

# Education:

## Modern Discourses

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**PHILISOPHY  
AND  
HISTORY  
OF EDUCATION**

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# TRANSFORMATION OF THE ACADEMIC LIFE IN THE 21<sup>st</sup> CENTURY

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**Abstract.** *The article is devoted to the analyses of transformation of academic life in the 21<sup>st</sup> century. Dramatic changes of everyday life during last decades, expanding informational and communicational technologies, devaluation of the role of humanities and social sciences, arising new, “digital” young generation, i.e. these and numerous factors and challenges enforced such transformation. However, the continuation of academic tradition with the relevant role of humanities and social sciences continue to be essential for human culture and the processes of socialization of person. In this regards the role of the National Academy of Educational Sciences of Ukraine as the key national institution, which provides theoretical and methodological support of teaching and learning at all levels of education is crucial, but demand a high level of flexibility in responding these challenges.*

**Key words:** *academic life; crisis; informational and communicative technologies; humanities and social sciences; human-centrism; National Academy of Educational Sciences of Ukraine; transformation.*

## INTRODUCTION. PROBLEM STATEMENT

The feeling of decline is something essential for historical development of human being. We could read about this dramatic decline in numerous works — from one of the first poets of European civilization Hesiod (8-7 century BC) with his idea of Iron Age and open nostalgia about Golden Age, which disappear in the past, up to the numerous philosophical commemorations of traditional culture and values from the 20<sup>th</sup> century. During last decades we could also observe many attempts “to burry” higher education and academic life. The book of Bill Readings (1960-1994) “The University in Ruins” with his peremptory formulation: “In short, the University is becoming a different kind of institution, one that is no longer linked to the destiny of the nation-state by virtue of its role as producer, protector, and inculcator of national culture” perhaps, was the most

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provocative one among such attempts (Readings, 1996: p. 3). So, are we in reality poor witnesses of the end of traditional academic life, or it is just additional one from the cycle of challenging crises, which fostering further progressive development? What transformation could we expect from the academic life in the 21<sup>st</sup> century? What institutional and other changes are mandatory for academic institutions in order to be relevant to the main challenges of contemporary challenges and demands?

## **LIRERATURE REVIEW**

The idea of deep crisis of contemporary European civilization became extremely popular in the 20<sup>th</sup> century (Spengler, 1991; Guardini, 2001) with the special stress on specific challenges for university and academic life in general (Readings, 1996). In this situation the role of humanities and social sciences become crucial for further surviving of culture and academic life as its essential component (Nussbaum, 2002; D’Haen, 2018). Humanities are also substantial for supporting democratic development of society (Nussbaum, 2009). This approach is also reflected in contemporary Ukrainian philosophy, particularly in the concept of human-centrism (Kremen, 2009; Kurbatov, 2010).

At the same time, it is important to implement new informational and communicative technologies in teaching and learning processes (Dziuban, 2018; Vale, 2018), to transform the traditional forms of academic life according to the demands of new, “digital” generations (Prensky, 2001). The global indexes and rankings (The Global Innovation Index, 2019; The Global Competitiveness Report, 2018) could be a good resource for comparison of situation in the educational and academic spheres in different countries.

## **METHODOLOGY**

Our methodological approach is connected with the analyses of the situation with the crisis of European civilization with the specific stress on situation in academic area in classical and contemporary literature in the area of humanities and social sciences with further attempts to apply the main ideas to contemporary Ukrainian situation (including comparative perspective). The case study of current situation and desirable transformation of the National Academy of Educational Sciences of Ukraine is also provided.

## **MAIN RESULTS**

The global civilization changed dramatically during the end of 20<sup>th</sup> and the beginning of 21<sup>st</sup> centuries. Contemporary informational and communicational technologies transformed the life of ordinary people as far as the global leaders. Access to information — one of the most mysterious things in the previous historical periods — became in this situation very available. Moreover, younger generations often perform in these areas much more successfully than the older ones. That is why Marc Prensky called young generations “digital natives” — in opposition of “digital immigrants” from the senior generations (Prensky, 2001: p. 1-6).

Without any doubts, the education and academic life in general need to be transformed in order to be more relevant to interests, needs and demands of these new digital generations. And it is important to make essential transformation not only in the content of curriculum (which is, sometimes, relevant to the situation of the second half of the 20<sup>th</sup> century or even earlier times), but in everyday practices of learning and teaching with implementation of different forms of blended education and active introducing of Massive Open Online Courses (MOOCs). As one of the key contemporary expert in the area of higher education, Craig Calhoun mentioned in

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his last year interview: “we are just beginning to feel the beginnings of a transformation driven by technology. It is however, clear that Massive Open Online Courses (MOOCs) are not the format in which that particular transformation is going to come. But the debate around MOOCs certainly signals that technology will be transformative to higher education in some form” (Vale, 2018: p. 3). Current researches prove the effectiveness of such innovative practices. According to conclusions of Charles Dzuiban et al.: “The results reported here indicate that blending maintains or increases access for most student cohorts and produces improved success rates for minority and non-minority students alike. In addition, when students express their beliefs about the effectiveness of their learning environments, blended learning enjoys the number one rank” (Dzuiban et al, 2018: p. 11).

At the same time, continuation of historical, cultural and social tradition continue to be the crucial issue for socialization of new generations, for increasing competitiveness of our Ukrainian society at European and global markets. How to combine these two dimensions in everyday educational practice harmonically, without harm to any of it, how to find “a golden mean” between them these are the tasks, which are need to be solved nowadays. This task is really difficult in our Ukrainian situation, when we need to combine global trend of optimal combination of educational traditions and innovations with our specific task to overcome the negative features of authoritarian and highly centralized system of education, which we inherited from the soviet times and to establish more open and democratic system according to the best European and world standards.

During these transformations the roles of humanities are especially valuable. Prominent American philosopher of education, Martha Nussbaum has nice and aphoristic argument for this statement: “If we want only one reason why the humanities are essential to public life in this era of rapid globalization, a sufficient such reason is that the humanities keep our eyes on the human meaning of public policy and on a rich human and ethical set of ends of human action, while economic science too easily narrows its vision, lending itself as a tool to the forces that already are committed to the all-out pursuit of profit” (Nussbaum, 2002: p. 39-40). “It is not difficult to see that the humanities provide essential ingredients for citizenship: clarity of mind, knowledge of the world, an expansive and subtle imagination” — stresses Martha Nussbaum in her conclusions (Nussbaum, 2002: p. 47). As we see, these “ingredients” are extremely important for democratic transformation of Ukrainian life.

Martha Nussbaum also identifies the axiological background of such democratic transformation: “Three values are particularly crucial to decent global citizenship. The first is the capacity of Socratic self-criticism and critical thought about one’s own tradition... The second key ability of the modern democratic citizen is the ability to see oneself as a member of a heterogeneous nation — and world — and to understand something of the history and character of the diverse groups that inhabit it. Knowledge is no guarantee of good behaviour, but ignorance is a virtual guarantee of bad behaviour... The third ability of the citizen, closely related to the first two, is what I call “narrative imagination”. This is the ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person’s story, and to understand the emotions and wishes and desires that someone so placed might have” (Nussbaum, 2009: p. 10-12).

The role and place of humanities in contemporary higher education is the topic of research by Theo D’Haen in the paper with a provocative title “Why Universities Better Invest in the Humanities” (D’Haen, 2018: p. 395-405). In the conclusions he formulates the following arguments: “To begin with, the humanities are necessary to determine the ethical boundaries of what technological innovation may or may not bring about. Second, only the humanities provide the scope for fashioning, both retrospectively and prospectively, individual and collective ‘scripts’, making sense of, or giving sense to, the past and the future. Third, the ever-rising costs

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of scientific research and the ever-increasing demand for a speedy return on investment therein may well lead to the more profitable parts of the sciences moving out of the university and into specialized laboratories, probably increasingly so in private industry” (D’Haen, 2018: p. 404).

We are entirely sure, that a human being is both the initial source and final goal of any educational practices. This conviction is reflected in the human-centric approach and the philosophy of human-centrism. It is actively researched in Ukraine during last decades (Kremen, 2009; Kurbatov, 2010) as “not only a kind of regular philosophical and anthropological doctrine, but as a transformation of philosophizing and humanistic thinking as such into new type of meta-philosophy and worldview, which are related to the highest senses of being” (Kremen, 2009: p. 15). This new type of meta-philosophy is expected to be an innovative one and open one, as much as possible, to the new ideas, approaches and technologies from other areas of knowledge and cultures, to be interdisciplinary and internationalized. It is important, because, as Martha Nussbaum observed: “Philosophers are just as ignorant and parochial as anyone else in the humanities, when it comes to world affairs. Perhaps, they are even more so than other humanists, because of their combination of arrogance and abstraction” (Nussbaum, 2002: p. 46).

At the same time, philosophy of human-centrism is based on the idea of the essential continuation of human culture and history, on the ability to contribute specific Ukrainian approaches to global development of the human beings. Ukrainian philosopher Serhii Krymsky mentioned that globalization does not deny the national aspects of historical development, but prompt them to be relevant at global level at different compositions – and we agree with this statement (Krymsky, 2008: p. 283-284). However, we need to identify our strengths and find the optimal realistic ways for their support and development — at the national and regional levels with contributions from the state and civil society. In other words, we need to find the areas, where Ukraine is the most successful at global level. In addition, global rankings and indexes could be the valuable resource for receiving such information.

According to the Global Competitiveness Report, which is produced by the World Economic Forum, Ukraine in 2018 had the 83<sup>th</sup> position among 140 countries. Among the 12 pillars, which constitute this index — institutions; infrastructure; ICT adoption; macroeconomic stability; health; skills; product market; labour market; financial system; market size; business dynamism and innovation capability — the best performance of Ukraine (was with pillar 6 (skills), which evaluate the system of education in each particular country (Global Competitiveness Report, 2018: p. 576-577). Within the Global Innovation Index, which is produced by World Intellectual Property Organization, Ukraine was ranked the 47<sup>th</sup> among 130 countries in 2019. Ukraine demonstrated the best performance in the group knowledge & technology outputs with the 28<sup>th</sup> position in the world among seven groups of indicators — institutions; human capital & research; infrastructure; market sophistication; business sophistication; knowledge & technology outputs and creative outputs (The Global Innovation Index: Ukraine, 2019). This group of indicators also reflects the situation with education in our country.

The establishing of the new Ukrainian system of education after the collapse of the Soviet Union in 1991 is closely connected with the National Academy of Educational Sciences of Ukraine. It was established in 1992 according to Decree of the first President of Ukraine Leonid Kravchuk. The Academy of Educational Sciences of Ukraine at the beginning comprised:

- 1) Institute of Pedagogy, which was established in 1926 as Ukrainian Research Institute of Pedagogy; since 1955 it had a title Research Institute of Pedagogy of USSR;
- 2) Institute of Psychology, which was established in 1945; up to 1992 it had a title Research Institute of Psychology; since 1995 it is Gryhory Kostiuk Institute of Psychology;
- 3) Pedagogical Museum of Ukraine, which was established in 1901; it is the oldest one among these institutions.

In 2010 according to the Decree of the President of Ukraine Viktor Yushchenko the

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Academy received honourable status of National. Since that time, its official title is the National Academy of Educational Sciences of Ukraine.

Currently the National Academy of Educational Sciences of Ukraine has much more complicated structure than it was at the initial years of its existence. It includes:

a) Five departments:

- 1) Department of general pedagogy and philosophy of education;
- 2) Department of psychology, age physiology and defectology;
- 3) Department of general secondary education;
- 4) Department of professional education and education for adults;
- 5) Department of higher education;

b) Ten institutions:

- 1) Institute of Pedagogy;
- 2) Gryhory Kostyuk Institute of Psychology;
- 3) Ivan Ziaziun Institute of Pedagogical and Adult Education;
- 4) Institute of Problems on Education;
- 5) Institute of Special Pedagogy;
- 6) Institute of Social and Political Psychology;
- 7) Institute of Higher Education;
- 8) Institute of Informational Technologies and Learning Tools;
- 9) Institute of Vocational Education and Training;
- 10) Institute of Gifted Child;

c) State Higher Educational Institution “University of Educational Management”;

d) Ukrainian Scientific and Methodological Centre of Applied Psychology and Social Work and

e) Vasyl Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine.

Etymologically the word “academy” reminds us the great Ancient Greek philosopher Plato (427-347 BC) and his famous school outside Athens. It is symbolical and natural for academic institution to be, to some extent, “outside” the system and to observe the situation at theoretical level. Last year 986 researchers and 53 representatives of pedagogical staff had such possibility at the National Academy of Educational Sciences of Ukraine. In 2018 the main activities of the National Academy of Educational Sciences of Ukraine were concentrated on theoretic-methodological and scientific-methodical support of functioning and development of national system of education according to priorities of state educational policy. What concrete dimensions of such activities could we identify?

Let us start with close cooperation with the governing bodies (Verkhovna Rada Committee on Science and Education, Ministry of Education and Science of Ukraine, Ukrainian National Council on Development of Sciences and Technologies, etc.) at national level. For example, the researchers of the National Academy of Educational Sciences of Ukraine in 2018 prepared for the Committee of Verkhovna Rada of Ukraine on Science and Education 110 proposal regarding improvement of different laws and more than 100 analytical papers.

Numerous activities were also conducted in the framework of the Program of Joint Activities of the Ministry of Education and Science of Ukraine and the National Academy of Educational Sciences of Ukraine, especially in the area of crucial reform of the Ukrainian secondary education “New Ukrainian School”. Currently the new system of funding of academic researches is elaborated in Ukraine and we are ready to provide support in finding the optimal forms of such activities.

The results of research are traditionally reflected in academic publications. In 2018 the researchers of the National Academy of Educational Sciences of Ukraine published 99 monographs, 109 textbooks and manuals, 93 methodological recommendations,

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1999 academic papers. We try to increase the number of publications in Scopus, Web of Science and other academic databases and had 635 such publications in 2018. In the framework of digitalization, we continue to support development of Digital Library of NAES of Ukraine. In 2018 1824 documents we additionally downloaded there. External readers used these resources about 1 million times in 2018. We maintain close links with Ukrainian academic institutions at all levels and conducted 110 experiments in cooperation with 1325 educational institutions in 2018.

Under active internationalization of academic life, the National Academy of Educational Sciences of Ukraine was involved in different forms of international cooperation. In 2018 structural units of the National Academy of Educational Sciences of Ukraine participated in 45 international educational and research projects supported by the European Union, American Councils for International Education, British Council, Council of Europe, World Bank and others. We signed 15 new agreements regarding cooperation with foreign partners. Among representatives of Academy, 85 persons were involved in different types of academic mobility abroad in 2018. There are 37 foreign members from 13 countries of the National Academy of Educational Sciences of Ukraine.

## CONCLUSIONS

Academic life in the 21<sup>st</sup> century faced numerous challenges, which are connected with dramatic transformation of everyday life, expanding of informational and communicative technologies, increasing competitiveness in struggle for funding from the state and donors organizations. The pressure on humanities and social sciences, including educational sciences as its essential part is especially high. However, we need to remember that the most important aspects of socialization processes are connected with this particular area of human knowledge. Moreover, further democratic development of society and culture is possible only with the strengthening of the role of humanities and social sciences based on fundamental principle of human-centrism.

The National Academy of Educational Sciences of Ukraine as a key research institution in the Ukrainian system of education during last years tried to find the optimal forms of responses to these challenges. Among the main dimensions of such responses we have identified the following:

- 1) internationalization of the academic publications with special stress on internationally recognized academic database, first of all, Scopus and Web of Science;
- 2) increasing of fundraising activities, especially among foreign and international donors' organizations;
- 3) support of improving the system of national donors' organizations and active cooperation with them;
- 4) increasing the level of academic mobility among researchers and PhD students;
- 5) digitalization of the results of researches and open access to them through electronic library;
- 6) intensive analytical support of different governmental structures as a kind of national think-tank in the area of education;
- 7) more active cooperation with different educational institutions, orientation on their needs, demands and expectation from academic activities.

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# THE PRESENT STATE AND DIRECTIONS OF LOCAL SELF-GOVERNMENT AND DECENTRALISATION OF POWER REFORM IN UKRAINE

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**Abstract.** *The article is devoted to the peculiarities of a new administrative-territorial system formation as well as to the current state and directions of local self-government and decentralization of power reform in Ukraine. The authors explored the processes of finding the optimal format to provide local self-government functions. The regularities of the management levels strengthening according to different schemes are determined. The key aspects of practical experience of unification and the local management level strengthening in the amalgamated territorial communities are discovered. The prospects of realization of a wide range of powers by local self-government bodies are determined. The peculiarities of local and regional administrative-territorial transformations led to the different levels of management strengthening characterised. The authors underlined that local self-government reform is to be carried out on the basis of the Constitution of Ukraine and regulatory acts, the provisions of the European Charter of Local Self-Government. The following principles are to be adhered: the rule of law; openness, transparency and civic participation; subsidiarity; availability of public services.*

**Key words:** *administrative and territorial units; decentralization; inter-municipal cooperation; local governments; local self-government.*

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## **INTRODUCTION. PROBLEM STATEMENT**

The formation of Ukraine as a democratic state is impossible without a developed system of local self-government (LSG) and amalgamated territorial communities (ATCs). Today under the decentralisation reform, the reform of LSG is implemented in Ukraine. However, the LSG system still does not meet the needs of the Ukrainian society in terms of the provision of high quality services for people and proper protection of them and their territories.

## **LITERATURE REVIEW**

The importance of the problem of decentralisation of power is of great interest of home and foreign scholars. In particular, the works of such Ukrainian and foreign scholars as I. Butko (Butko, 1999), O. Harnets (Harnets et al., 2013), N. Honcharuk (Honcharuk & Prokopenko, 2014), Yu. Kovbasiuk (Kovbasiuk (ed.) et al., 2014), N. Nyzhnyk (Nyzhnyk, 2009), S. Serohin (Serohin & Honcharuk, 2015), A. Tkachuk (Harnets et al., 2013), V. Tolkovanov, K. Vashchenko (Kovbasiuk (ed.), Vashchenko, Tolkovanov et al., 2014) are devoted to the issues of decentralization of public authorities and LSG.

## **METHODOLOGY**

The models of decentralization can be different, as evidenced by the empirical experience of European countries. Therefore, the purpose of the article is to identify the common factors of the transformation of the LSG system in Ukraine and to substantiate the system elements of the decentralization process of governance.

## **MAIN RESULTS**

The development of LSG as effective and as close to the people of local authorities is one of the key priorities of the administrative reform aimed at the formation of Ukraine as a democratic state. Without reforming LSG, the implementation of decentralization processes it is impossible to overcome negative processes in the socio-economic and cultural development of the territorial communities and oblasts, to provide a significant increase in the level and quality of life of the majority of the Ukrainian citizens. Only the change of the paradigm of state governance, the consistent implementation of the LSG reform and the decentralization of power in Ukraine, the improvement of the existing system of local governance, the expansion of powers of LSG will facilitate the construction of local authorities on the basis of democracy (Danylyshyn, 2015; Harnets et al., 2013).

Nowadays, there is a number of systemic problems in the area of LSG that have been successfully solved in the EU countries. It necessitates the reformation of LSG in Ukraine, its adaptation to EU standards. The following problems can be classified as the main ones in the sector of LSG:

- rational administrative and territorial structure (about half of the districts have a population less than 40 thousand, more than half of the communities have a population of less than 3 thousand people);
- excessive centralization of the executive power bodies powers and financial and material resources (according to the functional survey of central authorities data, almost 1.5 thousand functions should be transferred to the LSG bodies level);
- local taxes and fees represent a very small share; low quality and affordability of public services (Ukraine ranks 62th out of 183 countries by providing online services);

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– lack of effective division of powers between executive authorities and LSG bodies on the basis of decentralization of power; problems of housing and communal services: wear of thermal, sewage, water supply networks and housing stock;

– undeveloped forms of direct democracy, the inability of members of the community to take joint actions aimed at protecting their rights and interests (in particular, local referendums and citizens' meetings at their place of residence – the forms prescribed in the Law of Ukraine “On Local Self-Government in Ukraine”, but no mechanisms for their implementation);

– complex demographic situation in most of the territorial communities; insufficient effectiveness of service in LSG bodies;

– insufficiently effective LSG (more than 70% of territorial communities are held at the expense of the state budget);

– as a consequence – insufficiently effective LSG (more than 70 percent of territorial communities are held at the expense of the state budget) (Nyzhnyk & Honcharuk (eds.), 2009; Kovbasiuk (ed.) et al., 2014; Pro dobrovilne obiednannia..., 2015).

Most social and economic problems have accumulated in the countryside. Since 1991, the number of rural population has decreased by 2.5 mln persons, almost a third of which are pensioners. The number of rural settlements decreased by 348 units, however, the number of village councils increased by 1067 units. The most severe problems in the countryside are unemployment and poverty, which cause the increasing development of the rural population labor migration. The level of average monthly wages in agriculture is almost 35% lower than the wage level in Ukraine in general (Kovbasiuk (ed.) et al., 2014). As a result, the able-bodied population and rural youth move to large cities or abroad.

According to the data of the Ministry of Regional Development, Construction and Housing and Communal Services (now – Ministry for Communities and Territories Development of Ukraine), the majority of rural settlements have an unsatisfactory network of social infrastructure objects. In rural areas there is no necessary network of medical facilities, and the level of provision of medical equipment is low. There are no pre-school educational institutions in 70 % of rural settlements; no clubs and cultural buildings – in 42% of such settlements. In half of them, there are no secondary education institutions, in 78% of them – no water pipes, in 57% – no gas pipelines. Only 58% of the villages have hardcover roads, 33% – road lighting, and 3% – are equipped with sewerage. This situation is largely due to the inability of the overwhelming majority of rural communities to provide elementary development of the corresponding settlements and territories (Nyzhnyk & Honcharuk (eds.), 2009).

The Concept of Reforming Local Self-Government and Territorial Organization of Power in Ukraine states that among almost 12 thousand territorial communities more than half have a population of less than 3 thousand persons, among which 4809 communities have less than 1 thousand persons, and 1129 communities have less than 500 people. In communities with fewer than 500 inhabitants executive bodies of local councils are not formed in accordance with the legislation, there are no budget institutions, utility companies, etc., and local government bodies of such communities can not actually exercise their powers of law and according to calculations of the Ministry of Finance, the subsidy of 5419 local budgets is more than 70%; 483 territorial communities are 90 % held at the expense of the state budget (Kovbasiuk (ed.) et al., 2014).

There is a tendency towards deterioration of the quality and accessibility of public services due to the resource insolvency of the vast majority of LSG bodies for exercising their own and delegated powers and reducing the qualification level of LSG officials, in particular due to the lack of competitiveness of LSG bodies in the labor market, a decrease in the prestige of positions leading to the low effectiveness of management decisions that are adopted by LSG bodies (Kovbasiuk (ed.) et al., 2014).

It should be noted that above all, the problems of legal and institutional nature need effective

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and rapid solution. To solve the problems at the village level, it is necessary to unite the efforts of the communities and their territories, and also financial support of the state is needed.

