике образования взрослых. Среди них модели Д. Колба, Л. Джоплин, Д. Бауда и Д. Уокера, Г. Дина, Дж. Пфайффер и Дж. Джонс, а также, К. Итина. Определено, что в их основе лежит трансформация и интерпретация опыта самих студентов; преподаватель играет роль фасилитатора или тренера, а не переводчика реальности или поставщика истины; вооружают студентов компетенциями, в которых они нуждаются для успеха в реальном мире и создают уникальную возможность для подготовки студентов к профессиональной карьере.

Ключевые слова: обучение взрослых, опыт, рефлексия, эмпирическое обучение, фасилитация обучения, учебный цикл, трансформация опыта.



Екатерина МАЗУРЕНКО

ОПРЕДЕЛЕНИЕ ПОНЯТИЯ «ТОЛЕРАНТНОСТЬ» В РАБОТАХ БРИТАНСКИХ УЧЕНЫХ

В статье раскрыто значение понятия «толерантность» через историческую призму его развития, которое продолжается. Описаны и проанализированы условия, в которых было сформулировано это понятие и показана его взаимосвязь с религиозным образованием в школах Великобритании. Также в статье описаны философская и социальная стороны проблемы.

Ключевые слова: толерантность, образование, религиозное образование, воспитание, философский и социальный аспекты толерантности.

Наталия ГОРУК

КЛЮЧЕВЫЕ ИДЕИ ТЕОРИИ ЭМПИРИЧЕСКОГО ОБУЧЕНИЕ ВЗРОСЛЫХ ПИТЕРА ДЖАРВИСА

Рассмотрены взгляды выдающегося английского андрагога Питера Джарвиса на образование и обучение взрослых. Особое внимание уделено разработанной исследователем модели эмпирического обучения взрослых, которая отражает разнообразие путей, которые проходят взрослые в процессе усвоения нового опыта. Их условно можно классифицировать на три категории: «отсутствие обучения» (non-learning), «нерефлексивное обучения» (non-reflective learning) и «рефлексивное обучения» (reflective learning). Рефлексивное обучение с опорой на активное осмысление информации П. Джарвис считает наиболее действенным в системе образования взрослых, поскольку взрослая личность конструирует опыт в учебной ситуации и трансформирует его в знания, умения, навыки, взгляды, убеждения, эмоции и чувства, интегрирует полученное в свою собственную биографию.

Ключевые слова: образование взрослых, эмпирическое обучение, опыт, рефлексия.

Лариса ПАСЕЧНИК

ЦЕНТРЫ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ В ГЕРМАНИИ

В статье показана роль Центров педагогического образования в оптимизации профессиональной подготовки учителей в Германии. Автор указывает, что Центры были созданы как межфакультетские подразделения в структуре университета для координации профессиональной подготовки студентов, получающих педагогическое образование; определяет направления работы Центров, охватывающих все фазы подготовки: теоретическую (учеба в университете), практическую (референдарият) и повышение квалификации учителей. В статье дана общая характеристика основных задач, направлений и форм работы Центра педагогического образования и предметных дидактик университета Пассау (Passau), раскрыты важные функции Центра в оптимизации практической подготовки учителей.

Ключевые слова: Центр педагогического образования, профессиональная подготовка учителей, ступенчатая подготовка учителей, трёхфазовая модель педагогического образования: теоретическая подготовка, практическая подготовка, повышение квалификации, профессиональное мастерство, профессиональная поддержка, академическая поддержка.



Леся САЛО

ОРГАНИЗАЦИОННЫЕ ОСОБЕННОСТИ ПОДГОТОВКИ УЧИТЕЛЕЙ ХОРЕОГРАФИИ В УНИВЕРСИТЕТАХ США

Статья посвящена исследованию организационных особенностей подготовки учителей хореографии в США. Сравнительный анализ произведен на примере десяти ведущих высших учебных заведений, аккредитованных Национальной ассоциацией Танцевальных школ США. Рассматриваются требования к американскому учителю хореографии, специфика квалификационных экзаменов и уровни подготовки, предложенные ведущими ВУЗами США.