In accordance with the Law of Ukraine “On Voluntary Association of Territorial Communities”, residents of villages of Ukraine are given the right to unite into a single territorial community on a voluntary basis, to form LSG bodies (Honcharuk & Prokopenko, 2014).

The most difficult problem of LSG development is the problem of financial support of LSG bodies and their officials. The presence in local governments of financial resources sufficient to clarify issues of local importance, largely determines the reality of local government in one or another country. The clear division on a stable basis of financial resources of the state is one of the main principles for the formation of fair relations between state power and LSG. However, during many years of Ukraine’s independence there were a number of shortcomings in the policy of forming local budgets and intergovernmental fiscal relations. Local government functions were not provided with adequate revenue sources. Revenues secured by local budgets were insufficient to fulfill the functions entrusted to local authorities, and they almost did not have the authority to fill their budgets. Practice shows that the financial autonomy of LSG bodies, despite budgetary decentralization processes that took place in Ukraine in the course of 2015, has not yet been ensured.

Territorial communities have not become the sovereign masters in their territories, the budgets of self-government do not ensure the proper development of territorial communities and oblasts, and the crisis of communal networks is approaching. The Article 9 of the European Charter of Local Self-Government stipulates that at least part of LSG funds must come from local taxes and fees, but this part of the funds is very small in Ukraine. The share of own revenues in local budgets ranges from 20 to 60% in the the European states. At the same time, in nine European countries, only local taxes account for more than 30% of the total amount of municipal financing, for example; in Denmark – 51%, Sweden – 61%, Norway – 42%, France – 36%<sup>5</sup> (Honcharuk & Prokopenko, 2014).

A significant problem in the spheres of LSG is the low efficiency of service in LSG bodies. In particular, a certain part of staff in LSG bodies, unfortunately, has failed to work effectively, to make optimal and timely management decisions, to ensure and monitor the implementation of adopted plans and programs. There is a high staff turnover (up to 20% during the local elections) and its transition from local governments into the private sector. The ineffectiveness of the classification of posts of local government officials does not reflect the differences in their work and consequently leads to inconsistencies in wages. Cadre work is not yet sufficiently aimed at using transparent competitive recruitment principles, forming an effective staff reserve, does not give clearing and clear perspectives of the personnel of LSG bodies the development of a professional career, does not sufficiently stimulate its professional training and effective activity. The assessment procedures have a low impact on the service and do not contribute to improving its performance. The reason for these contradictions is both objective and subjective factors.

At the same time, it should be noted that during the years of independence in Ukraine as a whole, a system of LSG has been created and a service has been formed in LSG bodies. The system of LSG as of 01.01.2015 included 24 regional councils, 490 district councils, 457 city councils, 80 district councils in cities, 783 settlement and 10278 village councils, in total more than 12 thousand bodies of LSG. 97.9 thousand officials of LSG worked in the sphere of service in the bodies of LSG, and by the beginning of 2015 – 85,5 thousand officials of LSG.

In 2019, the Government of Ukraine approved a plan for the formation of 1311 amalgamated communities in 23 regions of Ukraine.

As of May 2019 899 amalgamated territorial communities have been created in Ukraine, of which 66 are waiting for the decision of the CEC to appoint an election.

The number of inhabitants in the amalgamated territorial communities is 9.5 million people,

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which accounts for 27% of the total population of Ukraine, excluding the temporarily occupied territory.

The area of amalgamated territorial communities is 217.5 thousand square kilometers, which is 38.9% of the total area of Ukraine, excluding the temporarily occupied territory.

The average number of people in one community for the period from 2015 to 2019 is 10563 people, and it has increased to 12656 people in 2019.

According to the rating of regions for the formation of joint territorial communities, conducted by the Ministry of Regional Development, Construction and Housing and Communal Services (now – Ministry for Communities and Territories Development of Ukraine), as of May 2019, the first five places are Zhytomyr, Khmelnytsky, Chernigiv, Zaporizhzhya and Volyn oblasts.

In 2019, in comparison with 2014, the state support for the development of territorial communities and the development of their infrastructure has grown 41 times to UAH 20.7537 billion. In addition, there is a subvention in 2019 for the construction of local roads in the amount of 14.7 billion UAH, of which 5.0 billion UAH was transferred to local budgets, provided a subvention for the socio-economic development of individual territories in the amount of 50 billion UAH, as well as on the development of medicine in the amount of 5.0 billion UAH (Monitorynh prohresu reform..., 2018).

According to the data of the Ministry of Regional Development, Construction and Housing and Communal Services (now – Ministry for Communities and Territories Development of Ukraine) as of 10.05.2019, Ukraine has established 787 centers for the provision of administrative services (hereinafter referred to as the CNPC), of which 456 are organized by oryinh prohresu reform, 2018); local state administrations; 207 by cities of oblast significance; 148 by the ATCs (Monitorynh prohresu reform..., 2018).

A legal and regulatory framework regulating the activities of local government bodies and officials has also been created. Currently, issues that fall within the competence of LSG are regulated by the Constitution of Ukraine (Art 5, 7, 38, 140-146 and others), about 700 laws, as well as more than 3 thousand normative legal acts, although some of them contain norms that give rise to collisions both in the middle of these legal acts and between the acts itself (Danylyshyn, 2015; Harnets et al., 2013).

According to the information provided in the “Monitoring of the Progress of Reforms for 2019” published by the Project Office of the National Council for Reforms, the legal and normative bases for the voluntary amalgamation of territorial communities have been formed in the area of reforming LSG and territorial organization of the state. In particular, the Concept of Reform of Local Self-Government and Territorial Organization Authorities in Ukraine has been approved as well as Plan of measures for its implementation; the law of Ukraine: “On Voluntary Amalgamation of Territorial Communities” that creates legal bases for improving the financial and economic capacity of the communities adopted; the Government of Ukraine developed and approved the Methodology for the Formation of Capable Territorial Communities (the Resolution of the Cabinet of Ministers of Ukraine as of 08.2015, № 214).

Besides, the Regional Offices for Reform were opened in each region with the assistance of the donor community; Regional state administrations, with the support of the Regional Offices for Reform and the Association of the Ukrainian Cities, with the active participation of the communities, developed the perspective plans for the formation of territories of communities of oblasts.

As of 10.05.2019 the number of territorial communities that formed the ATCs for the period from 2015 to 2019 is: 4187 territorial communities that amalgamated into 899 amalgamated territorial communities; the number of not amalgamated territorial communities that are not still amalgamated for this period is 6774, remained and remain unincorporated (61.8% of the total number of bases as of 01.01.2015).

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The dynamics of the formation of amalgamated territorial communities, the average number of territorial communities amalgamated in one ATC in 2015 amounted to 5.1 communities, in 2016 - 4.6 communities, 2017 - 4.6 communities, 2018 - 4.1 communities, 2019 - 4.8 communities, on average, in the period from 2015 to 2019 - 4.7 communities.

The average population of one ATC in 2015 was 8736 people, in 2016 - 8411 people, in 2017 - 8417 people, in 2018 - 18981 people, in 2019 - 12656, in the period from 2015 to 2019 - 10563 people (Monitorynh prohresu reform..., 2018).

Measures to implement financial and budgetary decentralization were important for improving the efficiency of LSG bodies and their self-sufficiency. Amendments to the Budget and Tax Code were introduced, which allowed the local governments to allocate additional budgetary powers and identify stable sources of income for their implementation.

As a result, the volume of own resources of LSG bodies as of 10.05.2019 increased.

Local government revenues in 2014 totaled 68.4 UAH billion, in 2015 - UAH 98.2 billion, in 2016 - UAH 146.6 billion, in 2017 - UAH 192.7 billion, in 2018 - 234.1, in 2019 forecast is 267 billion UAH:

- Ukraine's own incomes in 2017 amounted to 120.8 billion UAH, and in 2018 - 148.9 billion UAH, an increase of +28.1 billion USD (+ 23.0%);

- in 665 ATCs - their own incomes in 2017 amounted to UAH 7.7 billion, and in 2018 - UAH 12.7 billion, an increase of UAH 5.0 billion (65.0%).

These are the means by which local governments, in conjunction with territorial communities, manage themselves. Since the system ensures autonomy in the adoption of local budgets and decentralization, in the future such changes will give a synergistic effect and local budget revenues will grow and local authorities will have the resources to identify issues of local importance and community development (Monitorynh prohresu reform..., 2018).

Thus, the analysis shows a number of systemic problems of legal, organizational, financial and personnel provision of the reform of LSG in Ukraine and the need for more effective measures for their elimination.

The very existence of these systemic problems is the basis for defining the main directions of reforming LSG and decentralizing power in Ukraine in line with EU standards.

Through decentralization, the European states in one way or another faced with the problem of improving their administrative-territorial system, but in different ways approached its solution. Thus, some of them carried out appropriate reforms of the administrative-territorial system, others only partially changed some of its elements or did not make any changes at all. As many European states that envisaged the decentralization or autonomy of the communities were characterized by the lack of sufficient territorial, demographic and material resources for local governments to provide the appropriate level of public services and the maintenance of modern communities, numerous reforms of public administration in such countries began with the consolidation of administrative - territorial units, creation of various regional forms of management (Pro ratyfikatsiiu Yevropeiskoi Khartii..., 1997).

Local government, which is an important feature of the democracy of any state, has a specific form in each of them. It is through LSG that the idea of exercising power directly by the people can be realized in the most complete way, ascertaining the question of interaction between a person, a territorial community, and authorities. It is impossible to fulfill the tasks that arise before the bodies of LSG without the coordination of their activities.

At the same time, it should be noted active changes in the part of decentralization of power in Ukraine, created the legal framework for the voluntary association and cooperation of territorial communities and the definition of the conceptual framework for the reform of LSG.

Consequently, the reform of LSG is a complex of problems, the readiness for it is still insufficient, and some issues are currently being processed at a simplified level. At the same

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time, there is a wealth of positive experience in identifying a number of issues, the considerable potential of constructive approaches, modeling and tools for ensuring effective and effective LSG activity, and reform, on the one hand, should use this potential, and open up wide opportunities for its realization with one another in updated conditions (Kontseptsiiia reformuvannia..., 2014).

## CONCLUSIONS

LSG reform is aimed at overcoming negative processes in the social, economic and cultural development of the territorial communities, to ensure the creation and maintenance of a favorable living environment necessary for the full development of a personality, providing residents of the territorial communities with high-quality and accessible administrative and social services on the basis of sustainable development of a capable community, which will significantly increase the level and quality of life of Ukrainian citizens.

Ukraine, in essence, today needs a new paradigm of LSG that integrates elements of many approaches and paradigms. However, it is to be consistent with the Ukrainian peculiarities and to clearly identify the significance, role and functions of LSG both in the life of territorial communities and the state as a whole.

The reform of LSG and territorial organization of power is to be carried out on the basis of the Constitution of Ukraine and regulatory acts, the provisions of the European Charter of Local Self-Government. The following principles are to be adhered: the rule of law; openness, transparency and civic participation; subsidiarity; availability of public services.

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**COMPARATIVE  
AND  
INTERNATIONAL  
EDUCATION**

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# THE DEPARTMENT OF COMPARATIVE EDUCATION OF THE INSTITUTE OF PEDAGOGY OF THE NATIONAL ACADEMY OF EDUCATIONAL SCIENCES OF UKRAINE: SCIENTIFIC ATTAINMENTS FOR THE PERIOD OF 25 YEARS

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**Abstract.** *The aim of the article is to review and evaluate the scientific attainments of the Department of Comparative Education of the Institute of Pedagogy of NAES of Ukraine during 25 years (1991-2016) of its functioning. 1991 was chosen because it signifies the renaming of the Laboratory of Scientific and Educational Information (established in 1971) into the Laboratory of Comparative Education (the Department of Comparative Education since 2015). This has led to the transformation of its very concept. From analysis and dissemination of foreign experience the Department went to comparative studies, identification of general trends with formulation of landmarks/prospects for the Ukrainian education. Based on the analysis of the published works of the Department the author made conclusion about its sound and multidimensional scientific input. It covers all levels of education and presents the advanced experience/topical processes/innovative phenomena of the world countries-leaders. Under globalization, the scholars of the Department of Comparative Education conduct also a supra-national analysis aimed at opening the impact of the international organizations (EU, UNESCO, OECD, etc.) on the development of educational policy in the world and in Europe. In such a way the scholars of the Department of Comparative Education have added value to the development of the national education.*

**Key words:** *Department of Comparative Education; Institute of Pedagogy of NAES of Ukraine; impact; published works; Ukrainian education.*

## INTRODUCTION. PROBLEM STATEMENT

The Department of Comparative Education (DCE) of the Institute of Pedagogy of the National Academy of Educational Sciences (NAES) of Ukraine is a specialized unit in which comparative studies in the educational sector are carried out. Since 1971 the CDE functioned under

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the name of “The Laboratory of Scientific and Educational Information” and since 1991 – under the name of “The Laboratory of Comparative Education”. Since 2015 the DCE is functioning under the name of “The Department of Comparative Education”. The DCE performs the task of cross-national analyses responding to the demand of the national education to be harmonised with the advanced world and European standards. Based on the research of the key trends of education development abroad the scholars of the DCE disseminate ambitious foreign experience/ideas among the academic community of Ukraine. Exploring ways to integrate the Ukrainian education into the global educational space by developing recommendations for policy makers is no less a mission of the DCE. The DCE also plays an important role in the development of the methodology of comparative education (CE) in Ukraine.

In 2016, the DCE celebrated its 25<sup>th</sup> anniversary. The article is aimed at the review of the DCE scientific attainments in view of its 25-years jubilee.

## LITERATURE REVIEW

The development of CE in the NAES is analysed in the article “Comparative Education at the National Academy of Educational Sciences of Ukraine: Steps of Growth”. The heads of the CE units of NAES O. Lokshyna, N. Avshenyuk, O. Ovcharuk and O. Borodienko analyse the history of these units, specificity of their activities at the present stage (Lokshyna, Avshenyuk & Ovcharuk, 2016).

O. Lokshyna in the article “Comparative Education at the National Academy of Educational Sciences of Ukraine: Rise, Successes, Challenges” presents the input of the CE units of the NAES into the development of the CE science in Ukraine (Lokshyna, 2018).

In the scientific-auxiliary bibliographic index “Department of Comparative Education of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine (1991-2016)” the compilers O. Lokshyna and O. Glushko assemble the published works of the scholars of the DCE for the 1991-2016 period (1991–2016) (Lokshyna & Glushko (eds.), 2019). This work made it possible to carry out the detailed analysis and present in this article the scientific achievements of the Department over a certain period of time.

## METHODOLOGY

The author of the article has analysed the works of the DCE scholars of the Institute of Pedagogy of NAES of Ukraine published in 1991-2016. 1991 has been chosen as the lower chronological boundary because it signifies the renaming the Laboratory of Scientific and Educational Information into the Laboratory of Comparative Education. This has led to the transformation of the very concept of the Department. From review and dissemination of foreign experience the Department went to comparative studies, identification of general trends with formulation of landmarks/prospects for the Ukrainian education. In 2016, we completed 25 years of specialization of the Department in the field of CE.

In order to achieve the aim of the article – to review the scientific attainments of the DCE for 25 years of its functioning – the author has conducted both: the quantitative analysis of the published works (total number of the published works, number of the works by types) and qualitative analysis (by analysing the study topics and the geographical coverage).

The scientific-auxiliary bibliographic index “Department of Comparative Education of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine (1991-2016)” (2019) was the source for the analysis (Lokshyna & Glushko (eds.), 2019).

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## MAIN RESULTS

The establishment of the Laboratory of Scientific and Educational Information in 1971 at the Institute of Pedagogy of the NAES of Ukraine laid the basis for the development of the Laboratory of Comparative Education in future. The mission of the Laboratory of Scientific and Educational Information was to inform the scholars of the Institute about the state of education in foreign countries. Within thirty years of its existence, a scientific school was formed and a methodology for conducting cross-national studies was worked out. This ensured efficiency and effectiveness of work of the unit after its transformation into the Laboratory of Comparative Education.

The following scholars worked in the DCE in the 25-year period: N. Abashkina, E. Berezhna, N. Vasylenko, L. Volynets, O. Glushko, A. Dzhurylo, H. Egorov, R. Kaminskyi, M. Krasovytskyi, N. Lavrychenko, O. Lokshyna, I. Mariuts, B. Melnychenko, O. Ovcharuk, O. Orzhehovska, R. Roman, H. Stepenko, I. Taranenko, M. Tymenko, N. Sheverun, O. Sparyk. The Department team included Candidates of Pedagogical Sciences (PhD) and Doctors of Sciences (Dr. Sc.) in different periods of its existence. An active research activity was also carried out by young scholars without a degree, who gradually defended their PhD theses and obtained a PhD Diplomas. In particular, during the 25-year period, 7 PhD and 3 Dr. Sc. dissertations were defended by the DCE researchers.

The total number of the works they published in the 1991-2016 period is 972<sup>1</sup>. The quantitative analysis by types of products testifies to a wide range of the items, i.e. dissertations, monographs, textbooks, educational and teaching aids, recommendations, materials of scientific and practical conferences, seminars, collections of scientific works, articles from periodicals, analytical reports, etc.

The scientific articles and abstracts of the reports at the scientific conferences, in which the scholars of the DCE published the finding obtained while conducting their personal research, constitute the majority of the scientific-auxiliary bibliographic index. The results of such personal researches are accumulated in the multi-authored monographs published by the CDE. There are also one-author monographs presenting the scientific findings of Department leading scholars. The studies of the DCE scholars are published in the multi-authored monographs, which are the products of other research teams too. The consolidated number of types of the scientific production of the DCE is presented in the Table 1 (Lokshyna & Glushko (eds.), 2019).

Table 1

### **Distribution of scientific attainments of the Department of Comparative Education of the Institute of Pedagogy for the 1991-2016 by key types**

<b>The type of the scientific production</b>	<b>Number (item)</b>
Official edition	4
Informational edition	3
Practical edition	16
Educational edition	6
Reference edition	6
Monograph	14
Article	608
Abstract of conferences/workshops	280
Dissertation/abstract of dissertation	22

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<sup>1</sup> It should be noted that this number does not fully reflect all the work of the department, because due to the long period of time, some of the employees' printed works, especially in the 1990s, were not recorded.

Besides, the DCE as the founder and organizer of the “Comparative and International Education” conference published 7 book of abstracts of the participants in 2010, 2011, 2012, 2013, 2014, 2015, 2016.

Speaking about the geographical coverage of the DCE’s printed works, it should be noted that educational phenomena in almost all leading countries of the world and regions – Europe, North America, and the East have become the subject of the analysis (table 2) (Lokshyna & Glushko (eds.), 2019).

Table 2

**Countries that are the subject of research by the DCE (1991-2016)**

<b>Region</b>	<b>Country</b>
Europe	Belgium, Bulgaria, Czech Republic, Denmark, Estonia, Finland, France, Germany, Latvia, Netherlands, Norway, Poland, Slovakia, Spain, Switzerland, Sweden, United Kingdom of Great Britain and Northern Ireland (England, Northern Ireland, Scotland)
North America	Canada, USA
Eastern Asia	China, Japan

The Table 2 shows that the European countries, primarily the EU states, are of special interest for the DCE scholars. It attests to the orientation of the DCE to support the integration of Ukraine into the European educational space.

Many publications by the DCE’s scholars also address the state and features of education development in other foreign countries, the United States of America are among them. Responding to the achievements of the Asian countries, the DCE devotes its research to the education of such world leaders as China and Japan. Education in Ukraine through the prism of foreign experience is also the subject of analysis.

The study of the educational realities at the level of general secondary education is an obvious area of activities of the Department within the Institute of Pedagogy of NAES of Ukraine. However, the topics of the DCE publications cover also all other levels of education, from pre-school to adult education in the context of lifelong learning.

Within the study of educational realities abroad, the scholars focused primarily on the analysis of the following global issues: reforms and trends in education, the organization and content of education, governance/management of education, a competence-based approach to education, education quality monitoring and assessment of students’ educational achievements, textbooks, upbringing and socialization of youth.

The following and other global challenges are covered in the following multi-authored and single-author monographs of the Department:

- M. Krasovytskyi. With very eyes: problems of students’ moral upbringing in the theory and practice of the home and American pedagogy (Krasovytskyi, 1998);
- N. Lavrychenko. The Pedagogy of Socialisation: the European outlines (Lavrychenko, 2000);
- L. Volynets, H. Egorov, N. Lavrychenko, B. Melnychenko, O. Pershukova. Trends in the reforming general secondary education in the countries of the European Union (Volynets, Egorov, Lavrychenko et al., 2008);
- O. Lokshyna. The Content of school education in the countries of the European Union: theory and practice (the second half of the 20<sup>th</sup> – the beginning of the 21<sup>st</sup> century) (Lokshyna, 2009);

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– L. Volynets, H. Egorov, N. Lavrychenko, O. Lokshyna, B. Melnychenko, O. Pershukova, N. Sheverun. The worldview potential of school humanitarian education in the European Union and the USA (Lokshyna, (ed.) et al., 2014);

– L. Volynets, A. Dzhurylo, H. Egorov, N. Lavrychenko, O. Lokshyna, B. Melnychenko, O. Orzhekhovska, O. Pershukova, N. Sheverun, O. Shparyk. Quality Assurance in General Secondary Education in the Leading European Countries and in U.S.A. (Lokshyna, (ed.) et al., 2015);

– O. Pershukova. Development of multilingual education of pupils in the countries of the Western Europe (Persukova, 2015).

There are also publications on advanced experience in teaching subjects – geography, history, civics, ecology, ICT, foreign language, religious education.

In the 90s attention was paid to the acquaintance of the Ukrainian educators with the legacy of the world class educators M. Montessori, R. Steiner and others. Under new realities the DCE scholars reconsidered the legacy of the great Ukrainian pedagogues A. Makarenko and V. Sukhomlinskyi.

The following published works of the DCE scholars became the contribution to the development of methodology of CE:

– N. Lavrychenko. The Europe of education and comparative education in their mutual progress (Lavrychenko, 2009);

– O. Lokshyna. Comparative Education: achievements of two hundred years of development and modern challenges problems (Lokshyna, 2010);

– The reading book “Comparative Education: the methodological guidelines of the Ukrainian comparative educators” (O. Lokshyna, the compiler) (Lokshyna (ed.), 2015).

## CONCLUSIONS

Thus, the scientific attainment of the DCE over a 25-year period is sound and multidimensional. It covers all levels of education and presents the experience of the world and European countries-leaders. It is important that the DCE’s works present topical processes/phenomena of foreign education promoting the implementation of its innovative ideas into the education of Ukraine. Under globalization, the scholars of DCE conduct also a supra-national analysis aimed at opening the impact of the international organizations (EU, UNESCO, OECD, etc.) on the development of educational policy in the world and in Europe.

The analysis showed the DCE gradual movement from the study of education systems in foreign countries to identification of the key trends in their development, which corresponds to the purpose of comparative research.

Based on the analysis we can state that the DCE, carrying out research activities, performs a complex of the following important functions:

- research of the advanced foreign experience with projection on the Ukrainian education;
- dissemination of innovative ideas of the foreign education in the abstracts of conferences;
- development of official/strategic documents for the education sector as members of the analytical groups set up by the Governmental bodies and/or the NAES;
- development of methodology of comparative education/training of comparative education researchers.

In such a way the scholars of the DCE have added value to the development of the national education.

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# DECENTRALIZATION IN EDUCATION: EUROPEAN POLICIES AND PRACTICES

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**Abstract.** *The article probes into factors that determine processes of decentralization in managing the general education system. The study entails a review of pertinent literature and an analysis of the distribution of powers among entities managing the general education system based on the European countries' experience. The study concludes that the education management system in the most EU-countries is decentralized or gradually being decentralized and de-concentrated on the basis of the subsidiarity principle. The results of our research give the possibility to affirm that the successful implementation of the decentralization reform requires the following two conditions: political support for proposed changes and the ability of those charged with carrying out the reform. An analysis of literature confirms that decentralization as a process is also a function of factors other than political will and capacity. These factors include trust (the extent of decentralization depends on the central government's trust in the local government, and vice versa), financial troubles, path dances, international developments, etc. An analysis of the distribution of decision making powers in areas of financing and human resources demonstrates that there is a trend towards decentralization, albeit inconsistent due to obstacles on the level of centralized management. The article maintains that there has to be an adequate balance between centralization, which is necessary for the implementation of general national educational objectives, and decentralization, which allows teachers, schoolchildren, parents and the representatives of local communities to participate in education management.*

**Key words:** *centralization; decentralization; globalization; education policy; educational reforms.*

## INTRODUCTION, PROBLEM STATEMENT

Reasons for decentralization are abundant. In some cases it is a question of increasing efficiency in management and governance. Where the state bureaucracy appears heavy and slow, where it has proven unable to tackle issues of teacher deployment, teacher payment, purchase and distribution of equipment and material or maintenance of buildings, decentralization appears to be the solution: it can allow a faster identification of problems and the search for more appropriate responses. In many cases, decentralization is also the result of the process of political democratization: people want to be consulted and involved in decision-making that concerns them directly. Decentralization also helps in clarifying lines of accountability. Several other reasons are behind such administrative reform moves, including the desire of certain governments to reduce the power of teachers' unions. But for developing countries as Ukraine the prime motor of decentralization may have been the search for new resources. Central governments devolve

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the management of the schools that they can no longer finance. Decentralization allows for the mobilization of resources at the local level, through special taxes or community participation that would not be available otherwise. Even if the state largely continues to finance education through the provision of funds to regional authorities, it is assumed that scarce public funds will be used more carefully.

Decentralization processes in education systems is a topic that is extremely relevant in the up to date policy background. This is mainly true in the context of reforms likely to be needed as countries move towards a more inclusive system. A central issue in the reform effort for every nation is getting the right equilibrium between centralization and decentralization. The main source of tension and subject of debate lies in formulating and implementing policy that decides where authority, responsibility and accountability ought to reside. The idea of transferring responsibility and decision-making to local bodies appears to sit well with more self-governing and participatory approaches. These are an integral part of inclusive policy and practice. Nevertheless, the complex decentralized systems mail creates it more difficult to make sure transparent funding and equitable opportunities for all learners. J. Zajda is writing about the 'necessity to understand who controls and who ought to control education' as it is the imperative behind exploring decentralization. It is also important to examine exactly which functions should be decentralized. These can be, for example, administration, personnel, financing, and curriculum and assessment (Zajda, 2012).

## **LITERATURE REVIEW**

The literature on decentralization is vast. Much of it focuses on the conceptual aspects of decentralization, defining and differentiating terms that connote different kinds or degrees of decentralization (Rondinelli, 1981; Rondinelli, Nellis, & Cheema; 1983; Winkler, 1989, 2005; Weiler, 1990; Welsh & McGinn, 1999; Winkler & Gershberg, 2003; Shah & Thompson 2004; Kim, 2008; Edwards, 2010); the reasons why governments decentralize (Winkler, 1989, 2005; Weiler, 1990; Welsh & McGinn; Naidoo, 2002; Cohen, 2004); the extent to which countries have decentralized (Winkler, 1989; Welsh & McGinn; Winkler & Gershberg); and country-specific or cross-national comparative case studies or accounts of various efforts to decentralize (Parry, 1997; Levitas & Herczynski, 2001; World Bank, 2004; Navarro, 2007). There is as well a vast body of literature on the political economy of decentralization (Angell, Lowden, & Thorp, 2001; Kaufman & Nelson, 2004; and Stein, Tomassi, Echebarrna, Lora, & Payne, 2006).

Problems of education management and education decentralisation are being explored by a large number of scholars, in particular, by A. Androniceanu, M. Bernbaum, M. Busemeyer, M. Herbst, A. Patapas, P. Rado, J. Urbanovic, J. Weidman, H. Weiler, etc.

## **METHODOLOGY**

The qualitative research method was used in this study. According to OECD methodology, education decentralization can be measured on the basis of the location of decision-making affecting each of the four types of decisions in education systems: organization of instruction (curricula, textbooks, teaching methods, schedule); personnel management (hiring/firing, pay, assigning teaching responsibilities, and training); planning and structures; and resources and spending. However, this data represents a starting point for a more comprehensive measure of education decentralization in cross-country studies.

## **MAIN RESULTS**

Decentralization is a term used when responsibility or power is passed to local communities and schools. They can then make their own decisions about many aspects of policy and practice.

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In centralized systems, a central body might control finance, personnel and resources and also manage policy, curriculum and assessment. Many researchers as A. Androniceanu, B. Ristea, M. Busemeyer, J. Urbanovič, A. Patapas suggest that, in decentralized systems, resources can be used more efficiently. This in turn can lead to improved learner performance, higher parental satisfaction and stronger accountability with community involvement and support (Androniceanu and Ristea, 2014; Busemeyer, 2012; Urbanovič and Patapas, 2012).

Systematic evaluations of decentralized systems are lacking. On the other hand, effective and efficient government seems to require an appropriate stability of centralization and decentralization (both top-down and bottom-up approaches). Even when national governments decentralize functions: ‘...they retain significant responsibility for developing appropriate and effective national decentralization policies and strengthening local institutional capacity to assume new responsibility’ (Bernbaum, 2011: p. 8).

The models of decentralization most often discussed in the research (for example, P. Rady, 2010; M. Bernbaum, 2011) are delegation, deconcentration, devolution and decoupling.

*Delegation* is a transmission of tasks and administrative functions related to definite functions, usually determined by central authorities. This process does not result in a shift in power, as the local agents only have to implement decisions made centrally. An example is when a ministry of education delegates authority to a national examination board which prepares, administers and marks national exams.

*Deconcentration* can appear to be a move towards a more democratic model, as some authority and responsibility are passed to “lower” system levels. But, this model usually retains extremely centralized operations. The local units may act as agents of central government and be responsible for implementing rules – but not for making decisions or policies. For example, a central body may create district offices to carry out central functions on its behalf, but overall control remains with the central government.

*Devolution* transfers authority and real responsibility from central to local bodies. According to UNESCO (2014), the devolution of authority in key decision-making areas – such as finance and staffing – has the potential to empower local school communities and improve learner outcomes. Weiler (1993) offers an alternative. He refers to the ‘redistributive model’ dealing with top-down distribution of power, the ‘effectiveness model’ focusing on financial aspects and cost-effectiveness of decentralization, and the ‘learning culture’ model that addresses cultural diversity and curricula adaptability to local needs.

*Decoupling* addresses the decoupling between policy directives, implementation and outcomes. It is important for explaining divergent patterns of organizational development in schools. Decoupling serves to protect local schools from too much external scrutiny. This results in more autonomy at the local level and little evidence of ineffectiveness. Furthermore, decoupling occurs with the tacit agreement of all players, from the community to school personnel (Meyer and Rowan, 2008).

These different models of decentralization are not yet generally in use when considering countries’ systems. However, they have the potential to be applied in order to provide greater clarity to future work.

The measurement of decentralization in education is particularly complicated. Economists often measure decentralization to lower levels of government by looking at the percent of educational incomes that come from regional sources, or, alternatively, by looking at the share of educational resources that local governments control. Using these measures, education is more centralized in countries such as Greece, Italy, and France and more decentralized in countries such as Germany, Poland, Norway and the United Kingdom.

Nevertheless, the measure may be deceptive when central governments mandate educational policies or programs that require the local government to appropriate its incomes in a certain

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way. Mandating decrease in class size or the creation of special education programs, for example, reduces the degree of power the local government has to allocate its own incomes or resources. In Germany, the federal and federal state governments influence local education resource allocation both through unfunded policy and program mandates and through the use of conditional grants-in-aid, which require local governments or school districts to match federal or state funding for certain purposes. The combination of these mandates and conditional grants results in local school districts having discretionary expenditure control over only a small portion of their revenues and budgets.

Researchers who support education decentralization argue that they can improve quality and satisfy local demand due to better information about local requests. Such systems can also give more democratic control, participation and choice for families. Other scientists as J. Urbanovič, A. Patapas, M. Busemeyer point out that increased competition among localities can lead to greater efficiency. Moreover, in terms of reform, creating smaller, more flexible units may help to overcome the inertia and bureaucracy of larger systems.

There is only incomplete evidence that decentralization alone increases education quality. However, ‘the more the process focuses on quality issues and the closer decentralization actions are to the school or community, the more likely it is that decentralization, combined with other needed inputs, will contribute to raising education quality’ asserts M. Bernbaum. Recent Agency work on financing mechanisms for inclusive education (European Agency, 2016a) also suggests that more decentralized systems appear to create a greater opportunity for developing innovative forms of inclusive education. These systems have more flexible learning and support and strengthened school governance (Stubbs, 2008; NESSE, 2012).

J. C. Weidman and R. DePietro-Jurand declare that transferring responsibility and authority for education services to local or regional governments might result in increased accountability and efficiency. This is because it shortens the distance between parent and policy-maker or policy-maker and school. It may also strengthen parental demand for greater quality and improve managers’ capacity to implement programs (Weidman and DePietro-Jurand, 2011).

P. Rady points out that centralized governance and management systems in education may fail to involve key stakeholder groups in decision-making (i.e. weak democratic political legitimacy). This reduces the stakeholders’ capacity to implement decisions (i.e. low professional legitimacy). He notes that these deficiencies can add up to a “legitimacy crisis” in the centralized systems.

As the European Agency results of monitoring research completed in 2016 show “the decentralized systems can face effectiveness, equity and accountability issues when badly coordinated provision leads to a fragmented system” (European Agency, 2016a). Some of these challenges arise due to central ministries not undertaking monitoring and training functions to give real decision-making and management power to lower levels. They may also ‘arise from difficulties in executing decisions at the local level due to a lack of funding from the decision-makers’ asserts M. Bernbaum (Bernbaum, 2011). He stresses that the need to clarify the roles and responsibilities of relevant staff when working with ministries of education. It is also necessary to support capacity-building to assist staff to carry out these roles and responsibilities. It is especially important to ensure that:

- there is no duplication in the division of roles between different system levels;
- funding is commensurate with responsibilities;
- there is action to increase the capacity of local areas.

The researcher also adds that, ‘beyond working within the ministries of education, it is important to interact with key actors from the ministry of finance and other relevant ministries and/or autonomous or semi-autonomous bodies’. Overall, strong monitoring and accountability mechanisms are required to ensure that resource allocation and the implementation of policy goals are consistent. German researcher T. Burns stresses on the necessity to ‘align accountability

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pressures within and across governance levels, across programs and stakeholders – all with a focus on dialogue and transparency’ (Burns et al., 2016).

Decentralization leads to increased school autonomy and competition. This may exacerbate differences between schools and educational outcomes and, in the longer term, social inequalities. Many countries attempt to address this risk of inequality in inputs and service quality by introducing national standards for education services.

M. Herbst and A. Wojciuk proclaim that countries may also redistribute resources in an attempt to neutralize the effects of uneven local taxes (Herbst and Wojciuk, 2014). M. Busemeyer suggests that decentralization can lead to more, rather than less, bureaucracy and create administrative overload at local level. Local institutions can be captured by special interests and ‘gaming’ of the system can occur when performance standards are set at the distant national level. In the context of high quality education for all learners, benefits are seen when the culture both within and among school communities is collaborative – not competitive (Busemeyer, 2012).

A further challenge is the provision of accurate data. Actors at all levels need clear and relevant information on the academic and financial performance of their schools relative to other schools. This includes expenses, resource use and education outcomes. There is also a need to consider the use of education information with wider stakeholders – for example, service users. This in turn requires action to improve the capacity to use information at the local level, and recognition that this is also likely to increase demand for information.

During the past decades, decentralization has come to be seen as a way to ensure the application of management principles and create conditions for the representation of the concerns of all stakeholders in education. However, these two aspects partially contradict each other. According to the model of the education services market, the production and consumption of education services must be separated in order to depoliticize administrative processes. This changes the participatory nature of communities and concerned groups with regard to management. As already mentioned, market mechanisms are most effective when consumers themselves obtain information about their options and thus practice their right to choose. This promotes competition among service providers. However, by choosing a particular product, consumers influence only the product’s viability in the market and not the producer’s decision on which product should be introduced into the market. Producers create demand for products and offer novelties (i.e. employ marketing, thus bypassing the community’s active participation in decision making). On the other hand, practice shows that active involvement of interested parties in the process of planning and decision making increases the likelihood of a successful outcome.

Nowadays in the West European countries decentralization is determining as one of the key strategies of reforming educational institutions based on a market model advocated by managerial ideas in public administration. European researchers proclaim that municipal authorities should have sufficient freedom to make decisions while schools should have a sufficient degree of autonomy to apply principles of business management.

The most instructive and exciting experience of achieving success on the way to decentralization have demonstrated by such European countries as Finland, Germany, Iceland, Ireland, Latvia, Norway, Slovenia, Spain.

*Ireland* is considered a country, which, up to very recently, has generally taken a relatively centralized approach to education governance. The central government has developed a resource allocation model for learners identified as having special educational needs (SEN). The incentive behind changing the existing model was a concern about its lack of equity. Resources were allocated to schools based on the assessment and diagnosis of individual learners’ SEN. The risk of over-identifying certain minority groups of learners with SEN and the increased risk of lower expectations based on labelling or diagnosis were also reasons for changing the existing model. Furthermore, there was concern that the allocation system was not linked to schools’ needs.

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*Iceland* (a country taking much decentralized approach to education) reported on their main challenges regarding regional disparity in educational inputs and quality of educational outcomes. These mainly involve unequal access to funds and resources, such as specialists and qualified teachers. As a strategy for equal opportunity across areas, Iceland has established the Local Authorities' Equalization Fund. It redistributes resources among municipalities in Iceland. The fund has a role in equalizing the municipalities' abilities to raise revenues and meet expenditures. Over 10% of the revenues of local authorities come from the Equalization Fund. These take the form of special allocations, equalization contributions and contributions such as the transfer of costs of services for learners with recognized SEN.

*Slovenia* reports divergence among communities in terms of national examinations results, school differences, and a lack of ambition and collaboration among those who are working with individual learners. Slovenia's response to regional disparity is to examine the reasons for the different national examinations results and to emphasize cooperation with parents and other professionals through better communication and co-ordination of practice. It furthermore aims to increase flexibility in the process of obtaining a legal decision for additional educational support to meet individual learning needs and to stress the significance of individual education plans for learners with SEN.

*Malta* is responding to quality assurance challenges by shifting from a completely centralized system towards a more appropriately balanced centralized and decentralized system. It is moving away from a system where schools were externally reviewed through a thorough – yet questionably sustainable – cycle. These meant schools underwent formal external evaluation once every 10 years. The move is towards empowering schools to perform an effective and valid school self-evaluation. This informs meaningful school development plans to steer school improvement.

*Norway* presents an example of a decentralized system that is dealing with the following challenges: how local authorities interpret regulations and national goals; how they prioritize at local level; how schools work with the curricula; how to assure the quality of learners' educational outcomes. Norway's strategies to address these challenges involve, among others, the use of differently themed inspections conducted through dialogue with schools. The school inspections are based on different concerns, such as investigating how schools follow and implement education plans. Quality assurance is also accomplished through national tests, monitoring national measures and providing guidance and support for curriculum development through online material, an advisory team, national resource centers and a national support system for SEN. An annual questionnaire aimed directly at learners is part of the quality assurance process. It asks learners how they feel about their schools and their learning environment.

*Spain* faces challenges in providing accurate data within a decentralized system. These challenges manifest in the lack of data from private schools, as it is not included to the same degree as data from public schools. Bureaucracy is increasing in the system and problems in accessing information on statistical data within the administration are perceived. However, a greater challenge is seen in the different ways the Autonomous Communities collect and then analyze the available data. Strategies to counter these challenges involve a framework for joint statistical work between the Ministry of Education and the Autonomous Communities. Furthermore, the use of management applications in private schools is being promoted to support data collection. Opportunities are presented by the statistical use of existing administrative registers and by cross-referencing these with other ministries, as well as using existing information networks.

In *Latvia*, public sector governance is centralized. The challenges regarding data collection focus on: the potential danger of incorrect data use; the lack of qualitative data – such as on how support is provided; the inability to use the quantitative data to compare the development of outcomes; the long time it takes to collect data about the current situation. The strategies proposed to counter these challenges are to improve the National Education Information System (NEIS),

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to avoid the possibility of entering data about learners in several educational institutions and to organize data use for registered users and for public access.

In *Finland* decentralization is a core idea in education, and it is implemented in the Finnish education system in several important ways. Local providers of education (municipalities) and local teachers prepare the local curriculum. In doing so, they localize the aims and content of the curriculum and they describe how education is organized and how the students are assessed. Local providers of education collect tax moneys and decide how the resources are allocated to schools.

The main motivation for decentralization in education is that local level decision making takes local characteristics into consideration. This gives teachers a feeling of ownership and enables them to allocate resources to the real planning and implementation of education—not for inspection and control. This empowers teachers to collaborate, and it supports their ongoing commitment to life-long-learning.

As Finnish researchers underline the decentralization allows teachers to consider the local context and to address the diversity among the students they teach. Therefore, governance decentralization in education is strongly linked to the Finnish way of interpreting teacher professionalism and teacher status in Finnish society. However, the concept of teacher professionalism is complex, and it has been defined in several ways. In addition, a variety of terms, such as “effective”, “competent”, “expert”, “quality”, “ideal” or “respected”, have been used to describe a professional teacher.

In *Germany*, political authority for school-based education is vested with the regions (*germ.* *Länder*); during last years there has been an increase in political authority at sub-national levels. Using data from the German extension study of PISA 2003, it was found that some responsibilities delegated to school level were associated with higher mean scores in mathematical literacy. In particular, in those schools where the head teacher reported autonomy over personnel management, scores were higher; this might be because such schools are able to utilize their teaching staff and teaching methods to meet the specific needs of the pupils in the school. Interestingly, schools reporting autonomy over the curriculum had lower mean scores than schools without: this finding may be explained by the fact that it was not possible to control for centralized examinations, which were only introduced in 2002.

The system of education management in *Ukraine* is being gradually decentralized. The started in 2014 decentralization reforms, although incomplete, have already brought significant change to Ukraine. After two decades of power being concentrated in the capital, new regional administrations now have more responsibility for local services. On March 2016 a Concept of Establishment of Pivotal Schools was adopted. The main objective of the establishment of pivotal schools is to procure the quality of education, equal access to qualitative education, as well as the matters pertaining to resources utilization efficiency. The concept provides that elementary schools in the countryside will remain at the place of residence of the child, and students of 5th through 9th grades will go to the pivotal school. The decision on optimization of the educational system in their territory, and on the establishment of pivotal schools will be made by the communities themselves. Concurrently, a respective infrastructure will be established, as well as opportunities for the carriage of students and teachers from the basic school to the pivotal school will be offered. On November 2016, the Government reallocated more than UAH 1.6 billion of the educational subsidy intended for the enhancement of facilities and resources of schools, purchase of buses, and support of education in the amalgamated communities. In particular, UAH 300 million are appropriated to assist the amalgamated communities in purchasing school buses, equipment of schools with teaching aids and computerized complexes comprising multimedia training tools, and implementation of energy saving technologies. Separately, the funds in the amount of UAH 300 million are also appropriated to equip schools specializing in natural science subjects and mathematics, as well as pivotal schools, with teaching aids. UAH 200 million from the reallocation

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are appropriated for the purchase of buses taking schoolchildren to pivotal schools. The purchase of buses will be carried out on the principles of co-financing, where 70% of the funds come from the state budget, and 30%, from local budgets. All that is left to do is to hope that decentralization of the education management in Ukraine will also have a beneficial effect on the quality of domestic education to the same extent as in European Union.

## CONCLUSIONS

More and more countries are emphasizing policy and implementation plans and are wrestling with corresponding central government support and regulatory measures to constantly develop the education system (UNESCO, 2014). It highlights the necessity for greater attention to specific aspects of country contexts when exploring decentralization. Especially, it has attempted to highlight the possible impact of different degrees of decentralization/centralization linked to different dimensions of the education system.

It argues against viewing country education systems on a one-dimensional continuum from highly centralized to highly decentralized. Moreover, it might be more acceptable and effective to view them as presenting a pattern and profile of decision making relating to different dimensions occurring at different system levels.

Every model of decentralization has to be appropriate to both the country and local area contexts, given that 'even the best policies travel badly' (Harris, 2012: p. 395). Rather than trying to reproduce policy from other countries, international practice should serve to 'enrich policy analysis, not to short-cut it' (Raffe, 2011: p. 3). In addition, attention of scientific community may focus on clarifying historical reasons for policies and practices. It is absolutely necessary to pay attention to contextual factors, which have more impact on educational settings than policy borrowed from other countries can hope to achieve (Raffe, 2011).

The article confirms the thought that decentralization is multifaceted and complex. We have extended previous research by exploring different types of decentralization in the field of education and found that policies pursued as a result of decentralization differ and may be associated with differing educational outcomes. Although much of the debate in relation to decentralization in education has focused on the delegation of management and administration to schools, more attention could be given to the relationship between sub-national policies and outcomes; of particular interest are those relating to pupil selection, admissions and assessment. Given the evidence relating socio-economic background to achievement, it is important to know this interacts with policies pursued, in order to provide further insights into the possible consequences of different types of decentralization on pupils' educational outcomes and how these might be optimized.

Decentralization of education causes changes in the coordination of the subjects of education system which determine the increase of school responsibility. The main elements of school autonomy are the decrease of the role of governmental management and the increase of school responsibility.

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# ACTIVE METHODS OF ENVIRONMENTAL EDUCATION OF SECONDARY SCHOOL STUDENTS IN THE SYSTEM OF INFORMAL EDUCATION OF THE KINGDOM OF SWEDEN

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**Abstract.** In the article the methods of environmental education of secondary school students in the informal education of the Kingdom of Sweden are researched. The author analysed the experience of environmental education of the secondary school students in the informal education in Sweden through the prism of its possible application in the out-of-school education of Ukraine. The author made conclusion that the Swedish environmental organizations play an important role in the environmental education of secondary education pupils. The mission of the organizations is to teach students to take care of nature, save Swedish flora and fauna. Such organisations are actively involved into the educating students to implement their environmental knowledge in practice. Such organisations are the key players in promoting environmental education in the informal education to form the readiness to environmental activities among children and youth. The informal education of the Kingdom of Sweden is characterised by the unique opportunities to develop a system of environmental values and readiness for environmental activities among students. The author made conclusion that the experience of the Kingdom of Sweden in environmental education is of interest for the out-of-school education in Ukraine.