Ключевые слова: подготовка учителя хореографии в США, организационные особенности подготовки, Национальная ассоциация Танцевальных школ США, квалификационные уровни подготовки учителя хореографии в США.

Татьяна РАДЧЕНКО

ШВЕЙЦАРСКИЙ ОПЫТ ОРГАНИЗАЦИИ УЧЕБНОГО ПРОЦЕССА НА ОСНОВАХ ПОЛИКУЛЬТУРНОСТИ В ВЫСШЕЙ ШКОЛЕ

В статье уточнено понятие «поликультурное образование» в контексте его функциональных связей с категориями кросс-культурного и глобального образования; осуществлена интерпретация понятий «поликультурная компетентность», «кросс-культурная компетентность», «глобальная компетентность».

Определена сущность организации учебного процесса на принципах поликультурности в высших учебных заведениях. Охарактеризованы поликультурные основы организации учебного процесса в высшей школе Швейцарии.

Обращено внимание на формирование поликультурной компетентности как ключевой профессиональной характеристики будущего специалиста в условиях современного культурно разнообразного общества.

Ключевые слова: поликультурность, высшее образование, высшее учебное заведение, организация учебного процесса, поликультурное образование, поликультурная компетентность, Швейцария.

Мария ВАСЫЛЫШИН

СОВРЕМЕННЫЙ УРОК В МУЗЕЕ ХУДОЖЕСТВЕННО-ТВОРЧЕСКИХ ПРОФИЛЕЙ УКРАИНЫ И ПОЛЬШИ

Проанализированы особенности организации и проведения музейных уроков в музеях художественно-творческого профиля Украины и Польши. Определены основные типы музейных уроков, методы и приемы активизации познавательной деятельности учащихся в среде музея. Обосновано значение музейных уроков для раскрытия творческого потенциала учащихся.

Ключевые слова: музейный урок, музеи художественно-творческого профиля, музейная среда, типы музейных уроков, интерактивные методы.



Наталия РЫНДЕНКО

МОДЕЛЬ КОММУНИКАТИВНОЙ ПОДГОТОВКИ КУРСАНТОВ УЧЕБНЫХ ЦЕНТРОВ ПОГРАНИЧНОЙ СЛУЖБЫ РЕСПУБЛИКИ ПОЛЬША

В статье приведены и обобщены результаты исследования опыта коммуникативной подготовки специалистов Пограничной службы Республики Польша (методологические подходы, принципы, педагогические условия, методы, формы и т.д.) и освещены основные компоненты структурно-функциональной модели указанного процесса как методической схемы. Описанная модель дает возможность отразить логику научного поиска и средства достижения результатов решения научной задачи, направленных на разработку рекомендаций по совершенствованию методики формирования профессиональной коммуникативной компетентности младшего персонала Государственной пограничной службы Украины средствами иностранного языка.

Ключевые слова: модель, коммуникативная компетентность, профессиональное направление, пограничники, европейские стандарты, Республика Польша.

Людмила КАТРЕВИЧ

ИСПОЛЬЗОВАНИЕ ПОЗИТИВНОГО ОПЫТА ВЕЛИКОБРИТАНИИ ПРИ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩИХ УЧИТЕЛЕЙ ГУМАНИТАРНЫХ ДИСЦИПЛИН В УКРАИНЕ

В статье представлены основные проблемы в профессиональной подготовке будущих учителей гуманитарного профиля в вузах Украины. Представлены элементы положительного опыта подготовки этих специалистов в университетах Великобритании. Внимание сосредоточено в частности на содержательном на методологическом компонентах подготовки. На основе сравнительного анализа предложены рекомендации по совершенствованию подготовки педагогов гуманитарного профиля в Украине, используя положительный опыт Великобритании.