**Key words:** environmental education, informal education, pupils, secondary education, the Kingdom of Sweden, Swedish environmental organizations.

## INTRODUCTION

Nowadays the integration of Ukraine into the European educational space requires Ukraine to modernize the content, forms and methods of environmental education according to the European standards. That is why the environmental education of an individual is determined by one of the leading tasks of the modern educational policy of Ukraine. Reforming the Ukrainian educational education system, making changes of the legislative base, transformation of the curricula and methods of instruction is aimed to synchronise it with the European standards.

## LITERATURE REVIEW

Environmental education is one of the factors affecting the rethinking of a personality's values, promoting uniting people to prepare for environmental activities and follow the principles

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of sustainable development. Sweden has become one of the leading ecologically clean countries in Europe thanks to the ecologization of citizens' thinking and behaviour. Undoubtedly, Sweden's experience is valuable for changing the behaviour and attitudes of people towards the environment, and improving the ecological situation in Ukraine as well as to build a sustainable development society.

The author studied the works of the following Swedish educators: E. Dnnggerd. "Making Use of "Nature" in an Outdoor Preschool: Classroom, Home and Fairyland. Children, Youth and Environment (2010); J. Robertson "Swedish Forest Schools. (2008), etc. Besides, the results of a number of environmental projects were analysed to present the innovative methods of the environmental education of students (Baltic Marine Litter Project; Green Circle Schools Development Project, etc.).

The purpose of the article is to study the active methods of environmental education of secondary school students in the informal education of the Kingdom of Sweden.

## **METHODOLOGY**

The conducted research is a qualitative one. The analysis of the works of the Swedish scholars as well as the analysis of the findings of the environmental projects implemented in the informal education sector was applied. The method of generalisation was used to generalise the innovative ideas and practices used in the system of informal education of the Kingdom of Sweden.

## **MAIN RESULTS**

Covering the problem of environmental education in informal education the experience of the European countries is of significant interest due to the significant progress in this direction. Sweden is one of these countries. It should be noted that work on the development and dissemination of environmental knowledge was carried out before Sweden became a member of the European Union. A high level of environmental culture contributed to the implementation of progressive initiatives in the environmental sector. Sweden became the first country to proclaim the sustainable development initiative and initiated the first UN conference on the environment. Since then, it has been actively collaborating with the United Nations and other international organizations in finding alternative solutions to environmental challenges.

It is indisputable that considerable attention is paid to the formation of readiness to environmental education in students in the informal education of Ukraine and in Sweden. It should be noted that the process of forming students' readiness to environmental activities should be bilateral and requires appropriate changes and efforts, both at the state level and development of the individual.

Sweden experience in educating students of secondary level of education the readiness to environmental activities in informal education points to the need of greater cooperation, unification and coordination of the three parties: the state, the public and the private sector. Considerable attention should be paid to community and volunteer organizations, which direct their activities towards the formation of adolescents' readiness to environmental activities.

The analysis of scientific and methodological literature shows that in European countries, in particular in Sweden, public organizations are actively involved in the process of optimizing out-of-school education and the formation of students with an average degree of readiness to environmental activities. These are voluntary associations of citizens that arise in accordance with activities to satisfy and protect their multifaceted interests and requests and act in accordance with the objectives and purposes set forth in their charters.

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One of these non-governmental organizations focusing on solving environmental problems and forming students of secondary level of education the readiness to environmental activities in Sweden is Keep Sweden Tidy Foundation. This organization collaborates with many Swedish educational institutions and implements environmental projects that educate students about the environmental problems of Sweden and encourage them to solve them.

The waste problem, which is quite acute for Ukraine, became the topic of a project in Sweden. The project's organizers proposed to build a waste city to children, they built a processing plant and houses, as well as dough for moulding and ice cream sticks. The organizers tried to capture in the minds of students that it is impossible to throw garbage anywhere and also that goods can be reused. When the city was built, there was a lot of garbage from which the organizers decided to make paintings.

Students from another Swedish school took part in a "Consumption" project. The idea of the project was educating students to consume things economically and give them a second life.

The "Keep Sweden Tidy" Foundation together with Pilgrim School worked on the problem of household waste, including composting. Students put the leftovers of food in the compost tanks, and then watched the processes that took place there. Subsequently, the children saw that the waste turned into a soil that they transferred to a place where they later grew vegetables and flowers, caring for them independently (The Keep Sweden Tidy Foundation, 2009: p. 24).

The Swedish Fund "Keep Sweden Tidy" introduces many environmental projects, not only in Sweden. A significant number of Swedish schools work under this environmental programme as it meets all UNECE standards. The following modern approaches are implemented for the students within the idea of sustainable development and environmental behaviour: active teaching and learning, development of a critical thinking, integration, dynamism, multidisciplinary approach, use of modern ICT, the problem-oriented teaching, project-based teaching, etc. For instance, the project "Ecologic" applied the following forms and methods of education: a fun cognitive game; research that students conduct on their own; discussions in which students learn to formulate, express and defend their own point of view or their values independently; group work on solving problems (Ryabova, pp. 18-22).

The Baltic Sea is washed away the banks of nine European countries, and it is difficult to maintain its ecological purity. Therefore, the Swedish organization "Keep Sweden Tidy" together with the environmental organizations of countries that have access to the Baltic Sea, introduced the MARLIN project. This project was aimed to reduce sea litter on the banks of the Baltic Sea. During 2012-2013, there were three cleaning events along the Baltic coast for garbage collection. In order to prevent the emergence of garbage on the Baltic Sea coast, environmental organizations from countries that have access to the Baltic Sea carried out educational initiatives among families and children. They organised water festivals, seafloor days and the festival of coastal folklore. The organization of concerts of classical music and the creation of creative workshops for children proved their selves both interesting and instructive.

Club 4 H of Sweden is an international youth organization that was founded in Sweden. The club is focused on the education of a responsible person with respect to the environment. The first H (Head) is a symbol of knowledge. Increasing interest in lifelong learning, knowledge and understanding of the surrounding world (nature and its resources) is the basis of the first component of the club's activities. But gaining theoretical knowledge should be supported by the use of this knowledge in practice. As the problem of pollution of the Baltic Sea with plastic is rather acute, the MARLIN environmental organization has collected the results of activities of the countries located on the coast of the Baltic Sea and shot the film about the damaging effects of plastic for the Baltic Sea and the inhabitants of the coastal countries. Clubs for children are quite common, where they learn about the negative effects of garbage disposal at sea and on the coast and help to clean the Baltic Sea (MARLIN, 2013).

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Club 4 H of Sweden pays considerable attention to understanding of the children the world around them, an understanding of the role of plants and animals for society. Children visit farms that work in or near the club. While walking to the woods, they are looking for animal tracks, studying the names of trees and plants, and find out what they are used for. In addition to knowledge and understanding of nature, children learn to use the things that surround them best. They explore and study plants that can be eaten and can be used to shelter from bad weather. Children will learn how to use animal meat for food and their skin fur for clothing. Thus, the knowledge of the rules of interaction with nature and their cultural heritage is constantly replenished (The 4 H of Sweden, pp. 4-5).

The next part of the club's activity is H (Heart), which symbolizes humanity and respect for people, animals, and nature. Since the club has farms, children are trained in handling animals.

The experience they receive on the farm affects their personal development. Being found among animals, children feel not only pleasure but also respect for those with whom they live in this world. Many classes in the club are held in the woods, in the nature. For animals, feeders are produced and their lifestyle throughout the year is studied (The 4 H of Sweden, p. 8).

Thus, it should be noted that Club 4 H of Sweden is an important and useful organization for the Swedes, because it not only arranges knowledge, skills, but also helps to solve important environmental problems of the society.

The Ecological School is a striking example of an organization that teaches children and adolescents in two programs: life cycle and waste recycling. To this end, secondary school students are offered to create a cartoon about life cycles of products, various environmental games and garbage sorting testing competitions. An excursion to the recycling centre and the exhibition on sustainable use will best familiarize students with these processes and equip them with knowledge on garbage recycling and reuse of things. In order to learn about the possibilities of reusing things and ways to prolong life in practice, students are encouraged to make useful things from the material used (Environmental School of the Helsinki Metropolitan Area Reuse Centre).

Mass media, in particular, advertisement of directions and forms of activity play an important role in the formation of adolescents the readiness to environmental activity, in order to attract people interested in forming students' readiness to environmental activity. Swedish Central Television pays enough attention to environmental programs. So, the program "Jjttteiden tuotannon matkaan" (a journey from production to waste) for children takes place twice a week, which forms children's behaviour rules aimed at a low-level attitude to nature (Swedes and nature).

In Sweden, not only television plays an important role in educating the students to readiness to environmental activities. Fiction clearly and clearly highlights the environmental problems of Sweden and the ways of their solution, preparing children for environmental activities. One such book is the detective story "The First Case" by Ulf Nilsson. The main character, the Frog Inspector, follows the order in the wood and protects the forest and its inhabitants from danger and damage (Warnqist, 2013).

The state should make a significant contribution to the implementation and development of such activities. In Sweden, all conditions are created for the formation of students with an average degree of readiness for environmental activities. There are special schools (Schools of Nature, Forest School) that are aimed at forming students with an average degree of readiness to environmental activities, and the creation of such schools in Ukraine is promising.

Forest schools arrange the child to learn about nature by attracting baby receptors: touching something, sniffing, tastes it, look, listen and compare. The types of activities of the forest school are designed for different age groups of children, but the main goal of the school is to receive satisfaction from the proposed activities. For high school students, the school offers, besides walks through the forest, canoeing and meeting with friends at the fire. Children also learn to cook food at the boat, navigate through the compass in the woods, and go skiing (Frilufsarna).

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It should be noted that surviving in the forest is not the dominant activity of the forest school. Learning through the game is organized by other methods. This includes active games, environmental education games, educational environmental stories, memory development games using natural objects (Robertson, 2008).

The teachers of Sweden have widespread the idea that the knowledge of nature begins precisely in nature. The best learning outcomes are achieved when all types of feelings are involved. This method is used in the School of Nature in Sweden. School teachers work together with students to explore and study, observe and draw conclusions, discover and understand, experiment and solve problems. Children study nature in all seasons. When visiting some kind of place in the nature, children return to it every season, observing the processes and changes that occur during this period, the behaviour of the inhabitants. Students leave signs with the records of the things they saw there, and then, coming to another time of year, they observe what happened to them. Thus, they study natural cycles and discuss them (Änggård, 2010).

The study of nature, its problems and ways of solving in the School of Nature is also thematically. In conducting the event, the leader chooses the topic of research. For example, it is butterflies. Students study butterflies in books and in nature, play games, imagining themselves as a butterfly, creating and discussing drawings of butterflies. The project ends with a discussion of what they know about butterflies. Thus, students learn about butterflies: their structure, place of residence. Separate species that are on the verge of extinction are studied.

Since the main kind of activity in the School of Nature is the game, the nature is presented to children as a fairy tale, where the forest inhabitants are endowed with human qualities and they bring their problems to the students, discuss ways of their solution together with them (Änggerd, 2010).

The “Friends of Earth Sweden” is a non-governmental environmental organization in Sweden, which aims to protect the environment from environmental problems. In its activity, “Friends of Earth Sweden” uses various forms and methods of environmental education. These are information campaigns on solving day-to-day problems (climate change, product quality, agriculture, etc.) on issues of state and national environmental policy (Vanner, n. d.).

The Green Circle schools organize environmental projects, help children to know and love the environment, and realize the importance of preserving the environment in their lives. Health is one of the sectors the children are working on, and School Olympic Games project is one of the projects the schools implement to form interest to various sports. Active methods of forming the ecological consciousness of students are important levers that raise the students’ interest in environmental issues. “Earth Week” is another project organized by the school. During the whole week, various environmental events, geographic exhibitions, and the production of various toys from re-used material are organized at the school.

The action “Clean Meine” is organized as part of the Earth week in the Swedish school Krants. It is a river on the shore of which there is a school. The peculiarity of this kind of collective work is that between the educators and pupils in the process of such work, the subject-subject relations are formed, by virtue of which the teacher and the student equally feel responsible for the performance of the task.

In addition, students studying water in the spring and autumn are studying the collected garbage, compare the results of research from year to year, and publish them in the local press (Green Circle Schools Development Project).

## CONCLUSIONS

The informal education of the Kingdom of Sweden has unique opportunities for the formation of a system of environmental values and readiness for environmental activities among

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students. The conducted study allowed us to substantiate the forms and methods of environmental education of secondary school students in the informal education of the Kingdom of Sweden, providing a high level of environmental consciousness of students. The experience of the Sweden in environmental education is of interest for the out-of-school education in Ukraine.

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# BILINGUALISM AS A PEDAGOGICAL PROBLEM IN THE USA AND CANADA

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**Abstract.** *In the article the author analyzed the essence of the terms “bilingual education” and “bilingual”. The author underlines that these two concepts are used in pedagogical sources quite often. The analysis of these two concepts and their main features is carried out. The author considers it necessary to distinguish between these two concepts underlying that bilingual education (bilingual, bicultural education) is a process, the realization of which is based on the use of two programs with the aim of mastering subjects that include cultures, from which these two languages occur. Bilingual education is a means of obtaining education using two languages as a means of teaching, in the process of which the person formation open to interaction with the outside world takes place. Since in the bilingual education non-native or foreign language process is viewed not only as a means of everyday communication, but also as the world knowledge instrument of special knowledge, as a result pupils achieve the linguistic and subject competence high integrative level. Teaching using two languages is quite common in the USA and Canada.*

**Key words:** *bilingual education; bilingual instruction; educational programs; foreign culture; language competence; subject competence.*

## INTRODUCTION, PROBLEM STATEMENT

Country, state, school, family – all these concepts are closely related to the language usage. There are dozens of multinational states in the world in which hundreds of languages operate, and against this background, people of different nationalities are united in a family. Therefore, a combination of languages in families can be found in a wide variety.

Bilingual person is considered an individual who more or less constantly uses two languages in life. According to the statistics of the European Union today, about 70% of the population of Europe to a certain extent have two or more languages, and almost all countries of the Soviet Union and Ukraine in particular are ethnically heterogeneous. And it leaves an imprint on the lives of people. The state language policy of multilingual societies is characterized mainly by the following features:

– Official support for monolingual in all territories, bilingualism remains the “private matter” of individuals;

– Depending on administrative needs, one or two languages become official, and with respect to the languages of national minorities, a policy is implemented that allows them to meet their ethnocultural needs for learning with the help of their native language (Baker, 2001).

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## LITERATURE REVIEW

The existence of a large number of forms of bilingual education is a reflection of European diversity, the presence of a large number of languages and linguistic groups, differences in educational environments, and their willingness to respond to the ambitions and desires of students and their parents. At the social level, in the framework of bilingual education, we are talking about the interaction of two linguistic cultures, two symbiosis of linguistic and cultural, which constitute two different linguocultural codes. The goal of such interaction is to achieve successful intercultural communication, or the ability to explain oneself with significant differences in the perception of the world. Consequently, this problem is included in the framework of the theory of intercultural communication. Therefore, aspects of bilingual education are in the sphere of interests of researchers of intercultural communication, which is dynamically developing in our time. In the works of Z. Zarat, (Zarat,1997) a person learns a foreign language in order to successfully carry out between cultural interaction in a multicultural society is called an “intercultural speaker”. In foreign literature there are attempts to generalize the world experience of bilingual education and create a typology of existing bilingual programs. The best known are the classifications of J. Fischman, W. Ftenakis, W. Fthenakis, T. Skutnabb-Kangas, which highlight the following training programs:

- The transitional program prepares children from ethnic minorities to systematically learn the language of the ethnic majority. This is one of the most common forms of bilingual education for national minorities in the United States. The transitional program allows the use of the native language at the initial stage of training. A significant disadvantage of it is the ignoring of real bilingualism, the lack of parity between the native and state languages, and this creates significant socialization difficulties for children in the future.

- Supporting programs are created both for children from the ethnic majority and from minorities. Their significant advantage is the preservation of their native language (language shelter), which, during the first years of study, is given priority, which prevents children from losing their national and cultural identity. Critics of supportive programs believe that children begin to learn a second language and culture late, which significantly complicates their integration into the dominant socio-cultural environment and further interaction with society as a whole.

## METHODOLOGY

The purpose of the article is to highlight the main directions of pedagogical research in the field of the bilingual education through the analysis of the achievements of American, Canadian, Ukrainian researchers in the field of pedagogy. The methodological basis of the study was an analysis of published texts, a comparison of their content, the synergistic approach to their interpretation, combined to make possible conclusions.

## MAIN RESULTS

Referring to the terminological encyclopedia “Modern linguistics”, there is such a definition of the term “bilingualism” – “bilingualism as a sign of the language situation of a country, region or language status of an individual, that is, possession and use of a person or a certain group of ethnic group at the same time two languages: one as native, the other is acquired, but important for communication in some communication areas”. The problem in such cases is sometimes the definition of the native language (as they say, the language of thought), because some bilinguals can be fluent in two languages, switching the code systems of languages learned, for example, from childhood. Sometimes a second language can supplant the first and get the status of the main language, or language dominant. To distinguish between natural bilingualism, this arises in the

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appropriate linguistic environment and thanks to a wide speech practice, and artificial (training). Depending on the age stage of mastering the second language, early and late bilingualism is distinguished. According to the status of actions, bilingualism is divided into receptive, which allows you to understand roughly the second language; reproductive, which makes impossible the perception and translation of texts in a second language; and productive, causing the ability to produce speech in a second language (fluent).

Bilingualism is inherent not only in the personality, its way of thinking; this social phenomenon is present in the family, in the local community, in the state. Political, socio-economic, and spiritual reasons encourage people to make changes in their lives, and in addition to changes in the use of a language or several languages. Sometimes the opposite – mastering a new language contributes to changes in the life of the individual. Directly or indirectly, the two and multilingual influence all aspects of public life, in particular the policy of the country. That is why this phenomenon is the object of study not only for linguists, psychologists and sociologists, it is carefully studied by specialists in many branches of science, and any changes are noted by representatives of power structures. We will consider the position that bilingualism and bilingual education in a particular country are inextricably linked with the main philosophical directions and political life in society. The existence of bilingual education, as well as the decision on how to teach children the language of national minorities, is based not only on educational preferences. Bilingual education is one component in the middle of the broad social, economic, educational, cultural, and political structure of society. The reasons for the development of bilingualism depend on many components, in particular social factors that are typical in many languages. The main social factors that contribute to the development of bilingualism in society are:

- the socio-political structure of society, its democratic state system;
- the presence of a language for communication between representatives of ethnic minorities with one or another people, its size, cultural and economic level of the people among whom communication takes place.

The appeals for and against bilingual education of an ethnically heterogeneous population other than social ones are significantly reinforced by political factors. After all, the wide dissemination of bilingualism in the state, and its activation can lead to the loss of social consolidation, assimilation dangerous processes, not only linguistic, but also national-cultural. But at the same time, any bilingualism restriction in society, in turn, contributes little to equal opportunities for members of national minorities and the realization of their rights, hinders the development of pluralism and cultural field, and thus can lead to discord in society.

In order to examine in detail the phenomenon of bilingualism in society in the pedagogical aspect, in our opinion it should be emphasized that bilingualism is a complex scientific problem and therefore it is advisable to study it using the methods and approaches of a number of sciences. In particular, scientists noted the complexity of the study of bilingualism, studied this issue in detail. One of the first stressed the importance of learning the interaction of languages German linguist G. Schuchardt (Schuchardt, 1950). He noted that “the problem of linguistic confusion is closely related to the problem of bilingualism ..., and can be solved on the basis of psychology”. In fact, the author spoke in favor of combining linguistic and psychological advances in research. Language contacts are the processes of interaction of languages, the result of which can be the influence of one language on another, which leads to changes in its lexicon and grammatical system. Language contacts are a powerful factor in language change. A. Dibold (Dibold, 1961) notes in this connection that when studying language contacts, “linguists are not interested in the behavior that leads to visible changes”, that is, they ignore the psychological problematics. According to him, linguists are engaged in “only the identification and registration of changes” and this procedure, according to the author, is one-sided and unable to lead to an adequate study of the phenomenon. L. Scherba (Scherba, 1958) notes that “speech consists of disparate elements, linguistic methods

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of studying it are not enough”. However, until now, an integrated approach to the problem of language contacts and to the problem of bilingualism has not been widely applied. But we can conclude that bilingualism is a complex scientific problem. Nowadays several sciences devote their research to this area:

First, bilingualism explores psychology, and in this area of knowledge, it primarily explores the speech formation mechanism. In this science there is a special section, which is called “psychology of bilingualism”.

Secondly, bilingualism is studied in linguistics, but here it is primarily considered in connection with the text. Mechanisms of human speech formation in linguistics, as a rule, are not considered. In this science there is a separate special knowledge – the theory of language contacts.

Thirdly, bilingualism is studied in sociology, where problems related to the behavior and place of a person or a group of people in society are primarily studied. In this science, it is also possible to single out a separate direction, which has not yet received a permanent definition. Conventionally, it can be called the sociology of bilingualism.

Thus, the study of general issues of bilingualism (or bilingualism) is of great scientific and practical importance. The interest in such problems at the present stage of development of European education is natural, primarily due to globalization processes occurring both throughout the world and on the territory of the old continent, and is due to the growing interest in issues related to language policy and linguistic contacts of multinational public entities.

European and world scientists (historians, linguists, political scientists) are unanimous that in many countries (USA, Canada, England and Sweden), the development of bilingual education is associated with the development of society, as the historical context of immigration, the activation of political movements. as: a civil rights movement and a movement for equal educational opportunities. For example, the development of bilingual education in Ireland and Wales is inextricably linked with the socio-political situation in a society where the bilingualism of citizens has long been humiliated and limited in every way, and the state has had negative consequences in the form of discord in society. The introduction of bilingual education in these countries, although it did not bring complete peace and harmony, but helped to reduce tensions in society, by realizing the rights of members of national minorities, in particular the principle of equality of opportunity. Therefore, the experience in this field of other countries is interesting and useful; in the USA, bilingual education has been developed thanks to local initiatives, federal governments and national governments. While the states were working on the implementation mechanism, the federal government was preparing the legal and material basis, creating appropriate laws, funds that could finance bilingual education, partly thanks to the budget and for non-budget institutions. Long before the mass arrival of immigrants to the United States, this country was characterized by a significant linguistic diversity of the local population, according to various sources at that time there were from 250 to 350 languages. Relocation to the country of immigrants from Italy, Germany, Denmark, France, Poland, Czech Republic, Ireland, Wales and others – this diversified the language palette more and since the end of the 18th beginning of the 19th century and before the First World War the linguistic diversity was maintained by the church, the media and at the state level. Newspapers were actively printed, worship was conducted in the language of immigrants and private schools where their children studied were working.

The development of Canadian bilingual education is associated with experimental classes in the garden of Saint Lambert (Montreal) in 1965, teaching children in English was introduced at the initiative of their French-speaking parents in order to facilitate the socialization of young schoolchildren in primary school with English as the language of instruction.

The pedagogical sources quite often use the terms “bilingual education” and “bilingual education”, traditionally considering education as a process. We consider it necessary to clarify: bilingual (bilingual) education is a means of obtaining education using two languages as a means of

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learning, during which the personality is formed, open to interaction with the outside world. Used for this language is: one – in the native for the pupil (mother tongue), and the second – can be the second native if the pupil is a representative of natural (household) bilingualism; or someone else's, and have a different status in society: state, official, foreign, minority languages, regional language. Since, in the process of bilingual education, a foreign language is considered not only as a means of everyday communication, but also as a tool for learning the world of special knowledge, the result is a high integrative level of language and subject competence. Teaching with the use of two languages is quite common in European countries, this educational phenomenon does not need artificial encouragement, since it contributes to the expansion of students' general educational horizons due to the comparative analysis of foreign cultures, the formation of their tolerant attitude to the views inherent in other cultures related to national identity. This process stimulates the need for further self-education and self-development, is a prerequisite for professional activity in the modern world.

Europe has a different approach to bilingual education. In particular, in Germany and Russia, the so-called enriching programs are the most significant, thanks to them the children's horizons expand, their intellectual development, because learning a foreign language contributes to the assimilation of new layers of culture, new social and historical aspects. Speech, in this case, is educational value, which expands the range of further educational and professional prospects of the graduate. According to D. Horn (Horn, 1981), enrichment programs are “a special set of educational services, pupils who come from elite families in society voluntarily choose for themselves”.

Above, we considered a typology of bilingual education, based on correlation and preservation of both languages in the learning process. The concepts of bilingual education that we have learned while working on foreign literature attach great importance to the social function of speech that is being studied. Therefore, they received names that accurately characterize. The first concept of the “meeting” is also known as the “Hamburg Recommendations.” Its author I. Krist (I. Christ) sees the goal of bilingual education. Within this concept, the meeting of monolingual children (monolingual) with the world of a foreign language and culture takes place in the form of a game, holidays, experiencing various situations that help to know the riddle of unfamiliar sounds and words, characters and images. Not learning, but easy entry into a foreign language – these are the goals of the programs, they are tested in bilingual kindergartens in Germany, as well as in US preschool institutions (the so-called FLEX program – Foreign Language Experience).

The concept of “partnership” is also widely implemented in Germany. One of its authors N. Mesh (N. Мџsch) believes that learning a foreign language is important not for achieving pragmatic results, but for learning the culture of a country that is a partner, in nurturing good feelings, tolerance and a desire to understand other people in other nations. features and traditions. This emphasis determines the choice of subjects studied in the bilingual mode: the linguistic and culturological disciplines have advantages.

The concept of “mediation” focuses on learning the language of the mediator, which can play the function of a means of intercultural communication for political, cultural and business contacts. And if in the Middle Ages, the role of lingua franca played Latin, then at present, English serves as a mediating language. She occupies a leading place in training courses in bilingual schools and classes in most countries of Europe and the world.

Many authors attempt to develop and justify their own approaches to the design of bilingual educational programs – curriculum, and their systematization, highlighting different criteria. In particular, Paulston (S. Paulston) and U. Ftenakis (W. Fthenakis) explore bilingual education in terms of its didactic organization and social context. U. Ftenakis uses the following criteria:

- choice of language of instruction;
- sequence of learning languages;
- time allotted for learning each language;
- culture – coordinated construction of an educational program – curriculum;

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- the functional ratio of the language of instruction in individual subjects;
  - teacher's belonging to an ethnic group and his competence;
  - optimal selection of curriculum content.

To characterize the social context of bilingual education, Paulston identified the following indicators:

- social status of native speakers;
- political, economic and cultural prestige of ethnic groups;
- social interaction of language groups.

An attempt to uncover the relationship between the organizational and didactic characteristics of the educational process and the social context of its development is made by B. Spolsky, Green and Reed (Read). These authors proceed from the typical situation in the United States, when an ethnic minority determines the social structure of a community and influences the formation of a bilingual curriculum (English + ethnic language). The factors of the social context of bilingual education include:

- political (educational policy, interests of social groups);
- economic (employment, remuneration of teachers, financial status of the founder);
- sociological (social structure of the community);
- psychological (style of pedagogical leadership, emotional atmosphere in the classroom);
- linguistic (distribution and status of an ethnic language – the number of its speakers)
- religious – cultural (influence of religion and culture).

W. Mackey considers the following parameters to be decisive for the construction of a bilingual curriculum:

- language situation in the family;
- characteristics of the curriculum;
- the living space of the child;
- functions and status of the language.

A simpler type is the bilingual education typology proposed by J. Fischman, which is based on the sociolinguistic aspect of the language. The main issue of concern for the author is that the bilingual program contributes to the preservation of the native language and leads to its loss. Responsibility with the given parameters, the authors distinguish the following types of bilingual education:

- bilingualism, which leads to crowding out the native language;
- bilingualism aimed at mastering the written language of the second language;
- partial bilingualism, when the humanities are taught in two languages, and the natural – in the state;
- full bilingualism – equal learning of two languages, when native culture is preserved and dominant is studied.

## CONCLUSIONS

Bilingual education in the world today is developing against the backdrop of criticism of traditional ways of foreign language teaching, which do not fully meet the modern society demands, because they do not provide full preparation of students for future professional activities, do not use the opportunities of interdisciplinary connections and do not attract them to the world knowledge. And learning using two languages as a means of learning basically has bilingual educational programs in various academic disciplines; in fact, they represent an alternative way of mastering the subject content of educational disciplines by means of native and foreign languages, which are aimed at achieving the synthesis of language, subject and intercultural competence by students. As we see, from the point of view of the implementation of the ideas of pluralism and multicultural

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education, bilingual education in the countries of Europe most fully meets expectations. Its goal is to integrate into modern European and world space between cultural communication and cultural education field.

Ukraine also has experience and achievements in this area, but also shortcomings and miscalculations. Today, bilingual schools operate mainly in major cities: Kyiv, Lviv, Kharkiv, Dnipro, and others. The study of mathematics, geography and computer science is conducted here mainly in English. Therefore, the experience of the USA in acquiring bilingualism and multilingualism in secondary schools through the use of a foreign language as a means of mastering general education subjects is very useful and interesting, it should be studied and reasonably applied in the conditions of Ukraine.

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# TRENDS OF SECONDARY EDUCATION DEVELOPMENT IN THE USA, GREAT BRITAIN AND UKRAINE THROUGH REFORMS AND INNOVATIONS

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**Abstract.** *In this article, the author discovers some aspects of the transformations of secondary education in the United States and Great Britain through the prism of innovations and reforms. In the article, the generalized classification of the educational reforms (additional reforms, external reforms, regulatory reforms structural reforms) is presented. Based on the findings of the well-known American and British scholars on the problem of secondary education development the author highlighted their conclusions about the efficiency of the educational reforms. The paper highlights the link between innovations and reforms in secondary education in the USA and British education systems. The author highlighted the view of the European Union on the role of key competencies for innovative education, development of a personality. The conclusion is made that the idea of key competences in Europe is synchronised with the idea of basic/life skills in USA and in the world. The author analyses the essence of the transformational processes taking place in the Ukrainian school education, in particular, the implementation of the school reform “New Ukrainian School”. The author characterises the “New Ukrainian School” concept that comprises the following basic ideas, i.e. new content of education, based on key competencies necessary for successful self-realization of a child in the society; pedagogy, based on a partnership between a student, a teacher and parents; motivated teacher who has the freedom of creativity and develops professionally; orientation to the needs of a student in the educational process; values-oriented education; a new school structure allowing students to master the new content well and gain key competence for life; decentralisation and effective management providing real autonomy of a school. In the article, the list of key competencies identified by the Ukrainian legislation as basic for the development of a successful personality is characterised.*

**Key words:** trend; secondary education; reform; innovation; key competence.

## INTRODUCTION. PROBLEM STATEMENT

Globalisation transforms all spheres of our world, placing new demands on the organization of education. At the same time, the modern system of education in all countries was designed in a different era (nearly 100 years ago) and structured for a different society and economy.

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According to the American scholars Stuart Butler, Judy Pepler, Jennifer Humke, Robert Sherman, Lily Eskelsen, Rendi Weingarten the system can no longer deliver on the purpose to which we are committed, nor can it provide the individual and public benefits that are sought. As Robert Sherman states “it’s an inherited system, which is based on a standardized, “factory” model where teachers are given an age-group cohort of children at the beginning of each school year, a standardized curriculum, and a matching set of assessments. Despite teachers’ best efforts to individualize along lines of difference, opportunities to tailor the content, pace, and method of instruction are limited. Students are expected to work with their assigned material and move along with their age cohort as the years pass. Grading and other assessment tools are designed primarily to assess the results of learning, rather than to improve learning as it happens”. According to an Organization for Economic Cooperation and Development (OECD) report, “the pressure to increase equity and improve educational outcomes for students is growing around the world” (Vieluf, Kaplan, Klieme & Bayer, 2012: p. 3).

## LITERATURE REVIEW

The problem of innovative educational reforms is analyzed in the works of A. Velaan, L. Verd-Prud, C. Green, B. Levin, C. O’Connell, R. Kurt-Chey, D. Yang, etc. They state that this issue requires further systematic study and adaptation of the main findings to the realities of the national education in each country.

Analysing the issue of innovations in education sector, P. Serdyukov identifies the barriers to innovations and outlines potential directions for their effective implementation in the USA. In his article “Innovation in education: what works, what doesn’t, and what to do about it?” he outlines that “education, being a social institution serving the needs of society, is indispensable for society to survive and thrive. It should be not only comprehensive, sustainable, and superb, but must continuously evolve to meet the challenges of the fast-changing and unpredictable globalized world. Lack of innovation can have profound economic and social repercussions”.

The works of the following scholars are dedicated to various aspects of innovations and reforms in education:

- A. Hargreaves “Teaching in the Knowledge Society: Education in the Age of Insecurity” (2003); A. Hargreaves and D. Sirley (2009) “The Fourth Way: The Inspiring Future for Educational Change”;
- M. Fullan “The New Meaning of Educational Change” (2007), “All Systems Go: The Change Imperative for Whole System Reform” (2010), “Stratosphere: Integrating Technology, Pedagogy, and Change Knowledge” (2012);
- Yong Zhao, “World class learners” (2012);
- P. Sahlberg “FinnishED Leadership: Four Big, Inexpensive Ideas to Transform Education” (2017), “Finnish Lessons: What Can the World Learn from Educational Change in Finland?” (2011);
- T. Wagner “Most Likely to Succeed: Preparing Our Kids for the Innovation Era” (2016), “Creating Innovators: The Making of Young People Who Will Change the World” (2015),
- M. Csikszentmihalyi “All about flow and positive psychology” (2013), and
- K. Robinson “Creative Schools: The Grassroots Revolution That’s Transforming Education” (2015).

Such Ukrainian scholars as N. Avshenyuk, L. Berezivskaya, K. Korsak, N. Lavrychenko, O. Lokshyna, O. Matvienko, L. Pukhovskaya, O. Ogienko, O. Savchenko, A. Sbrueva, A. Vasilyuk and others conducted in-depth and qualitatively analysis of transformations of the past and present day education systems abroas in comparison with Ukraine. They reveal the sources of innovations, the challenges that determine the directions of education development.

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## METHODOLOGY

The conducted research is a qualitative one. The applied method is the analysis, i.e. literature analysis (studies of the Ukrainian and foreign scholars), documentary analysis (official/strategic documents on education/education development). Besides, the interpretative method was used to understand the essence of transformations and innovations in education, its trends and results. The method of generalisation has provided an opportunity to present the holistic picture of the reforms and transformations in education.

## MAIN RESULTS

The American scientist D. Plank proposed the following generalized classification of the educational reforms:

- additional reforms that require the attraction of funds and fully funded by a state;
- external reforms, as well as additional ones, do not affect the organizational character of the school's educational process. The last one concerns the process of enrollment of teachers to school and the release of students from the school.
- regulatory reform is aimed at raising the level of academic achievement of students. Reforms of this type are widely used in modern schools.
- structural reform can become more radical as it requires changes in the structure and management of the school. For example, determining pay for teachers according to pupils' achievements, increasing control and responsibility of teachers, introducing more accurate report procedures.

The American scholars A. A. Glatthorn and J. M. Jailall highlight the other side of the reforms, noting that educational content reforms are aimed not only at updating and modernizing the educational process, but also in a significant way on the activities of teachers and students (A. Glatthorn & J. Jailall, 2015).

The works of such American scholars as A. Velaan, L. Verd-Prud, C. Green, B. Levin, C. Connell, R. Kurt-Chey, D. Yang note that educational reform is a program of changes initiated by the state. It is aimed at modernizing education, determines educational changes and formulates a strategy for raising its level, implements deep, systematic, stable structural and organizational changes systems of public education. Such reforms not only specify the future educational perspectives, but also help eliminate the problems identified in educational development, through the implementation of educational innovations. C. Green, R. Kurt-Chey emphasize that the result of educational reforms should be a new way of solving public problems, and its main means – new educational proposals, innovative activities. Thus, educational reforms are a manifestation of an innovative strategy of social development, the element of the strategy of innovative learning. Innovative learning is a new, alternative to a traditional, approach to knowledge acquisition; process and result of educational and educational activities that stimulate innovative changes in society.

As the British scholar J. Lowry states: “In the knowledge economy, memorization of facts and procedures is not enough for success. Educated workers need a conceptual understanding of complex concepts, and the ability to work with them creatively to generate new ideas, new theories, new products, and new knowledge. They need to be able critically to evaluate what they read, be able to express themselves clearly both verbally and in writing, and understand scientific and mathematical thinking. They need to learn integrated and usable knowledge, rather than the sets of compartmentalised and de-contextualised facts. They need to be able to take responsibility for their own continuing, life-long learning” (J. Lowry, 2015).

Innovative learning and training focuses on the formation of a person's social and adaptive

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readiness due to the development of abilities for creativity, various forms of thinking, ability to co-operate. Specific features of innovative education are openness to the future, the ability to foresee based on constant revaluation of values, focus on constructive actions in new situations, which is ensured through the development and implementation of educational innovations.

The Ukrainian researcher O. Hrytsayev defines educational reforms as changes in the system of education, which, firstly, reflect education policy of the government, and secondly, are considered as a concept of the government and are transformed from the state of ideas and proposals into normative legal acts, and thirdly, have strategic intentions.

Innovation in education can appear as a new pedagogic theory, methodological approach, teaching technique, instructional tool, learning process or institutional structure that, when implemented, produces a significant change in teaching and learning, which leads to better student learning. Therefore, innovations in education are intended to raise productivity and efficiency of learning and improve learning quality. Educational innovations emerge in various areas and in many forms. According to the US Office of Education, "There are innovations in the way education systems are organized and managed, exemplified by charter schools or school accountability systems. There are innovations in instructional techniques or delivery systems, such as the use of new technologies in the classroom. There are innovations in the way teachers are recruited, and prepared, and compensated. The list goes on." (US Department of Education). According to P. Serdyukov "innovation can be directed toward progress in one, several, or all aspects of the educational system: theory and practice, curriculum, teaching and learning, policy, technology, institutions and administration, institutional culture, and teacher education. It can be applied in any aspect of education that can make a positive impact on learning and learners. All innovations are ultimately directed at changing qualitative and/or quantitative factors of learning outcomes. The qualitative factors are better knowledge, more skills that are effective, important competencies, character development, values, dispositions, effective job placement, and job performance. The quantitative factors are: improved learning parameters such as test results, volume of information learned, amount of skills or competencies developed, college enrollment numbers, measured student performance, retention, attrition, graduation rate, and number of students in class, cost, and time efficiency."

Thus, the following American educational strategies are based on the results of the introduction of innovative training projects: "Longer School Day or School Year", "After-School Tutoring", "Smaller Class Sizes", "Improved Teacher Quality", "Improved Training", "Higher Credential Standards", "Internet and Computer Access in Schools", "English-Only vs. Bilingual Education", "Content of Curriculum Standards and Textbooks", "Mainstreaming special Education Students", Accelerated Schools, Center for Effective Schools, Community for Learning, The Learning Network, Talent Development High School with Career Academies, School Development Program, Modern Red School House, Direct Instruction model, Different Ways of Knowing, etc.

According to OECD, the list of the top five U.S. "innovations in educational practice" include:

- 1) more observation and description in secondary school science lessons;
- 2) more individualized reading instruction in primary school classrooms;
- 3) more use of answer explanation in primary mathematics;
- 4) more relating of primary school lessons to everyday life; and
- 5) more text interpretation in primary lessons.

"Innovation in organizational policy and practice" included mostly different aspects of student assessment and testing. Good innovation sometimes means doing less of something in order to make time for experimentation with new pedagogical strategies.

Key competences are innovations that direct the development of education of the present

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day Europe. In 2006 the, European Union identified eight key competencies that should be formed through education. Each individual needs these eight competences for personal development and development, active citizenship, social inclusion and employment. In 2018, the renewed list of eight key competences was adopted by the Recommendation of the Council of the European Union. These are the following competences: Literacy competence, Multilingual competence, Mathematical competence and competence in science, technology and engineering, Digital competence, Personal, social and learning to learn competence, Citizenship competence, Entrepreneurship competence, Cultural awareness and expression competence.

The idea of key competences in Europe is synchronised with the idea of basic/life skills in USA and the world. The American Partnership for Skills for the 21<sup>st</sup> Century (that is a coalition of 20 states and 33 corporate partners) supports an integrated approach to curriculum and training. It covers the following categories: awareness in world problems, financial, economic, business and entrepreneurial literacy, public literacy, medical literacy, environmental literacy, ability to study, creativity, critical thinking and ability to solve problems, communication and cooperation, life and professional skills, flexibility and ability to adapt to change, initiative and self-regulation, social and intercultural skills, productivity and consciousness, leadership and responsibility. Students learn more about material and understand how to apply it in practice when a teacher performs the role of a “mentor next” rather than a “sage on the stage”. Good teachers are the core of good schools. Performing different roles, they achieve three main goals: inspiration. They inspire students with their love of the subject and encourage them to reach heights; confidence. They help students acquire skills and deepen the knowledge that makes them self-confident, independent, who will further improve the skills; creativity. They give children the opportunity to experiment, explore, ask questions and develop skills and a tendency to non-standard thinking (Kaplan, 2012).

The concept of alternative education introduces an effective method of restructuring American and British education, reserving innovation processes, disseminating innovations that help change education into a development mode. The alternative education has significantly influenced the formation of a system of co-administration in American education with an orientation towards a single team of teachers, students, parents, and the use of flexible learning technologies. The alternative secondary education of the US in the second half of the twentieth century, focusing on the formation of an active individual of a democratic country, practically contributed to attracting a significant part of the youth outside the traditional school into social transformation activities.

Variability of alternative education has greatly transformed state public schools in both countries, increasing their individualization of education; changed the possibilities of education in urban areas, creating a large number of “magnetic schools” and alternative programs; contributed to the maintenance of problem children in school, has provided wide selection of opportunities for gifted and talented children. An alternative secondary education, which solves most of its marginal tasks, by its very existence, provokes the state system to the development and improvement.

First, the selection of students, which became widespread when a large number of elite schools appeared, led to the stratification of knowledge by status, secondly, the appearance of paid education also fixed inequality in access to such schools, which did not guarantee the quality of knowledge. In order to eliminate the contradictions that cannot be avoided with the advent of innovations in the field of education, it is necessary know objectively the demands of different sections of the population regarding certain knowledge. This is confirmed by the American experience. Reforming of education stops being just a narrow matter.

The alternative secondary education also proved that it is not a collection of marginal pedagogical innovations and small pilot experiments, but is an avant-garde movement, the

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largest long-term secondary education sector that used the legalized strategy for the emergence of new, non-traditional schools, introducing new choices. (Robinson, 2016).

The method of “active learning” through exciting life stories, instead of unrealistic examples from the textbook is one of the most popular topics among educators who master innovation online, communicating in various chat social networks. By this method, the teacher first introduces the students to a certain phenomenon, describes the event – the main thing is that the plot encourages the audience to find answers, to identify the causes the matter. The story that students study must meet certain requirements: deal with science, be understandable to the students to make them interested, be comprehensive with a wide range of related topics so that the answer to it does not appear in the first link from Google search, the search of the answer should take approximately 2 months of study (Serdyukov, 2016).

The personalised learning is a modern British trend in alternative education. This emerging idea is that systems capable of achieving universally high standards are those that can personalise the programme of learning and progression offered to the needs and motivations of each learner. Personalisation can mean adopting a more holistic, person-centred approach to learner development, as well as more demand-driven, market-friendly approaches to system change. In part, it reflects a change in social climate, driven by the affluence and value change that arise from sustained economic growth.

The following key findings on innovation in education are highlighted in the official paper of the OECD British organization “Measuring Innovation in Education”:

- in education, innovation can take place through either significant changes in the use of a particular educational practice or the emergence of new practices in an educational system;
- contrary to common belief, there is a fair level of innovation in the education sector, both relative to other sectors and in absolute terms;
- within education, innovation intensity is greatest in higher education, with secondary and primary education approximately equal;
- compared to other sectors, knowledge and method innovation is above average in education, product and service innovation is below average, and technology innovation is at the average sectorial level;
- in Europe, higher education stands out in terms of speed of adopting innovation compared to the economy average as well as the rates in primary and secondary education;
- there have been large increases in innovative pedagogic practices across all countries studied for the report in areas such as relating lessons to real life, higher order skills, data and text interpretation and personalisation of teaching;
- in their pedagogic practice, educators have innovated in their use of assessments and in the accessibility and use of support resources for instruction;
- educational organisations have innovated in the areas of special education, creation of professional learning communities for teachers, evaluation and analytics and relationship building with external stakeholders, such as parents (Bayer, 2012).

Having analyzed different sources of information the following British top five innovations in pedagogic practice are distinguished: more observation and description in secondary school science lessons, more self-directed experiments in secondary science lessons, more group work in secondary mathematics classrooms, more relating of lessons to real life in secondary school science; more individualised reading instruction in primary school classrooms.

The strategic task of modern Ukraine is the innovative development of society through the innovative education. The innovative education status is based on the Ukrainian legislation, in particular, on the Law of Ukraine “On Innovation Activity” (2002), the Law of Ukraine “On

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Priority Areas of Innovation Activity in Ukraine” (2003), Regulations on the Procedure for the Implementation of Innovative Educational Activities (2000), other official documents. This task was discussed as well at the Parliamentary hearings “Strategy of innovative development of Ukraine for 2010-2020 under globalization challenges”.

The main characteristic of innovative development of modern education is innovative education that is the cause of the new reform. The idea of the reform involves the introduction of 12-year school education. Primary school will be four years duration as a base period, then a basic secondary school with 5 years duration, which will be called a gymnasium, where 5-6 classes will have their own peculiarities, 7-9 are their own, profile secondary school (three years) – two cycles.