Ключевые слова: будущие учителя гуманитарных дисциплин, профессиональная подготовка, зарубежный опыт, содержательный и методический компоненты, учебные планы и программы.

Сергей ЯЩУК

ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ МАГИСТРОВ В СФЕРЕ ТЕХНИКИ И ТЕХНОЛОГИЙ: ЗАРУБЕЖНЫЙ ОПЫТ

В статье осуществлен анализ системы высшего образования отдельных европейских стран и США в контексте подготовки будущих специалистов в области техники и технологий в условиях магистратуры. На основе анализа документов и научно-практических исследований отечественных и зарубежных ученых раскрыты особенности подготовки будущих преподавателей по дисциплинам технико-технологического направления в высших учебных заведениях зарубежных стран.

Ключевые слова: преподаватель высшей школы, техника и технологии, профессиональная подготовка, Европейские страны, США.



ANNOTATIONS

Oresta KARPENKO

EVOLUTION OF FOSTER FAMILY INSTITUTION AS A FORM OF CHILDCARE IN POLAND (THE FIRST HALF OF THE 20TH CENTURY)

The article reveals the process of formation and evolution of the foster family institution, tackles the problem of foster care in Poland, evolving changes in the childcare system in the 1st half of the 20th century. It highlights the meaning of childcare as defined by the Constitution of the Polish State (Rzeczpospolita) (of 17.03.1921). On August 16, 1923 the Act on Social Care was adopted and came into effect (Art. 1, Art. 2 Cl. A). It determined the main objectives and scope of social care and childcare, in particular, as well as priority needs for comfortable living, i.e. food, underwear, clothes and footwear; appropriate accommodation with heating and lighting; job search assistance, etc. In addition, it secured children's right to religious, spiritual, mental and physical development as well as assistance in their preparation for further professional activities.

The article also discloses the requirements to foster families and preconditions for care provision, functions of the Social Care Department and Childcare Department that used to regulate foster care in Poland at the stated period.

Polish scholars J. Matejek, M. Jamrożek, B. Matyjas distinguished the following three stages in the evolution and activities of the abovementioned institution: 1923 – 1926, 1926 – 1934, and 1934 – 1939. According to them the first stage was characterized by absence of specific guidelines on foster families that fell within the jurisdiction of local authorities, demonstrated no considerable progress in childcare or even had negative results. The second stage was peculiar for its territorial experiments on foster care introduced by the Łódź Social Care Department. Encouraging foster families seemed the only viable solution to the problem which childcare institutions were faced with. As the number of abandoned children grew, municipal infant homes were overcrowded and could not increase their admission quotas. Thus, abandoned infants were placed with foster families, as ordered by the Orphan Care Department. The third stage (1934 – 1939) was notable for its dynamic development of foster families all around Poland. In 1934 the Ministry for Social Care authorized foster care.

The post-war childcare system was planned and managed by the state which provided financial support for childcare activities.

Key words:

care, childcare institutions, childcare activities, orphans, foster family, upbringing, normatively-legal base, local authorities, control, Poland.

Svitlana FEDORENKO

HISTORICAL AND PEDAGOGICAL PREREQUISITES OF THE LIBERAL ARTS EDUCATION INCIPIENCE IN THE US HIGHER SCHOOL

The paper highlights the historical roots of liberal arts education (it is also known as general education), tracing its development through five singled periods. In early American higher education there was a unified liberal arts curriculum focused largely on classical studies. Over time, a new emphasis on education as a means to prepare individuals for a variety of vocations caused modifications in how general education has been offered to students.

Nowadays it is something of an educational industry in the United States as nowhere else in the world. As the twenty-first century begins, liberal arts education has become a part of every student's baccalaureate education and should be viewed as a method of enhancing the overall level of



learning for undergraduate students. Liberal arts education is a modern conceptualization of an old idea. It is therefore an essential and critical piece of the overall undergraduate educational experience.