The “New Ukrainian School” concept comprises the following basic ideas:

- new content of education, based on key competencies necessary for successful self-realization of a child in the society;
- pedagogy, based on a partnership between a student, a teacher and parents;
- motivated teacher who has the freedom of creativity and develops professionally;
- orientation to the needs of a student in the educational process;
- values-oriented education;
- a new school structure allowing students to master the new content well and gain key competence for life;
- decentralisation and effective management providing real autonomy of a school.

Formation of the model of innovative development of education in Ukraine needs to change the priorities of reforming this sphere. It should be noted that qualitative modernisation of the national education involves not only the unification of the theory and practice of education innovations and their promotion. It also the appropriate and timely response of state institutions to the results of its effective implementation, the development on this basis of a state strategy for the formation of educational perspectives that would ensure compliance of schools to the requirements of education innovations, and ofcourse – the most urgent requirements of society.

## CONCLUSIONS

Most educators in USA, Great Britain and Ukraine agree that effective educational reforms and innovations are necessities nowadays. The USA and British experience helps to reveal some controversial moments in the development of a modern Ukrainian school.

The analysis of educational initiatives in the USA showed that innovative education is the main object and means of educational reform, which indicates the existence of clear mechanisms of state regulation and support of innovative processes in the educational sphere.

According to the UNESCO (2013), Innovative Teaching and Learning Research project implemented in several countries, ICT and innovations have great potential for supporting innovative education, but are not magic ingredient. When considering ICT and innovations it is important to focus not on flash but on the student learning and 21<sup>st</sup> century skills.

As P. Serdyukov notes: the key to a prosperous, inventive society is a multidimensional approach to revitalising the educational system (structures, tools, and stakeholders) so that it breeds learners’ autonomy, self-efficacy, critical thinking, creativity, and advances a common culture that supports innovative education. Therefore, in order to succeed, innovative education must become a collective matter for all society for which we must generate universal public responsibility.

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**HIGHER  
AND  
UNIVERSITY  
EDUCATION**

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# UNIVERSITY RATING & DEVELOPMENT: CHALLENGES AND OPPORTUNITIES FOR UKRAINE

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**Abstract.** *The article analyzes the long stagnation of the national higher education and estimates its causes and mechanisms of overcoming. According to the criteria of the general and subject versions of the ARWU rating, there are no world-class and subworld-class universities in the country, and there is a lag behind other countries. As ranked by the less objective Times and QS the position of the group of universities has worsened. The Ukrainian network of higher education institutions is quantitatively excessive, qualitatively unsatisfactory. This is due to its repeated duplication, profile inadequacy, fragmentation, institutional weakness. State policy and strategy, contrary to global trends, does not declare the introduction of a national university ranking in the short term. Due to the lack of rating inventory of institutions, society does not clearly identify leading universities and loser universities, suffer from poor higher education, inefficiently spend significant financial and human resources. The priority need for Ukraine to formulate a culture of reliable, objective university rating, the creation of a national rating as a mechanism for assessing the quality of higher education that*

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*motivates and mobilizes for continuous institutional improvement, achievement of competitiveness, consolidation of institutions and concentration of resources. It is proposed to launch a national rating of higher education institutions of general, sectoral and regional versions, ranking universities by level of leadership - global, regional, national, subnational, local.*

**Key words:** *higher education, quality, accreditation, rating, competitiveness, development, universities, leadership, Ukraine.*

## INTRODUCTION, PROBLEM STATEMENT

World globalization and European integration have created new opportunities for the development of higher education through international cooperation and communication. At the same time, university competition for leadership between some institutions, national and regional higher education areas has intensified. In particular, in the face of new challenges, in 1999 Bologna Process for the formation of competitive and attractive European Higher Education Area (EHEA) was initiated in Europe. The formation of the EHEA, the Bologna Process's activities and tools are of interest in other parts of the world, primarily in the competing North American and East Asian Higher Education Areas. This has led to the updating and introduction of national, regional and global mechanisms for assessing the quality of higher education, among which the main ones are accreditation and rating (OECD, 2009; University Quality ..., 2015; Lugovyi, Orzhel, Slyusarenko & Talanova, 2018; Lugovyi, Slyusarenko & Talanova, 2019a, 2019b, 2018a, 2018b; Lugovyi & Talanova (eds.) et al., 2018; Slyusarenko, 2015; Talanova, 2010; Kremen, V., Luhovyi, V. et al. (eds.), 2018).

In this regard, the author's publications reveal the essential opportunities, advantages and disadvantages of these mechanisms. It is proved that the rating is a more progressive and effective mechanism for monitoring the competitive quality of higher education than accreditation, especially in the context of development and for the key agents of this development, which are universities by their missions (Lugovyi, Orzhel, Slyusarenko & Talanova, 2018; Lugovyi, Slyusarenko & Talanova, 2019a, 2019b, 2018a, 2018b; Lugovyi & Talanova (eds.) et al., 2018; Slyusarenko, 2015).

Ukraine, with more than 25 years of accreditation experience and in the absence of a national rating of higher education institutions (HEIs), has failed to bring its national higher education to a competitive level (Lugovyi, Slyusarenko & Talanova, 2019b). The example of Ukraine confirms that accreditation as a certain threshold mechanism proved in principle incapable of curbing the chaotic expansion of the HEIs network, such as 73 universities, academies, institutes appeared in the country in 1994 (Lugovyi, Slyusarenko & Talanova, 2019a). Thus, it is only natural that Ukraine by general and subject versions of Academic Ranking of World Universities (ARWU) remains a white spot on the European continent in a few countries, is out of process on building a world-class higher education system (8th International Conference..., 2019; Academic Ranking..., 2019a, 2019b; Shanghai Ranking's..., 2019). At the same time, according to other, less objective ratings of The Times Higher Education World University Rankings ("Times") (THE..., 2019) and QS World University Rankings ("QS") (QS..., 2019), the positions of the group of Ukrainian universities have generally deteriorated. Therefore, analysis of the long stagnation of domestic higher education, finding out its cause and coping mechanisms are not taken off the agenda.

## LITERATURE REVIEW

The article uses both author's research on the systematic review of the problem and other recent publications, including UNESCO, the Organization for Economic Co-operation and Development (OECD), World Bank, EU, ARWU, Times, and QS (UNDP, 2018; OECD, 2009, 2019a, 2019b; Review ..., 2019; University Quality ..., 2015; Academic Ranking ..., 2019a, 2019b; ShanghaiRanking's ..., 2019; THE ..., 2019; QS ..., 2019). Also, data released in 2019 by the State

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Statistics Committee of Ukraine and the Information System “Konkurs” (Derzhstat Ukrainy, 2019; *Informatsiina systema...*, 2019) were also involved.

From the documents of the last Bologna Summit in Paris 2018, it follows that the EHEA has now shifted its focus from influential rating to less influential accreditation, which is obviously insufficient to realize the declared competitiveness and attractiveness of the EHEA in a globalized and competitive world (Kremen, Lugovyi, et al. (eds.): pp. 31, 438-477). Although the accreditation mechanism is capable of enhancing comparability, compatibility and coheritability of higher education in Europe, it is not a priori capable of fostering competitive development. Thus, as noted in V. Kremen’s article citing H. Schmidt’s research, at the end of 2017, “European companies controlled only 3% of the market for the latest innovations, while American companies – 64 % and Asian ones – 31 %” (Kremen, 2019). It is obvious that European universities are largely responsible for this situation. After all, they have a significantly higher share of R&D funding than North American and especially East Asian HEIs (Luhovyi, Slyusarenko & Talanova, 2019a; OECD, 2019b).

In predicting the role and development of higher education in the context of globalization, the OECD in *Higher Education to 2030 (2009)* summarized the specificities and trends that are confirmed ten years later. These include: “Co-operation and competition are intensifying simultaneously” (OECD, 2009: p. 13), and “Focus on quality assurance will strengthened in response to the growing importance of private and cross-border higher education, institutional rankings and the quest for accountability” (OECD, 2009: p. 15). All the while, the following statement is important for understanding the limits of accreditation: “At the same time, one can observe the emergence of cross-border accreditation and a general strengthening of co-operation across borders: several regional networks of quality assurance agencies have been established and there is an increasing interest in establishing common regional criteria and methodologies, particularly in Europe. The emergence of a common quality assurance framework on a global scale does not, however, seem likely in the near future” (OECD, 2009: p. 15).

In EU “The ‘Europe 2020 Strategy’ and other EU initiatives call for more excellence in Europe’s higher education institutions in order to improve their performance, international attractiveness and competitiveness.” In this regard the Study University Quality Indicators “examines separately two different quality approaches, quality assurance and rankings” in order to provide “Recommendations and policy options for the Parliament”. (University Quality ..., 2015: p. 1).

Unlike that accreditation, university rankings are recognized as a mechanism not only to ensure, but also to improve, the quality of higher education with broad national and global capabilities. This is accentuated by the site IREG Observatory on Academic Ranking and Excellence (IREG Observatory): “National and international academic rankings play ever increasing role as a barometer of quality of higher education institutions” (IREG ..., 2019). On Conference IREG in Bologna, Italy 8-10 May 2019 “Rankings: A Challenge to Higher Education?”, in contrast to the thematic focus of previous conferences, a deeper understanding of the rankings and their fundamental role for universities has been made: “The growth of university rankings have not been neutral to the way higher education functions both on the national and the global scale. Some governments have been pouring billions of dollars into the “excellence initiatives” to elevate international position of their universities; universities themselves, rankings in mind, have been implementing policies hoping to increase their competitiveness and international visibility. Rankings have become more sophisticated and statistically robust. Many institutions seem to have figured out that there is something to learn from them even if they disapprove of the methodology or dislike the results” (Rankings: A Challenge ..., 2019).

Balance of world-class universities roles in enhancing global integration and strengthening nation priorities, and promotion their excellence initiatives while optimizing national higher education systems discussed during International conference “World-Class Universities: Globalization and National Models” 15-17 October 2019. This event was organized by the Center

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for World-Class Universities at Shanghai Jiao Tong University and supported by ShanghaiRanking Consultancy, that responsible for ARWU realization (8<sup>th</sup> International ..., 2019). Such Chinese attention to university rankings has made it possible to increase the number of ARWU Chinese world-class universities four times in the past 15 years and to rank second after the United States in 2019 (Academic Ranking..., 2019a).

As for Ukraine, according to World Bank 2019 there is “strong reason to believe that the education system needs to change or risk falling behind” and “the systems that educate the next generation must constantly evolve and adapt to a fast-changing world” (Review ..., 2019: p. 4). The Ukrainian “higher education system is expansive, with a large number of specialized HEIs that are relatively small in size and scope. This has caused the system to become oversized and inefficient, especially in relation to the shrinking student population. Despite spending a relatively high share of public resources, funds are spread thinly across many institutions and staff”. “Managerial capacity within HEIs for internal quality assurance and institutional self-improvement is limited in many cases” (Review ..., 2019: p. 14). The Report emphasizes the need to “provide independent assessment of the progress of the HEI” (Review ..., 2019: p. 15). “Ukraine could introduce additional mechanisms to incentivize the consolidation or merger of higher education programs and/or institutions.” (Review ..., 2019: p. 18). In addition, “assessment is also required to hold actors accountable for improving service delivery and achieving results” (Review ..., 2019: p. 22). “Currently, there is also very limited public information allowing young people to compare programs, fields of study, university rankings”. “Moving forward, Ukraine needs to prioritize [...] improving data collection systems and performance monitoring in higher education.” (Review ..., 2019: p. 23). “This could include the introduction of university rankings” (Review ..., 2019: p. 25).

The Program of Activities of the Cabinet of Ministers of Ukraine (2019), which complies with the recommendations of the World Bank, defines “Objective 1.4. Higher education graduates are competitive professionals in the labor market.” The Program also states: “Public funding will be provided to those higher education providers who have better educational and scientific outcomes and create better life prospects for future graduates. In this case, all rectors will have key performance indicators in the contracts and will be evaluated on the results of their achievement.” (Pro Prohramu diialnosti ..., 2019). That is, the program actualizes the problem of developing higher education and identifying the best HEIs in Ukraine.

Based on the review of the literature, there is a growing role and practical need for university rankings for social and economic development, both globally and nationally. It is also clear that Ukraine is suffering from an underdeveloped culture of rating, quality assurance and improvement in higher education. This determines the purpose of the article – to substantiate the need for urgent development and implementation of a national HEIs rating in Ukraine as a condition for the enhancement of higher education in the context of global globalization and European integration.

## METHODOLOGY

The study applied, validated and developed the methodological proposition that the university mission determines the place and role of HEIs in society and the economy, forms the criterion basis for their status classification, and determines the appropriate mechanisms for assessing the competitiveness of institutional achievements. For the purposes of the study, we have used big data bases of UNESCO, OECD, international rankings, State Statistics Service of Ukraine, Competition Information System (UNDP, 2018; OECD, 2009, 2019a, 2019b; Review ..., 2019; Academic Ranking ..., 2019a, 2019b; ShanghaiRanking's ..., 2019; THE ..., 2019; QS ..., 2019; Derzhstat Ukrainy, 2019; Informatsiina systema..., 2019). This research is part of a comprehensive meta-study on university capacity development that has been consistently carried out by the authors over the last

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decade (Lugovyι, Orzhel, Slyusarenko & Talanova, 2018; Lugovyι, Slyusarenko & Talanova, 2019a, 2019b, 2018a, 2018b; Lugovyι & Talanova (eds.), 2018; Slyusarenko, 2015; Talanova, 2010).

## MAIN RESULTS

The prolonged stagnation of national higher education, which has been diagnosed in author publications in previous years, has been reaffirmed in the World Bank review and in leading international rankings in 2019 (Review..., 2019; Academic Ranking..., 2019a, 2019b; ShanghaiRanking's..., 2019; THE... , 2019; QS..., 2019). Moreover, in the context of the progress of university education in many developing countries, Ukraine is increasingly moving to the brink of global progress in the competitiveness of national higher education.

In this regard, the World Bank offers a look “at system performance along three dimensions: effectiveness, including quality and relevance; equity and inclusion; and efficiency of resource use.” (Review..., 2019: p. 5) and note that “there is little systematic information on the quality of learning outcomes in higher education” (Review..., 2019: p. 6), “and to the public sense that the education system is no longer meeting the needs of students, families and employers.” (Review..., 2019: p. 8). It is also stated that to this day, “there is no clear or coherent vision for the development of the higher education sector or individual universities. This is a fundamental problem: higher education in Ukraine cannot serve the needs of the people and the economy without clear goals and a strategy for how to achieve them.” Because “individual HEIs use their autonomy to achieve individual goals rather than working to achieve a broader goal for the system and nation.” (Review..., 2019: p. 13). Therefore, according to the World Bank recommendations in particular Priorities for Action under Ukraine’s Education Reform The short-term agenda should include “Develop criteria for university rankings” (Review..., 2019: p. 26) in order to “steer the system towards longer term competitiveness, innovation, productivity growth, and sustainability.” (Review..., 2019: p. 12).

Just implementation of the World Bank recommendations requires a national rating of HEIs of general (institutional), sectoral, and in the Ukrainian context, and regional versions. After all, the purely objective ARWU does not notice domestic institutions at all. Only one-third subjective “Times” captures Lviv Polytechnic National University in the 800-1000 group, the other five institutions are outside the top 1000, worse than in 2016 and 2017, and the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute” fell out of the rankings altogether. Half subjective “QS” – ranks six Ukrainian institutions within the 491-800 group, four of which have underperformed since 2015 (Academic Ranking..., 2019a, 2019b; ShanghaiRanking's..., 2019; THE..., 2019; QS ..., 2019) (see Table 1).

According to the criterion of J. Salmi, who in 2009 classified as a world-class university in the first 500 ARWU positions (as well as in the Top 200 “Times”) (Salmi, 2009), there are no such universities in Ukraine. There are no subworld-class institutions (so-called world-class candidates) in the country and are now ranked 501-1000 in this ranking (Academic Ranking..., 2019a, 2019b; ShanghaiRanking's..., 2019; Lugovyι, Slyusarenko & Talanova, 2018).

At the same time, based on Table 1, it can be considered that the best national institutions in Ukraine are now four classical universities (V.N. Karazin Kharkiv National University, Taras Shevchenko National University of Kyiv, Ivan Franko National University of Lviv, Sumy State University) and three technical universities (Lviv Polytechnic National University, National Technical University “Kharkiv Polytechnic Institute” and National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”). Vasyl Stus Donetsk National University has lost its leading position. The composition of these universities suggests a typical model of organization of leading universities in Ukraine at national and subnational levels – a twin development of classical and technical universities in the process of enlargement of institutions. Five domestic Nobel laureates in Kharkiv, Odessa, and Simferopol studied and worked in these types of institutions (until 1937) (Slyusarenko, 2015: p. 283).

Table 1

**Ranks of national HEIs according to “Times” and “QS” ratings  
released in 2012-2019**

№	HEIs	Ranks by year (total number of places in rating)								
		3	4	5	6	7	8	8	10	11
<b>I. “Times” Rating</b>										
		<b>2012</b> (402)	<b>2013</b> (400)	<b>2014</b> (400)	<b>2015</b> (401)	<b>2016</b> (800)	<b>2017</b> (981)	<b>2018</b> (1103)	<b>2019</b> (1258)	<b>2020</b> (1396)
<i>Comprehensive Universities</i>										
1	Taras Shevchenko National University of Kyiv					601-800	>800	801-1000	1001+	1001+
2	Ivan Franko National University of Lviv							1001+	1001+	1001+
3	Sumy State University									1001+
4	V.N. Karazin Kharkiv National University					601-800	>800	1001+	1001+	1001+
<i>Technical Universities</i>										
1	National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”						>800	1001+	-	-
2	Lviv Polytechnic National University						>800	1001+	1001+	801-1000
3	National Technical University “Kharkiv Polytechnic Institute”									1001+
<b>II. “QS” Rating</b>										
		<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b> (891)	<b>2017</b> (916)	<b>2018</b> (959)	<b>2019</b> (1000)	<b>2020</b> (1002)
<i>Comprehensive Universities</i>										
1	V.N. Karazin Kharkiv National University				481-490	491-500	382	401-410	481	491
2	Taras Shevchenko National University of Kyiv	501-550		441-450	421-430	421-430	431-440	411-420	531-540	541-550
3	Sumy State University				651-700	701+	701+	801-1000	751-800	701-750
4	Vasyl’ Stus Donetsk National University						701+	801-1000	-	-
<i>Technical Universities</i>										
1	National Technical University “Kharkiv Polytechnic Institute”			701+	701+	701+	701+	701-750	701-750	651-700
2	National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”	601+		601-650	551-600	601-650	551-600	501-550	601-650	701-750
3	Lviv Polytechnic National University								751-800	751-800

Source: Compiled by the authors based on: THE ..., 2019; QS ..., 2019.

However, all of these institutions do not meet the ARWU criteria and, in addition, are virtually impossible to rank among themselves without a recognized valid national rating. In addition, such a rating is indispensable in terms of identifying institutions that, although accredited, yet constitute a group of outsiders who are unable to work for progress, pose risks in higher education. As for the other of 282 Ukrainian HEIs and numerous non-core structural units (Derzhstat Ukrainy, 2019; Informatsiina sistema..., 2019), there is little to say objectively about their achievements and potential. Many domestic institutions, although accredited, can only be tentatively called higher education institutions (Lugovi, Slyusarenko & Talanova, 2019b; Lugovi & Talanova (eds.), 2018).

Ranking the top international university rankings in order of priority: 1) ARWU, 2) "Times" and 3) "QS", as justified in the paper (Slyusarenko, 2015) and defined by governmental order (Pro zatverdzhennia pereliku..., 2018), important above all elaborate on the indirect reflection of Ukrainian positions in the mirror of the most objective ARWU general and subject versions.

The breakdown of university achievement by ARWU is illustrated in Fig. 1.

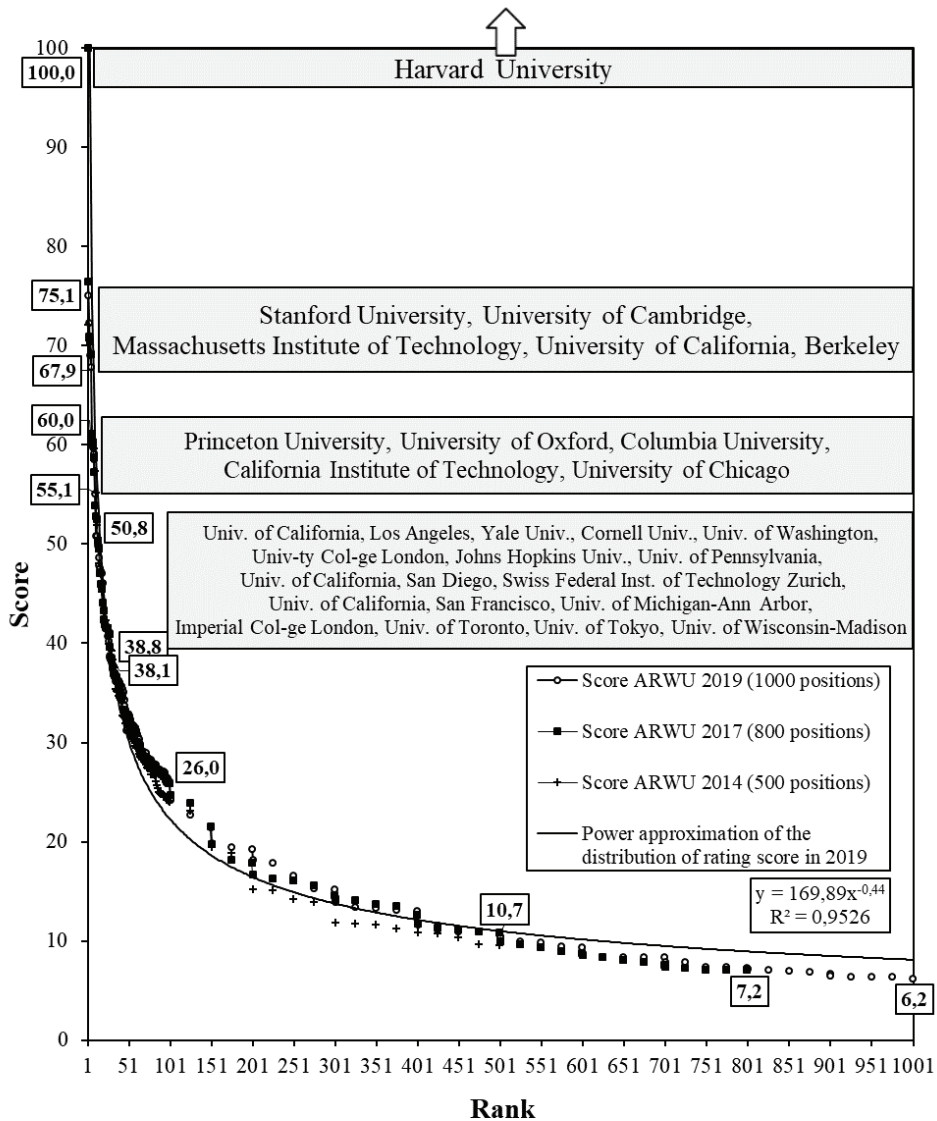


Fig. 1. Breakdown of university grades by ARWU rankings in general.