Liberal arts education is tightly correlated with the values of American democracy, with American ideas of citizenship, and with American view of a life well lived. This type of undergraduate study has worked out the ideal of liberally educated student of the twenty-first century who is a lifelong learner, open-minded, tolerant, intellectually curious, self-actualizing with striving for personal growth, physical and mental health and spiritual well-being. As a learner and global citizen, the liberally educated person is actively engaged with the world in all of its complexity, diversity and dynamism. Liberal arts education in the US higher school continues to be reviewed and reevaluated historically and philosophically, and its models continue to be reexamined and restructured.

Keywords:

US liberal arts education, US higher education, undergraduate students, curriculum.

Roman BULGAKOV

SPECIFIC FEATURES OF MULTICULTURAL APPROACH IDEAS IN FRENCH EDUCATION

The article covers the problems of the multicultural approach making up and its dynamics of development in France. Factors of its evolution are specified via its main stages concretization, and methodological analysis of foundations of multicultural education as a social institution and respective educational practice strategy in France. French scholars' views concerning the essence and the phenomenon suitability of multicultural education are specified.

The trend of reforms and directive documents, the content of curricula and educational programs initiated by the Government and the Ministry of Education of France show the topicality of multicultural approach ideas for the educational practice of the country's schooling system. The experience of France confirmed the effectiveness of application of pluralistic models in the process of multicultural education content construction and its technologies. The analysis of the development stages and specific features of multicultural approach ideas in France points out that multicultural education is in demand not only in the countries with a high level of immigration but also in multiethnic ones.

Thereby the study and analysis of multicultural education in France prove the appropriateness of its application concerning the theory and practice of education in Ukraine. It is necessary to be flexible taking into consideration both advantages and disadvantages of French experience in the process of educational policy designing and implementation in the country. The exchange of ideas between the educational systems of France and Ukraine should avoid the corruption of national education achievements, of its specific features, cultural and historical uniqueness. The responsiveness to the ideas and principles of multicultural approach at all sectors of Ukraine's system of education can promote the achievement of this goal.

Key words:

multiculturalism, multicultural approach, multicultural education, development stages of multicultural education in France, dialog of cultures principal.



Olena ZHYZHKO

SOCIO-PEDAGOGICAL DIMENSION OF EDUCATIONAL PROGRAMS FOR MIGRANT FARM WORKERS IN MEXICO

This paper states that the historical origin of the societies of Latin America since the beginning marks the emergence of a dichotomous parallelism, resulting from the overlap of cultures that occurred from the duality of values, social structures and political and administrative systems. The article presents the results of a pedagogical scientific study which aim was to reveal the educational strategies used by Mexican government as mechanisms for integration of migrant farm workers into the working life in the current socio-economic conditions. The Mexican socio-educational programs for migrant farm workers are based in the theory of marginality. The study presents marginality as a social phenomenon that has flourished in the twenty-first century world, however, is the subject of numerous international studies since the early twentieth century. The study showed that educational strategies are part of the Programs of National Council for Life and Work and the National Institute for Adult Education, the Centers for Adult Basic Education, the Centers for School Education, the Program for Care of Demand of Adult Education, the Program of Care for Migrant Farm Workers, the Opportunities Program, and the Cultural Missions.

The scope of the purpose of migrant farm workers education in Mexico is far-reaching and is represented in three major areas: encourage self-responsibility and the process of self-realization of the individual, appropriate cultural and vocational training; promote and raise the cultural, professional and social status of the population; training to enable higher levels of efficient production and increase the corresponding income to raise the standard of living and a fair distribution of goods. The study showed that it is also worth noting the diversity of educational opportunities for migrant farm workers. Statistics show that in 2012, the number of marginal youth and adults who concluded primary and/or secondary school was only 4222 people, representing 13.69% of the total population with potential educational backwardness.

Key words:

adult education; education of marginal groups; educational programs for migrant farm workers in Mexico; educational strategies of Mexican government; theory of marginality.