Ukraine is not in the ranking

Source: Compiled by the authors based on: Academic Ranking ..., 2019a, 2019b.

Figs. 1 shows the high resolution of ARWU for top institutions and the appropriate group stratification of extra class institutions (1-30 positions). This ability to clearly identify the top leaders in world development makes the ranking, especially with the introduction of ARWU by academic subjects, a base when considering key agents of global progress – world-class universities. According to ARWU, there are neither world-class nor subworld-class universities in Ukraine.

From Table 2 it is clear that Ukraine is inferior to many countries in terms of competitiveness of higher education.

Table 2

**Countries represented in the 2019 ARWU general version**

N	Groups of countries	Ranking places, Number (list) of countries		
		1-500	501-1000	1-1000
1	2	3	4	5
1	All countries	44 <sup>1</sup>	17	61 <sup>2</sup>
2	Europe	24	8	32
3	Neighbouring countries	3 (Poland, Russia, Turkey)	4 (Bulgaria, Romania, Slovakia, Hungary)	7
4	Small countries (Population less than 4.0 million)	2 (Estonia, Iceland)	5 (Cyprus, Lithuania, Luxembourg, Slovenia, Uruguay)	7

Source: Compiled by the authors based on: Academic Ranking ..., 2019a, 2019b.

Note: <sup>1</sup> 47 with selection of China-Hong Kong, China-Macau i China-Taiwan.

<sup>2</sup> 64 with selection of China-Hong Kong, China-Macau i China-Taiwan.

Table 3 shows the total systemic backlog of Ukrainian university education in all 54 ARWU subject areas.

Table 3

**Achievements of HEIs in Ukraine, neighbouring countries<sup>1</sup> and small<sup>2</sup> European countries and Croatia<sup>3</sup> by academic subjects of ARWU 2017, 2018 and 2019**

N	Years (number subjects in subjects' group, total number of places by subjects' groups)	Number of HEI's ranked by subjects' groups in 2017, 2018 and 2019																			
		Ukraine	Neighbouring countries <sup>1</sup>										Small <sup>2</sup> European countries and Croatia <sup>3</sup>								
			Belarus	Bulgaria	Georgia	Poland	Russia	Romania	Slovakia	Turkey	Hungary	Total	Estonia	Iceland	Cyprus	Lithuania	Luxembourg	Malta	Slovenia	Croatia	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
<b>I. Natural Sciences</b>																					
1	2017 (6, 2300)	1	1	1	2	15	16	8	3	26	5	<b>78</b>	3	2	1	2			6	3	<b>17</b>
2	2018 (8, 3200)		1	1	2	19	23	9	2	30	10	<b>97</b>	7	2	1	3			8	4	<b>25</b>

3	2019 (8, 3397)		1	1	1	29	24	9	4	26	10	<b>105</b>	8	5	1	3		9	4	<b>30</b>	
4	2019/2017 (1.3; 1.5)											<b>1.3</b>								<b>1.8</b>	
<b>II. Engineering</b>																					
1	2017 (22, 5700)					18	15	3	1	24	5	<b>66</b>	2	1	4	1	3		10	2	<b>23</b>
2	2018 (22, 6694)					49	29	14	1	53	6	<b>152</b>	4	1	2	2	2		13	8	<b>32</b>
3	2019 (22, 6900)					36	31	5	1	39	4	<b>116</b>	1	1	1	1	4		13	6	<b>27</b>
4	2019/2017 (1.0; 1.2)											<b>1.8</b>									<b>1.2</b>
<b>III. Life Sciences</b>																					
1	2017 (4, 1700)					10	1			2	3	<b>16</b>	5	1		1			4	4	<b>15</b>
2	2018 (4, 1800)					13	2		1	6	3	<b>25</b>	5	2		2	2		4	4	<b>19</b>
3	2019 (4, 1800)					13	1	1	2	5	3	<b>25</b>	6	2		1	2		3	4	<b>18</b>
4	2019/2017 (1.0; 1.1)											<b>1.6</b>									<b>1.2</b>
<b>IV. Medical Sciences</b>																					
1	2017 (6, 2000)					9	1	1		6	4	<b>21</b>	3	2					4	3	<b>12</b>
2	2018 (6, 2400)			1		12	1	1		23	5	<b>43</b>	2	3	1	1			4	4	<b>15</b>
3	2019 (6, 2500)					11	1	4		19	8	<b>43</b>	3	3	1	1		1	5	3	<b>17</b>
4	2019/2017 (1.0; 1.3)											<b>2.0</b>									<b>1.4</b>
<b>V. Social Sciences</b>																					
1	2017 (14, 2700)					3	1			9	2	<b>15</b>			1	1	2		3		<b>7</b>
2	2018 (14, 4400)					6	7	4		24	6	<b>47</b>	5	1	3	2	4		10	2	<b>27</b>
3	2019 (14, 4594)					6	7	4		23	6	<b>46</b>	5	3	4	2	5	1	12	3	<b>35</b>
4	2019/2017 (1.0; 1.7)											<b>3.1</b>									<b>5.0</b>
<b>All Ranking Subjects</b>																					
1	2017 (52, 14400)	1	1	1	2	52	36	13	4	67	19	<b>196</b>	13	6	6	5	5		27	12	<b>74</b>
2	2018 (54, 18494)		1	2	2	99	62	28	4	136	30	<b>364</b>	23	9	7	10	8		39	22	<b>118</b>
3	2019 (54, 19191)		1	1	1	95	64	23	7	112	31	<b>335</b>	23	14	7	8	11	2	42	20	<b>127</b>
4	2019/2017 (1.04; 1.3)											<b>1.7</b>									<b>1.7</b>

Source: Compiled by the authors based on: ShanghaiRanking's ..., 2019.

Note: <sup>1</sup> Except Moldova.

<sup>2</sup> Population less than 3.0 million.

<sup>3</sup> Population 4.2 million.

Table 4 shows the dynamics of extending HEIs coverage by the academic subject version of ARWU.

Table 4

**Comparison of subject rankings of HEIs by ARWU 2017, 2018 and 2019**

N	Rating parameter	Years			
		2017	2018	2019	2019/2017, times
1	2	3	4	5	6
1	Methodology including 5 indicators	No changes			
2	Number of awards ( <i>subjects</i> ) identified	27 (19)	27 (22)	26 (23)	0,96 (1,21)
3	Number of top magazines ( <i>subjects</i> )	94 (33)	123 (41)	134 (45)	1,43 (1,36)
4	Number of top conferences ( <i>subjects</i> )	-	14 (1 <sup>1</sup> )	17 (1 <sup>1</sup> )	
5	Number of subjects	52	54	54	1,04
6	Number of examined institutions	> 4 thousand	> 4 thousand	> 4 thousand	1,00
7	Total number of places by subjects	14,4 thousand	> 18,4 thousand	19,2 thousand	1,33
8	Number of countries in the ranking	80	83	86	1,08
9	Number of institutions in the rating	> 1,4 thousand	> 1,6 thousand	> 1,7 thousand	1,21
10	Number of USA places ( <i>1<sup>st</sup> place</i> )	3857	4661	4808	1,25
11	Number of Chinese places ( <i>2<sup>nd</sup> place</i> )	1652	2171	2451	1,48
12	Number of places for UK institutions ( <i>3<sup>rd</sup> place</i> )	1168	1487	1554	1,33
13	Harvard University ( <i>1<sup>st</sup> place in subjects</i> )	15	17	14	0,93
14	Massachusetts Institute of Technology ( <i>2<sup>nd</sup> place in subjects</i> )	5	5	5	1,00

Source: Compiled by the authors based on: ShanghaiRanking's ..., 2019.

Note: <sup>1</sup> 17 top academic conferences in computer science and engineering.

From Table 5 it is easy to see that Ukraine is in the group of countries with a competitive disadvantage in higher education.

Table 5

**Distribution<sup>1</sup> countries (50) located in Europe by presence in ARWU 2019**

N	Parameter	Group of countries presented in the ranking	Group of countries absent in the ranking
1	2	3	4
1	Names (list) of countries in the group	Russia, Germany, Turkey, France, United Kingdom, Italy, Spain, Poland, Romania, Netherlands, Belgium, Greece, Czech Republic, Portugal, Sweden, Hungary, Belarus, Austria, Switzerland, Bulgaria, Serbia, Denmark, Finland, Slovakia, Norway, Ireland, Croatia, Georgia, Lithuania, Slovenia, Estonia, Cyprus, Luxembourg, Malta, Iceland	<b>Ukraine</b> , Kazakhstan, Azerbaijan, Bosnia and Herzegovina, Armenia, Moldova, Albania, Northern Macedonia, Latvia, Montenegro, Andorra, Liechtenstein, Monaco, San Marino, Vatican

2	Number (percentage, %) of countries in the group	35 (70 %)	15 (30 %)
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Source: Compiled by the authors based on: Academic Ranking ..., 2019a, 2019b; ShanghaiRanking's ..., 2019.

Note: <sup>1</sup> Countries in groups are listed in order of decreasing population (from the largest Russia, 144.0 million, to the smallest – the Vatican, 1 thousand population).

Table 6 shows that the resource potential of Ukraine is outweighed by the potential of a number of countries with university representatives in ARWU.

Table 6

**Comparison of Ukraine with neighbouring and small<sup>1</sup> countries with HEIs in ARWU 2019 and less than Ukrainian GDP**

N	Countries	GDP, \$ USA, PPP <sup>2</sup>	GDP ratio of Ukraine and other countries, times <sup>2</sup>	Number of HEI's in the ranking	
				1-500 places	1-1000 places
1	2	3	4	5	6
1	<b>Ukraine</b>	335.4		-	-
<b>Neighbouring countries</b>					
2	Hungary	261.9	1.3	-	5
3	Slovakia	164.0	2.0	-	1
<b>Small<sup>1</sup> countries</b>					
4	Cyprus	27.8	12.1	-	1
5	Estonia	38.8	8.6	1	1
6	Iceland	15.9	21.1	1	1
7	Lithuania	83.5	4.0	-	1
8	Luxembourg	56.5	5.9	-	1
9	Slovenia	64.9	5.2		2
10	Uruguay	71.0	4.7	-	1

Source: Compiled by the authors based on: Academic Ranking ..., 2019a, 2019b; UNDP, 2018.

Note: <sup>1</sup> Which has less than 4 million people.

<sup>2</sup> PPP – purchasing power parity.

In addition, the higher education strategy of the progressive countries includes providing universities with representatives in the list of the first 100 institutions in ARWU. In 2019, as in the previous year, 18 countries have such institutions, 11 (61%) of them with a smaller population than in Ukraine. In the top 30 in recent years, six countries are represented: USA, UK, Switzerland, Canada, Japan and Denmark (Academic Ranking..., 2019a, 2019b).

The absence of world- / subworld-class universities in Ukraine is primarily due to the strong fragmentation and dispersion of the HEIs network, excessive duplication of training in them, as can be seen from Table 7 in the example of Kyiv and Kirovohrad region.

Data on the admission in 2019 of applicants for specific specialties and fields of knowledge to the bachelor's level of full-time training in Kyiv and Kirovohrad region

N	Type, quantity <sup>1</sup> , share of institutions	Specialties / Fields of knowledge												Admission to the 3rd year
		Education / Pedagogy	Philology	Economics	Psychology	Journalism	Accounting and taxation	Finance, banking and insurance	Management	law	Information Technology	Public dministration and administration	International relations	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Kyiv</b>														
<i>All institutions (63 universities, academies, institutes and 12 colleges)</i>														
1	Number	14	18	28	20	14	23	31	37	37	30	13	23	43
2	Part, %	18.7	24.0	37.3	26.7	18.7	30.7	41.3	49.3	49.3	40.0	17.3	30.7	57.3
<b>Kirovohrad region</b>														
<i>All institutions (8 universities, academies, institutes)</i>														
1	Number	1	1	3	2	1	4	3	4	6	2	2	1	6
2	Part, %	12.5	12.5	37.5	25.0	12.5	50.0	37.5	50.0	75.0	25.0	25.0	12.5	75.0

Source: Compiled by the authors based on: Informatsiina systema..., 2019.

Note: <sup>1</sup> Full-time admission institutions in 2019.

Table 7 shows, first, excessive duplication, and second, high dispersion of HEIs. For example, in the field of law, 37 institutions are being trained in Kyiv, and 6 in the Kirovohrad region. Approximately 8.5 thousand students in the Kirovohrad region study in 8 HEIs, that is, on average 1 thousand students per institution, while in Ukraine as a whole – 4.7 thousand. In this respect, if the degree of duplication of training in Kiev generally stabilized, then in the Kirovohrad region – increased: the number of students in the oblast decreased by 0.3 thousand a year, while the number of institutions providing law education programs increased (Derzhstat Ukrainy, 2019; Informatsiina systema..., 2019).

The lack of awareness of the HEIs of their own university mission is one of the key reasons for the university gap (see Table 8).

Table 8

Comparison of key words of HE / HEIs missions in the definition of various associations (groups) of HEIs

N	Key words	Associations (groups) of HEIs			
		AAU <sup>1</sup>	EUA <sup>2</sup>	EURASHE <sup>3</sup>	Top-30 HEIs, ARWU
1	2	3	4	5	6
1	<b>First word</b>	Education	Education	Education	Education
2	<b>Second word</b>	Research	Research	Research	Research
3	<b>Third words</b>		Innovation		Knowledge, Create
		Service		Service	

Source: Lugovyi, Orzhel, Slyusarenko & Talanova, 2018; Slyusarenko, 2015.

Note: <sup>1</sup> Association of American Universities.

<sup>2</sup> European University Association.

<sup>3</sup> European Association of Institutions in Higher Education.

As seen from Table 8, the first keyword in HE / HEI missions is “Education”, the second is “Research”. While, the third keywords are different, such as: “Service”, “Innovation”, “Knowledge”, and “Create”. It is the third terms that define the so-called third mission of the universities and serve as the criteria for the delineation of classical academic universities and universities of applied sciences. It is clear from the author’s research that in the universities “Education” is integrated with “R&D”, forming “Higher Education”, which (not R&D) is the main activity of HEIs (Lugovy, Orzhel, Slyusarenko & Talanova, 2018; Lugovy, Slyusarenko & Talanova 2019a).

As for the Ukrainian practice of rating HEIs, it is not productive. The main flaws of various domestic rating attempts of the last decade (“National rating system for the assessment of HEIs activity”, “Compass”, “Consolidated”, “Top-200 Ukraine”, “Contract EIT<sup>1</sup> Score”, “Scopus” and some others) – aspect, subjectivity, poor validity. This does not make it possible to reliably identify the positions of institutions in accordance with the university mission and its key constituents in the context of innovative type of progress. After all, the “National Rating System for the assessment of HEIs activity” and the “Compass” Rating are not implemented after 2013, other ratings are contradictory, and they are not credible, and therefore not influential. In these circumstances, each institution is oriented and orientates the others on profitable rating achievements. For example, Catholic University pays attention to 1<sup>st</sup> place in the “Contract EIT Score” rating, although it is ranked 161<sup>st</sup> place in the “Top-200 Ukraine”, 167<sup>th</sup> place in the “Scopus” rating in 2019, and 101<sup>st</sup> place in “Consolidated Rating” (Kompas..., 2019; Konsolidovanyi reitynh ..., 2019; Pro zatverdzhennia Polozhennia..., 2011; Reitynh universytetiv..., 2019; Reitynh universytetiv «TOP-200 Ukraina», 2019). Therefore, depending on the rating disposition, the institution or leader (?), or outsider (?), or average (?) University. This situation is not professionally constructive or acceptable.

Additional disorientation of stakeholders in determining university achievement is made public by the rating evaluation of 110 (out of 118) “national institutions”, drawn up on the basis of criteria approved by the Cabinet of Ministers of Ukraine (Nikulina, Kshevetskyi & Tereshchuk, 2019).

Tables 9, 10 summarize Pearson’s correlation coefficients between different rankings in Ukraine in 2019.

Table 9

**Correlation between ranking results of “Top-200 Ukraine”,  
“Contract EIT<sup>1</sup> Score” and “Scopus” Ratings in 2019**

N	Pearson correlation coefficients ( $K_{pear}$ )		
	Ratings	“Contract IEE Score”	“Scopus”
1	2	3	4
<b><i>I. N = 239, <math>K_{cr} = &lt; 0.14, p = 0.05</math></i></b>			
1	“Top-200 Ukraine”	$K_{pear} = 0.36$	$K_{pear} = 0.74$
2	“Contract IEE Score”		$K_{pear} = 0.19$
<b><i>II. N = Top 20, <math>K_{cr} = 0.444, p = 0.05</math></i></b>			
1	“Top-200 Ukraine”	$K_{pear} = 0.00$	$K_{pear} = 0.51$
2	“Contract IEE Score”		$K_{pear} = 0.09$
<b><i>III. N = Top 10, <math>K_{cr} = 0.63, p = 0.05</math></i></b>			
1	“Top-200 Ukraine”	$K_{pear} = 0.22$	$K_{pear} = 0.55$
2	“Contract IEE Score”		$K_{pear} = -0.27$

Source: Calculated by authors based on: Konsolidovanyi reitynh..., 2019.

Note: <sup>1</sup> EIT – External Independent Test.

<sup>2</sup> N – Number of HEIs in the sample,  $K_{cr}$  – the critical value of the correlation coefficient (Horoneskul (compl.), 2009), p – level of significance.

<sup>1</sup> External Independent Test (ukr. ЗНО).

Of the nine correlation situations reported in Table 9, five do not have a significant correlation (the correlation coefficient value is less than critical), and in three cases the correlation is weak (correlation coefficient less than 0.60).

Table 10

**Correlation of rankings of 108 national HEIs by “Consolidated”,  
“Top-200 Ukraine”, “Contract EIT<sup>1</sup> Score” and “Scopus” Ratings,  
and Government Benchmarking in 2019**

№	Pearson correlation coefficients ( $K_{pear}$ )			
	Ratings	“Contract IEE Score”	“Scopus”	Government Benchmarking of national HEIs
1	2	3	4	5
<b>I. <math>N = 108, K_{cr} = 0.19, p = 0.05</math><sup>2</sup></b>				
1	“Consolidated”			$K_{pear} = 0.31$
2	“Top-200 Ukraine”	$K_{pear} = 0.48$	$K_{pear} = 0.70$	$K_{pear} = 0.26$
3	“Contract IEE Score”		$K_{pear} = 0.31$	$K_{pear} = 0.34$
4	“Scopus”			$K_{pear} = 0.20$
<b>II. <math>N = 20</math> first, <math>K_{cr} = 0.444, p = 0.05</math></b>				
5	“Consolidated”			$K_{pear} = 0.444$
6	“Top-200 Ukraine”	$K_{pear} = 0.17$	$K_{pear} = 0.438$	$K_{pear} = 0.21$
7	“Contract IEE Score”		$K_{pear} = 0.14$	$K_{pear} = 0.51$
8	“Scopus”			$K_{pear} = 0.06$
<b>III. <math>N = 10</math> first, <math>K_{cr} = 0.63, p = 0.05</math></b>				
9	“Consolidated”			$K_{pear} = 0.23$
10	“Top-200 Ukraine”	$K_{pear} = 0.48$	$K_{pear} = 0.70$	$K_{pear} = 0.14$
11	“Contract IEE Score”		$K_{pear} = 0.31$	$K_{pear} = 0.04$
12	“Scopus”			$K_{pear} = 0.44$
<b>IV. <math>N = 20</math> last, <math>K_{cr} = 0.444, p = 0.05</math></b>				
13	“Consolidated”			$K_{pear} = 0.04$
<b>V. <math>N = 10</math> last, <math>K_{cr} = 0.63, p = 0.05</math></b>				
14	“Consolidated”			$K_{pear} = -0.34$

Source: Calculated by authors based on: Konsolidovanyi reitynh ..., 2019; Nikulina, Kshevetskyi & Tereshchuk, 2019.

Note: <sup>1</sup> EIT – External Independent Test.

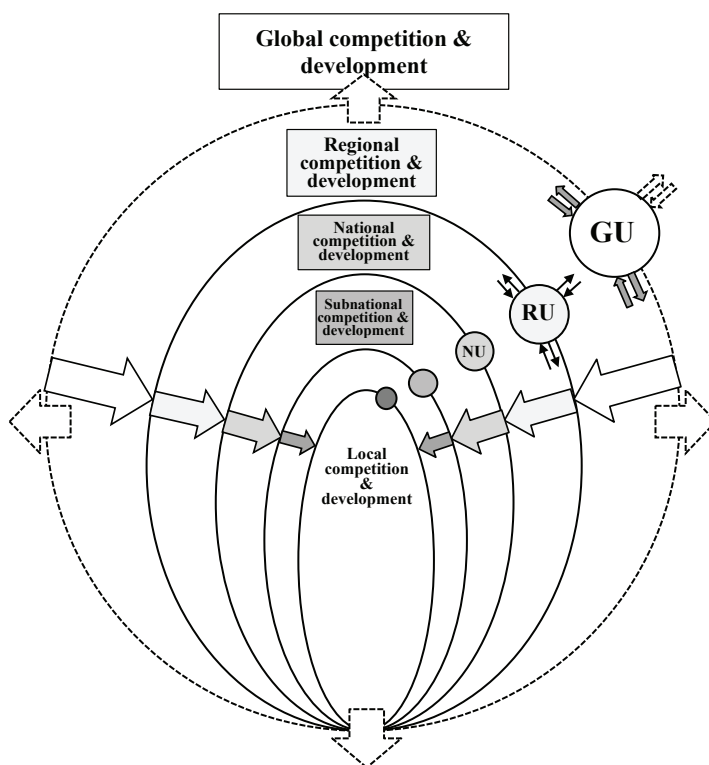
<sup>2</sup> N – Number of HEIs in the sample,  $K_{cr}$  – the critical value of the correlation coefficient (Hironeskul (compl.), 2009), p – level of significance.

Of the 23 correlation situations listed in Table 10, 14 have no significant correlation (correlation coefficient value less than critical), seven correlation is weak (correlation coefficient less than 0.60).

Thus, from Tables 9, 10, it can be seen that the rating mechanisms currently used to rank HEIs in Ukraine are multi-vectored and unbalanced and do not clearly, objectively, reliably identify university achievements and uniquely and clearly orientate the development teams to the priorities. Therefore, the problem of identifying better and worse, promising and unpromising HEIs nationwide remains unsolved. Without it, it is impossible to effectively implement the government’s program of activities in higher education (Pro Prohramu diialnosti..., 2019).