Maiya DERNOVA

MODELS OF ADULTS EXPERIENTIAL LEARNING: FOREIGN PRACTICE

This article analyzes the models of adults experiential learning which exist in foreign theory and practice of adult education. Among them are D. Kolb's, L. Joplin's, D. Baud's and D. Walker's, G. Dean's, J. Pfeiffer's and J. Jones's as well as K. Itin's models.

Experiential learning theory defines learning as the process of knowledge creation through the transformation of experience, so knowledge is the result of experience understanding and transformation. Experience understanding is the process of taking information, and experience transformation is an interpretation of information and action based on this information. As a process, experiential learning is cyclical in nature and requires an initial focus of the learner, followed by interaction with the phenomenon being studied, reflecting on the experience, developing generalizations, and then testing those generalizations.

In the centre of experiential learning models is a learning process, but subject matter is also important. So educators characterize experiential learning in two ways. The first set of theories focuses on the process of experiential learning; the second set of theories relates to the context in which experiential learning takes place. The experiential learning is designed to engage students in direct experiences which are tied to real world problems and situations in which the instructor facilitates rather than directs student progress. Experiential learning motivates students and creates



self-directed life-long learners.

It has been concluded that models of adults experiential learning are based on the transformation and interpretation of students' experience; teacher acts as a facilitator or coach, not the interpreter of truth provider; equip students with competencies they need for success in the real world and give students a unique opportunity to prepare them for professional careers.

Key words:

adults learning, experience, experiential learning, experiential learning model, facilitation, learning cycle, reflection, experience transformation.

Kateryna MAZURENKO

TOLERANCE AS A PART OF UPBRINGING POTENTIAL OF THE NONCONFESSIONAL RELIGIOUS EDUCATION GREAT BRITAIN

The article describes the sense of the notion "tolerance" in the historical usage and its development that is continuing today. Tolerance is defined as value and a social norm of civil society, manifested in the right of all individuals to be diverse in society, ensuring harmony between different faiths, political, ethnic and other social groups, respecting the great variety of world cultures, civilizations and peoples, preparedness to understanding and cooperation with people who differ in appearance, language and beliefs.

The widespread phenomenon of non-confessional religious education in the late XX century contributed to understanding the goals, tasks, content and ways of organizing and implementing school religious education in the modern world. To adapt educational concepts and approaches to socio-cultural situation proved to be very important. The conditions under which the notion appeared and the ways it connected with the education are studied. The connection of the notion "tolerance" and the religious education in Great Britain is also presented. The article touches upon philosophical and social aspects of the problem. Among the most important factors of the process are: the secularization of society; technology development and information exchange related phenomenon of globalization, multiculturalism, commercialization of education and knowledge; systemic crisis of the cultural paradigm of modernism; the emergence of new global threats. The article grounds the importance of religious education and its positive influence on students' tolerance formation. The political influence on the education and tolerance is also presented. The research concludes that religious aspect of education is important in both Europe and in Ukraine and the problem of tolerance needs further studying, especially in today's world. In pedagogics the problem of spirituality must be paid special attention to because it aims not only to develop, define, determine ways, means and methods of forming specific competencies, knowledge and skills, but also to instill and develop certain qualities, abilities, traits and behaviour. The importance of religious education studying as the essence of the educational process in today's educational science is emphasized.

Key words:

tolerance, education, religious education, upbringing, philosophical and social influence.

Nataliya HORUK

KEY FOUNDATIONS OF PETER JARVIS' THEORY ON EXPERIENTIAL ADULT LEARNING

The author of the article considers the views of an outstanding British andragogue Peter Jarvis on adult education and learning. The researcher developed the theoretical foundations of



lifelong learning in the context of the formation of post-industrial society and globalization processes. P. Jarvis argues that the current generations go through radical social and cultural changes. Existing institutions of family and schools do not always have time to adequately respond to the changes occurring in the system of values of society and humans, that is why continuous education is the only means of adaptation to constantly changing social and professional environment, as well as a way to preserve identity.

This article presents experiential learning model created by P. Jarvis. It describes the variety of ways undergone by adults in the process of gaining new experience. These are classified into three wide categories. The first category is "non-learning". It combines "presumption", "non-consideration" and "rejection" to confirm that a person does not always learn after obtaining some new experience. The person limits development assuming immutability of the world around, some specific objective reasons can prevent him from the possibility of new learning experience, or it can be conscious rejection of learning potential. The second category is "non-reflective learning" and includes "pre-conscious learning", "skills learning" and "memorization". Studying can be informal and incidental, acquired in the process of conscious imitation, role modeling or memorization. According to P. Jarvis the third category "reflective learning" is the most functional and effective in the system of adult education because adults construct their experience from learning situation and transform it into knowledge, skills, views and believes, emotions and feelings, integrate them into own biographies.

The article emphasizes that despite the considerable complexity of P. Jarvis' model, his typology is one of the most interesting and scientifically justified because it describes the possibility of a personality obtaining new experience. A focus on the individuality of a student and the importance of his previous experience, paying attention to the possibility of non-used potential for learning are among the main achievements of the researcher.

Key words:

adult education, experiential learning, experience, reflection.

Larysa PASICHNYK

THE CENTRES OF TEACHER EDUCATION IN GERMANY

Various aspects of teacher education in Germany have been the subject of national scientists' research. However, the work of the Teacher Training Centres leaves much to be studied. The article focuses on the role of Teacher Training Centres in optimizing teacher training in Germany, analysis of their main tasks and activities. The author points out that the centers were established as university interfaculty subdivisions to coordinate the training of the prospective teachers; identifies the specialized areas of the centers, which cover all levels of educational system: theoretical (studying at university), practical (referendariat) and in-service education.

It is identified that the basic objectives of the Centres are: coordinating pre-service teacher education and student teaching; ensuring connection between general education study and teaching methods courses, content courses of specific subject and instruction; designing and carrying out researches on schooling, teachers and teaching; assisting in setting of academic requirements; planning, organizing and managing the admission of students to the teacher training programs; evaluating of teacher training curriculum; advising on forming the university personnel; providing academic support to teacher trainees; developing and implementing distance training of teachers.

The article summarizes the main objectives, directions and activities of the Teacher Training Centre and Subject Didactics at the University of Passau in Germany, reveals the important functions of the Centre in optimizing teacher education, improving partnership between universities, schools and moderators of educational seminars, enhancing the role of research.

The author characterizes the main tendencies in the work of Teacher Training Centres, aiming at ensuring continuity in the curriculum of pre-service teacher training and in-depth



training (referendariat), providing academic support to students, conducting research on schooling, teachers and teaching, ensuring cooperation between all institutions responsible for teacher education, arranging activities to improve the professional skills of teachers.

Key words:

Teacher Training Centre, teacher training, degree teacher training program, three-level model of teacher training: theoretical training, practical training, in-service training, professional skills, professional support, academic support.

Lesia SALO**ORGANISATIONAL PECULIARITIES OF DANCE TEACHER TRAINING IN THE USA**

The article deals with the organizational peculiarities of dance teachers' training in the US universities. The contrastive analysis is conducted on the example of 10 leading universities, accredited by the US National Association of Schools of Dance. The requirements to the American dance teacher, the specific character of qualifying exams and degrees, suggested by the leading US universities, are described.

The dance teacher in the USA is required first of all to have proper professional training. To get the right to work in public school the choreography teacher should get at least the bachelor's degree in education.

The first demand to dance teacher in the USA is to get the higher pedagogical education which gives them the right to teach dance in public school. Practical experience is preferable that could be obtained at school practice or internship. One of the important requirements for those who desire to work in dance education is having the certificate. To get the certificate one should keep up with the demands listed above and to pass the PRAXIS tests which are in the list of exams offered by the Educational Testing Service.

The best chances on the labour market have those who have got the master's degree. They have the right to work in kindergarten and high school, as well as in community college. Master degree program offer art and pedagogical components as well as research component which gives master students the chance to pursue the post-graduate studies and work on their thesis.

The majority of 10 best US universities training dance teachers start with the bachelor-level program (BFA, BA or BS).

Key words:

dance teacher's training in the USA, organizational peculiarities of training, US National Association of Schools of Dance, qualifying degrees of choreography teacher's training in the USA.

Tetiana RADCHENKO**SWISS APPROACH TO ORGANIZATION OF STUDIES ON THE MULTICULTURAL FUNDAMENTALS AT HIGHER EDUCATION INSTITUTIONS**

The concept of «multicultural education» in the context of its functional links with the categories of cross-cultural and global education as well as interpretation of the definitions «multicultural competence», «cross-cultural competence» and «global competence» are defined in the article. Multicultural fundamentals of organization of studies at universities have been determined. The article considers Swiss system of higher education as a multicultural phenomenon.

Operation of the universities meets the requirements and takes into account equal educational opportunities for members of all ethnic groups of the country, attracts foreign students and encourages academic mobility. The essence of organization of studies on the multicultural



fundamentals at higher education institutions has been characterized.

The research emphasizes the multicultural fundamentals of organization of studies at Swiss universities which are manifested by meaningful signs of multiculturalism for the selected components related to target, content, operation, economic resources, human resources, student contingent, structure and monitoring. The signs of multiculturalism include promotion of humanization, democratization, diversification, internationalization, multilingualism, openness and accessibility of education.

Great attention is paid to the formation of multicultural competence as a key professional characteristic of the prospective expert under conditions of the modern culturally diverse society.

Key words:

multiculturalism, higher education, higher education institution, organization of studies, multicultural education, multicultural competence, Switzerland.

Mariia VASYLYSHYN

THE MODERN LESSON IN ART MUSEUMS IN UKRAINE AND POLAND

The peculiarities of museum lessons' organization and realization in the art and artistic museums of Ukraine and Poland are analyzed. It is said that museum lesson is a lesson at the museum or the museum exhibition using interactive technologies for different age categories of students. Museum lesson is organized by students in order to gain knowledge of a particular curriculum or to consolidate and deepen the skills acquired in the ordinary classroom. Realization of lessons in the museum involves the creation of a special educational environment that contributes to acquiring knowledge by students and application them in educational activities. The term "museum environment" is presented as a set of museum objects that are used in the museum and educational cooperation.

The main types of museum lessons are characterized. Among them are excursions, lectures, tours, discussions, travels and meetings with prominent figures, museum and educational festivals, birthday parties in the museum. These specialized forms of museum activity have the aim to inform children as well as to form their skills and contribute to the formation of their artistic culture.

Some methods and techniques of improving the cognitive activity of students in the museum environment in Ukraine and Poland are determined. The differences can be seen in various approaches to the organization of museum interaction. In particular, the museum lessons in Ukraine provide mainly focus on academic, formal education, which implements educational objectives of a specific subject curriculum at museums. They develop knowledge firmly fixed in the memory. At the same time the museum lessons and workshops take place in Poland within the formal education and have considerable creative and developmental potential, stimulate students to scientific research and actually implement the principle of "lifelong learning".

Also, the role of museum lessons in the development of creational potential of students is proved and explained. Using interactive methods of learning activities in the museum classrooms in Ukraine and Poland promotes cognitive interests of pupils, their life competences. Skilful combination of traditional and interactive methods of learning activities provides high efficiency of museum lessons, children's wish to learn new and interesting information and appropriate level of academic performance of students.

Key words:

museum lesson, art museums, museum environment, types of museum lessons, interactive methods.



Nataliya RYNDENKO

THE MODEL OF THE CADETS` COMMUNICATION SKILLS TRAINING IN THE BORDER GUARD SERVICE TRAINING CENTERS OF THE REPUBLIC OF POLAND

The article presents the basic results of the research of the border guards` professional communication skills training practice in the Border Guard Service of the Republic of Poland training schools (methodological approaches, principles, pedagogical conditions, methods and forms) and highlights the essential components of the structural and functional model. The components of the model are interdependent and can be realized under the pedagogical conditions which ensure the effectiveness of the model. Characterized model makes it possible to represent the logic of scientific research and the means of solving scientific tasks aimed at the development of recommendations on improving the techniques of forming professional communicative competence of the State Border Guard Service of Ukraine junior staff by means of a foreign language.

Nowadays, the society`s demands to the quality of the professional communication skills training of the law enforcement officials, including border guards, increase due to the peculiarities of the border service in terms of integrated border management, and European integration and Euro-Atlantic intentions of our country. That is why there is a need for comparative cross-cultural and international researches of the European border guards` professional training best practices because of the insufficiency of such information.

This article is one of the first attempts of comprehensive analysis of the European border guards` communication skills training, by means of a foreign language. It is important and necessary in terms of finding new ways and means of intensive communication skills training, changing its content and requiring the use of innovative technologies and techniques.

Key words:

model, communicative competence, professionally oriented, border guards, European standards, the Republic of Poland.

Lyudmyla KATREVYCH

THE USE OF GREAT BRITAIN'S POSITIVE EXPERIENCE FOR PROFESSIONAL TRAINING OF FUTURE TEACHERS OF HUMANITIES IN UKRAINE

In the article, the main disadvantages of professional training of future teachers of humanities in Ukraine`s universities are shown. The elements of positive experience of these specialists` training in Great Britain`s universities are revealed. The attention is paid mainly to content and methodic components of training.

On the basis of contrastive analyses, the recommendations have been suggested for the improvement of professional training of future teachers of humanities in Ukraine using Great Britain`s positive experience. Among the important ideas are the following: to introduce separate specialties on civic education and religious studies for secondary school teachers; to realize transparent professional selection of applicants through professionally-oriented and psychological testing; to include subjects of students` personal choice in the curricula of humanitarian and pedagogical specialties at all universities and the amount of optional training courses, which should be studied during each semester, must be determined by the Ministry of Education; to give autonomy to universities in developing curricula of optional courses according to the research work of lecturers; to develop the content of training programs including modern international tendencies, problems of multicultural education, European values etc.; to use innovative technologies and methods of training based on the idea of learning through interaction with others, searching for solutions of problem situations, providing students` free, independent educational activities; to use appropriate forms and methods of knowledge assessment for developing a certain level of communicative skills, critical thinking skills and creative abilities of future teachers of humanities; to apply educational



potential of interdisciplinary approach, to combain knowledge of different humanities. The importance and opportuneness of these recommendations for Ukrainian education are emphasized. The article concludes that the ultimate goal of professional development at every level of training is to form a specialist, a teacher who can realize his potential and meet his educational needs, encourage himself to self-development and self-improvement.

Key words:

future teachers of humanities, professional training, foreign experience, content and methodic components, syllabuses and curricula.

Serhiy YASHCHUK

THEORETICAL ASPECTS OF FUTURE MASTERS TRAINING IN TECHNOLOGY AND TECHNOLOGIES: FOREIGN EXPERIENCE

The analysis of higher educational system of some European countries and the USA in the context of future technical and technological specialists training at Master's level has been made in the article. The peculiarities of training of future lecturers of technico-technological subjects in foreign higher educational establishments have been investigated on the basis of analyzing documents and scientific and practical research of Ukrainian and foreign scientists.

It was also noted that foreign experience of training in the field of technique and technology in terms of Master courses should be carefully examined. It would help to use some scientific ideas in the system of Master training in educational institutions. The author proved that in preparing Masters of technique and technology abroad the requirement of two years studying on the basis of previously obtained bachelor degree had been kept. The author paid attention to the fact that there is a differentiation between Masters practitioners and Masters scholars. Master training meets national traditions of the country, but in addition, there is a difference in the Master's training at various universities in the same country.

Key words:

lecturer, technique and technologies, professional training, European countries, the USA.