In addition, the rating and other characteristics of national institutions, their sectoral and regional landscape, indicate the need to introduce, in addition to the general, sectoral and regional versions of the national rating, and a careful selection of its criteria / indicators. For example, among the top 20 national institutions, there are 7 arts and 5 medical HEIs (60 % in total), 4 classical, 2 agrarian, 1 polytechnic and 1 civil defense universities (Nikulina, Kshevetskyi & Tereshchuk, 2019). Obviously, this does not correspond to the actual distribution of the best national institutions in terms of their profile. In addition, the best national institutions are geographically unevenly located – 11 (55 %) HEIs in Kyiv and Kharkiv (Nikulina, Kshevetskyi & Tereshchuk, 2019).

The dominance of accreditation practices and the lack of national rating experience and culture have led to a tendency for formal status (*de jure*) equalization (by *de facto* substantial differentiation) of HEIs, their low-level massification, underestimation of the role and necessity of establishment and support of elite institutions (Lugovyi, Slyusarenko & Talanova, 2019a, 2019b, 2018a, 2018b; Lugovyi & Talanova (eds.), 2018). In this regard, it is advisable to use the following model of the place and role of universities in the global, regional, national, subnational, local development to balance and identify mechanisms for evaluating university achievement, awareness of different institutional options, directing and motivating accreditation and ranking in the formulation and implementation of higher education policy and strategy (see Fig. 2).



**Fig. 2. Model the place and role of universities in global, regional, national, subnational and local development**

Source: Designed by authors.

The model (see Fig. 2) with dotted, externally oriented arrows shows the directions of global competitive development at its frontier. The oval / circular lines outline the limits of attained levels of global, regional, national, subnational and local development, which in some cases may coincide (see bottom of Fig. 2). The contextual influence of the higher level of development on the lower level is indicated by internally directed hollow arrows. The circles show the universities that

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operate on the respective cutting edge and perform a dual function. First, they widen the limits of what has been achieved (thanks to R&D, foresee and produce the future – external arrows), and secondly, extend advanced achievements (through learning and teaching) in modern life – internal arrows. Depending on the level at which universities operate, the latter may be global (GU), regional (RU), national (NU), subnational (SNU), local (LU). Universities, by virtue of their status as de jure and de facto, must therefore be differentiated by capacity to serve as centers of global, regional, national, subnational and local growth, in particular through rating. In order to determine university level and status, the global, sectoral and regional rankings should be used, taking into account world practice.

## CONCLUSIONS

From the above implies the following conclusions.

1. Higher education in Ukraine is lagging in the globalized world and needs immediate reform in order to increase competitiveness based on the consolidation of HEIs and the concentration of resources in them.
2. Higher education modernization policies and strategies should include the development and implementation of national, sectoral and regional HEIs national rankings as an effective mechanism for assessing, improving and motivating higher education quality.
3. The national ranking of HEIs should be global, sectoral and regional in order to accurately identify higher education growth points at global, regional, national, subnational, local levels.
4. The national rating of HEIs should be based on an objective, transparent and understandable ARWU methodology that is most consistent with the university's mission and innovative type of progress.

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# THE EU EXPERIENCE OF PROVIDING GRADUATES WITH EMPLOYMENT: CONCLUSIONS FOR UKRAINE

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**Abstract.** *The article analyses the current trends in provision of higher education graduates with employment in the labour market in the European Union by looking into the inter-related issues: the modernization of higher education to the market economy needs, effective measures for providing higher education graduates with employment in the labour market in the European Union, the experience of the European Union. The research is based on theoretical literature review of the existing materials available on this problem. Mainly, they are the EU legal documents and researches of the European scholars. It summarizes the European experience of taking effective measures to provide employment for graduates with higher education. The research is based on a theoretical analysis of authentic sources: the EU strategies, reports to the European Commission and publications of European researchers. The concept of the study is based on the principles of comparative, systemic, holistic, cultural, interdisciplinary approaches, as well as pedagogical forecasting. The article concludes with recommendations for the Ukrainian Government, the institutions of higher education, participants of the educational process. The recommendations are developed to harmonize higher education interaction with the national labour market, taking into account the experience of the European Union on this issue.*

**Key words:** *employment; HE graduates; labour market; measures; recommendation; the EU experience.*

## INTRODUCTION

Higher education as a factor of economic development, social stability is an urgent need of the present life-being, and drawing attention to the problem of employment of higher education

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institutions graduates (HE graduates), a clear national position in this field will contribute to the transformation of Ukraine into a civilized democratic state, where a man is the highest value, and for his self-realization the optimal conditions have to be created. In this sense, it should be emphasized that the study of European experience of providing HE graduates with employment, in particular, the Member States of the European Union, will contribute to the development of the higher education system in Ukraine based on the study and adaptation of the EU constructive ideas to the national educational area.

In this article it is important to explore the EU experience in providing effective measures to ensure the HE graduates employment that can be useful for Ukrainian higher education policy. The article concludes with recommendations for policymakers on measures needed to improve the current state of play of the HE graduates employment in Ukraine.

## **LITERATURE REVIEW**

In the EU an effective HE graduates employment is a key question of the educational policy. This problem is being researched by many scientists who highlights such issues as: the transition from education to the labour market (W. Bartlett, M. Jacob, C. Macchiarelli, C. Mocanu, M. Uvalic, M. Ward-Warmedinger, F. Weiss, A. Zamfir); HE graduates employment in the labour market in the European Union (M. Alves, J. Hurst, S. Simoens, E. Stiwne, P. Tamkin); prospective development of interaction between higher education and the labour market in the European Union (E. de Weert); higher education interaction with the labour market (E. de Weert, M. Kleiner, A. Kottmann, M. Koumenta, St. Machin, S. McNally); coordination policy of higher education interaction with the labour market (A. Obadić, S. Porić, J. Ritzen, S. Siebert, K. Zimmermann) and others.

## **METHODOLOGY**

The research is based on theoretical literature review of the existing materials available on this problem. Mainly, they are the EU legal documents and researches of the European scientists. The key resource related to our exploring is a thematic report by E. de Weert “Perspectives on Higher Education and the labour market”.

## **MAIN RESULTS**

In the European Union, the employment of higher education graduates is an important issue of the Europe 2020 Strategy and a priority of education policy, in particular in the following legal documents: London Communiqué Towards the European Higher Education Area: Responding to Challenges in a Globalised World (2007); Bucharest Communiqué (2012); Yerevan Communiqué (2015), etc. Successful completion of this task is a key to the economic development of the European Union and the creation of a Europe of knowledge.

The European Union ensures conditions for employment of HE graduates at all levels: at the EU level and national level of the Member States, higher education systems, higher education institutions. The Member States of the European Union provide diverse measures, including the professionalization of degrees, vocational education and training, involvement of employers in the educational process.

According to E. de Weert professionalization of the Bachelor degree and employer engagement in educational process are quite effective measures for providing employment of HE graduates. The professionalization of educational degrees is an important measure in promoting the employment of graduates. This “professionalization” of a bachelor’s degree is promoted in France by adding professional components such as internships or practical classes to the educational program. The

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goal of training the bachelors is to form key skills and competences necessary for their professional activity. Such skills include personal skills, the ability to analyse practical problems, language skills, computer skills, knowledge of disciplinary and service aspects. In France, the distinction between professional and academic degrees is gradually disappearing (Weert, 2011: p. 31).

In Germany, the Ministry of Education has introduced a professional bachelor's degree as a new qualification for vocational continuing education (beruflichen Weiterbildung). Employers support the introduction of a professional bachelor's degree, which can guarantee graduates the opportunity to start a professional activity. Also, the term "professional" helps to distinguish this qualification from an academic bachelor's degree (Weert, 2011: p. 31).

Another effective measure for providing HE graduates employment is introduction of higher vocational education. Thus, Sweden has introduced advanced (higher) vocational education to fill the labour market with skilled workers. It is worth noting that in Sweden provides close cooperation between employers, universities and colleges while designing the content and organizing the training courses. As the result of this collaboration they introduce Advanced Vocational Education as a new form of vocational secondary vocational education designed to the needs of the labour market. Such courses, equivalent to secondary education, were organized through close collaboration between secondary education and higher education, adult education and private companies. Their goal is to provide a vocational education, where students spend one third of their working time in the workplace and have the opportunity to apply their theoretical knowledge in practice. Such courses are conducted for 5-6 years of training with the involvement of employers. There are two types of programs: Higher Education Vocational Degree – 1 year of study, Qualified Higher Education Degree – 2 years of study, corresponding to Associate Degree (Weert, 2011: p. 26-27).

In Netherlands, the experience of employers' involvement in the educational process at universities is quite effective. They take an active part in development of educational programs. Traditionally, employers are involved in such activities through a quality assurance and accreditation system, as well as the adaptation and updating of educational programs as new technologies are introduced in the professional fields. Professional bachelor's and master's programs are designed according to the needs of the labour market. The link between professional education programs and employers' demands is an urgent requirement for recognizing institutional profiles (Weert, 2011: p. 60).

The French Government has proposed a number of higher education reforms, where one of the central topics is the employment opportunities for graduates, especially bachelors. Reforms are changing the bachelor's educational program in two ways. First, the bachelor's degree programs are flexible, allowing students to easily change their course of study, and universities to change their courses to suit students' interests. Second, Bachelor's educational programs should provide students with the knowledge and skills they need to find a suitable job according to their level of qualification. In order to improve the employment of bachelor graduates, a mandatory component of bachelor education programs is to provide students with the opportunity to undergo internships or gain work experience while studying. Traditionally, in France, this stage of training is seen as an important means of facilitating adaptation in the professional environment. In addition, cooperation with companies contributes to the study and analysis of the professionals needs in continuing higher education, as well as the development of vocational education programs for bachelors (Weert, 2011: p. 36).

In order to upgrade the staffing potential, the Foundation degrees were launched in the UK in 2002 as a new qualification corresponding to Level 5 of the NQF. These programs combine academic training and on-the-job training that fosters student engagement with employers. The basic degree must be both academically and vocationally oriented, thus linking higher education and the field of work. Students who have received a basic degree as a full-time qualification have

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the opportunity to continue their education at the next qualification level – bachelor’s level. An important feature of the basic degree is to encourage and intensify the strategic partnership between universities and colleges (Weert, 2011: p. 32).

It is worth noting that the training of students in vocational-oriented basic degree programs is organised in collaboration with employers, which allows graduates to get a job in six months after graduation, mainly from those employers who took part in their training. In addition, among different measures of providing HEIs graduate employment E. de Weert highlights financial support or study leave from the employers.

*“77 per cent of the part-time students receive support from their employer, mostly in the form of study leave; 28 per cent receive financial support or get the tuition fees remunerated”* (Weert, 2011: p. 29).

The basic degree programs are professionally oriented and developed in collaboration with employers and the relevant Sector Skills Councils to train professionals in various fields.

Trends in introducing PhD training in accordance with the labour market demands are also an important step in improving their chances in the EU labour market. Typically, a PhD is designed to build a career in academic and other government research institutes, but PhD students are increasingly looking to the private sector to expand their employment opportunities. The question arises of the possibility of training such specialists for the wider labour market. This issue is related to their high degree of specialization: PhD students are considered to have very narrow education and training, lack of the key professional skills to be attractive to prospective employers, and have almost no employment opportunities outside the educational field.

As a result, doctoral programs have been modernized, where more attention is paid to expanding doctoral research and introducing employment skills in education programs. In France, for example, the state uses the results of labour market surveys to eliminate inconsistencies between doctoral programs and labour market requirements. To overcome the difficulties that PhD students face when entering the labour market, the French government has taken steps to fill the gap between business and doctoral programs. These activities were aimed at supporting PhD programs and facilitated their diversification, such as the expansion of doctoral programs (CIFRE) and the organization of training seminars aimed at increasing the chances of doctoral students to find employment in the labour market. The CIFRE doctoral programs are funded by the French Ministry of Higher Education and Research in the framework of a public-private partnership and provide opportunities for academic researchers in various fields of science and business (Cifre, n.d.).

In Montenegro, the development of educational programs is also directly linked to the needs of the labour market, national strategic plans, and requirements for increasing the mobility of teachers and students, internationalization and enhancing the role of higher education. The distribution of educational programs is in line with the real needs of Montenegro’s economy and society, human resources and infrastructure. In order to achieve better compliance of educational programs with the needs of society, they analyse the current situation on the national labour market and set standards for optimizing their structure and content (Strategy for the Development of Higher Education in Montenegro, 2016).

The above-mentioned European Union experience in providing graduates with employment provides an opportunity to summarize it. Among the program-targeted measures to provide graduates with employment are the professionalization of educational programs and degrees (organize education process in accordance with the labour market requirements). Professionalization of bachelors means: consistency of qualification of bachelor with the needs of the labour market; development of educational programs in cooperation with enterprises, employers and students; providing internships (Germany, France); involvement of employers in education and training (Netherlands); development of educational programs according to the needs of the labour market;

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the distribution of educational programs in accordance with real needs of the economy and society, human resources and infrastructure of the state (Montenegro). Professionalization of Master degree means: compliance of the master's programs with the requirements of the labour market; introduction of vocational oriented programs (professional Master programs) (Finland); participation of representatives of professional branches in the quality control of the process of preparation and evaluation of learning outcomes (Finland, Germany); assignment of professional qualifications (professional master's degree) to relevant professional organizations (Sweden, United Kingdom); private financing of special professional master's programs (Weiterbildungs Masters) (Germany). Preparing PhDs in accordance with the requirements of the labour market involves: modernization of doctoral research; introduction of market-oriented doctoral education programs (CIFRE) funded through public-private partnerships and guaranteeing employment for graduates (France); organization of joint projects between individuals and the university (Denmark, the Netherlands) (Mospan, 2018).

## CONCLUSIONS

The analysis of the European experience on measures to promote employment of HE graduates makes it possible to draw such conclusions for Ukraine. To improve the transition of graduates from higher education to the labour market:

*the Government* should provide:

- regulatory and legal support for the interaction of higher education with the labour market;

- joint development of national qualifications frameworks with employers and government;
- quality assurance of higher education in accordance with the requirements of the labour market;

market;

- support for graduates in the transition from higher education to the labour market;

- establishment of official graduate employment services;

- the labour market forecasting;

- monitoring graduates' employment;

- personnel planning of specialists with higher education;

- legal regulation by the government of professional employment;

- support for employee mobility;

- modernization of qualifications;

- increasing investment in the training of highly qualified personnel;

- recognition of the results of training received abroad;

- establishing cooperation between higher education institutions and employers;

- introduction of joint (state and employers) financing of training of highly qualified personnel;

*the higher education system* should provide:

- cooperation between universities, colleges and employers;

- expanding the interaction between academic and professional higher education;

- development of joint educational programs (between different universities);

- professionalization of educational degrees;

*higher education institutions* should establish:

- counselling centres for vocational guidance;

- provide consultations with employers and representatives of the labour market to ensure the quality of internal bodies of higher education institutions;

- survey of graduates; monitoring graduates' employment;

- development of vocational-oriented programs;

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- cooperation with companies in the implementation of joint training programs for specialists through internships with further employment;  
*the participants of the educational process* should ensure:
  - the spread of vocational training;
  - engaging employers in the educational process, internships, as well as in the development, adaptation and updating of educational programs;
  - interdisciplinary training.

We believe that the summarising of the EU experience on measures to promote HE graduates with employment presented in this article and suggested recommendations based on the EU experience on this issue will make an impact on improving the current state of play of HE graduates' employment in Ukraine.

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# INTERNAL QUALITY ASSURANCE (IQA) SYSTEM AT MYKOLAIV V. O. SUKHOMLYNSKYI NATIONAL UNIVERSITY

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**Abstract.** *The article analyzes the problem of ensuring the quality of higher education. Ukraine aims to be in the European trend towards modernization of higher education, Ensuring the quality of higher education is much planned and at the same time the availability of the necessary resources (academic and administrative staff, students, academic and administrative leaders; financial, material, informational, scientific, educational resources etc.); organization of educational process that most adequately reflect modern trends in the development of national and world economy and education; the control of educational activities at the higher education sector and the quality of training of specialists at all stages of training and at all levels: the higher education institution, for higher education in different national and international (European) level. Quality assurance requires a lot of preparatory work. This is an extended process that requires continuous improvement of the achieved performance. Key components of the internal quality assurance system of higher education at the university is to ensure the quality of education at the university, processes of quality assurance in education teaching and learning; approval monitoring and periodic review of programs for assessing the quality of teaching staff, educational resources and support for students of information systems. The Concept of University Development is based on developed student-centered approach in education, which is a condition of the Bologna process.*

**Key words:** *ensuring the quality of higher education; international experts; national system of education; organization of educational process; principles and procedures for ensuring the quality of higher education; quality of education, the system of internal quality assurance.*

## INTRODUCTION. PROBLEM STATEMENT

Dynamic changes in science, production, and social life in many countries of the world require an update of the education system that will help overcome the crisis of human spiritual development and which is a barrier to the intellectual development of the individual in the

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21<sup>st</sup> century. Education is a factor in social stability, economic well-being of the country, its competitiveness and national security (Kremen, 2009). That is why the fundamental issue of ensuring the quality of higher education has become global and, in particular, the European trend. Ukraine aims to be in the European trend towards modernization of higher education, which, given its quality, is in a state of stagnation and necessary reformation in the context of European integration and globalization (Lugovyi, 2016).

Ensuring the quality of higher education is much planned and at the same time the availability of the necessary resources (academic and administrative staff, students, academic and administrative leaders; financial, material, informational, scientific, educational resources etc.); organization of educational process that most adequately reflect modern trends in the development of national and world economy and education; the control of educational activities at the higher education sector and the quality of training of specialists at all stages of training and at all levels: the higher education institution, for higher education in different national and international (European) level.

Joining the Bologna process Ukraine has undertaken to carry out work on the quality of national education in accordance with European standards.

However, in solving the problem of improving the quality of higher education there is a contradiction between ensuring access to high-quality higher education and the inability to ensure the proper quality of its results.

An increase in the first indicator almost automatically results in the fall of the second. Therefore, the losses of not only participants in the educational process, which receive poor quality training and society as a whole, will suffer (Vorobyova, Grytsenko, Lugovyi et al., 2016).

Consequently, overcoming this contradiction can be solved by improving the quality of education, which plays a decisive role in the formation of each individual.

## LITERATURE REVIEW

The development of national education is the center of attention of domestic scientists, in particular such aspects: the philosophy of education in the context of globalization changes (Andrushchenko, 2019; Kremen, 2009; Ognevyyuk, 2018), theoretical and methodological principles of continuous professional education (Sysoieva, 2011); providing and improving the quality of education (Lugovyi, 2016; Slusarenko, 2016; Talanova, 2016), the essence of Europeanization of higher education, European benchmarks for the development of higher education (Lokshyna, 2018).

Outstanding conceptual provisions for ensuring the quality of higher education on the basis of its modernization are reflected in the legislative and regulatory framework.

## METHODOLOGY

Outstanding conceptual provisions for ensuring the quality of higher education on the basis of its modernization are reflected in the legislative and regulatory framework. The internal quality assurance (IQA) at Mykolayiv V.O. Sukhomlynjsyi National University is analysed through the prism of the state policy on quality assurance system for higher education in Ukraine and the principles based on the European standards and quality assurance recommendations.

## MAIN RESULTS

### *1. State Policy on Quality Assurance System for Higher Education*

The adoption of the Law of Ukraine “On Higher Education” (2014) is a new stage in the field

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of quality assurance in the higher education in Ukraine. Thus, in Article 16 “Quality Assurance System for Higher Education” it is stated that the system of ensuring the bone quality of higher education in Ukraine consists of:

- 1) the system of providing instituton of higher education institutions the quality of educational activity and the quality of higher education (the system of internal quality assurance);
- 2) the system of external quality assurance of educational activities of institutions of higher education and quality of higher education;
- 3) quality assurance systems of the National Agency for Quality Assurance in Higher Education and independent institutions for the assessment and quality assurance of higher education.

The system of providing higher education institutions with quality of educational activities and higher education (quality system of internal quality assurance) provides for the following procedures:

- 1) definition of principles and procedures for ensuring the quality of higher education;
- 2) monitoring and periodic review of educational programs;
- 3) the annual assessment of higher education graduates, scientific and pedagogical and pedagogical staff of a higher educational institution and the regular publication of the results are assessed on the official website of the institution of higher education, on information stands and in any other way;
- 4) provision of professional development of pedagogical, scientific and scientific and pedagogical staff;
- 5) ensuring the availability of the necessary resources for the organization of the educational process, including independent work of students for each educational program;
- 6) ensuring the availability of information systems for the effective management of the educational process;
- 7) provision of public information on educational programs for higher education and qualifications;
- 8) ensuring the academic integrity of the higher education institutions and students of higher education, including the creation and maintenance of an effective system of preventing and detecting of academic plagiarism;
- 9) other procedures and activities.

The implementation of regulatory and control functions (accreditation of higher education institutions and educational programs, functioning of the system of obtaining academic degrees) is assigned to the *National Agency for the Quality Assurance of Higher Education*. It has developed the Regulation of the Sectoral Expert Councils (SEC) (permanent bodies of the National Agency for the Quality Assurance of Higher Education). The main task is to introduce a new, effective system of accreditation of educational programs based on European standards and best practices.

The functions of the Sectoral Expert Councils comprise:

- preparation of an expert opinion on the possibility of accreditation of the educational program;
- preparation of a proposal to improve the requirements for a system of quality assurance in higher education, criteria for assessing the quality of educational programs and educational activities of higher education institutions
- participation in the approval of higher education standards in the manner established by the National Agency, forms proposals for improving the standards of higher education in the relevant field of knowledge;
- ensuring interaction of the National Agency with representatives of higher education institutions, organizations and associations of employers, professional associations, national associations of students, other stakeholders in matters within their competence;

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- participation in conducting research on the quality of higher education and educational activities;
  - development of recommendations for institutions of higher education to improve the quality of educational programs within the respective branches;
  - participation in organization and holding of conferences, seminars, and other events on higher education quality assurance held by National Agency;
  - participation in the preparation of a report on the quality of higher education in Ukraine, a report on the activities of the National Agency;
  - involvement of international experts in their activities;
  - exercise of other powers provided by the current legislation.

A deep understanding of the essence of a systematic approach to ensuring the quality of higher education requires the study of world practices. In particular, the experience of quality management of the higher education system of the countries of the European Union and other advanced countries of the world.

### *2. Principles based on European standards and quality assurance recommendations.*

*The European Higher Education Quality Assurance Association* has been successfully operating in the European Higher Education Area. The National Education Glossary: Higher Education defines (*the European Association for Quality Assurance in Higher Education (ENQA)*) as a European body that promotes the implementation of best practices in ensuring higher education quality and as one of the main advisory members in support of the Bologna Process.

European Quality Assurance Register for Higher Education (EQAR): A register established by the European Higher Education Quality Assurance Association, the European Association of Universities, the European Association of Higher Education Institutions, the European Student Union, and includes acknowledged European and national higher education quality assurance agencies. EQAR is introduced to agencies that meet the requirements of the Standards and Recommendations for Quality Assurance in the European Higher Education Area.

According to the International Standard ISO 9000: 2005, Quality Assurance (QA) is the process or result of the formation of the required properties and characteristics of products as they are created, as well as the maintenance of these characteristics.

The international standard ISO 9000: 20058 defines eight principles of quality assurance:

- 1) consumer orientation;
- 2) the role of administration;
- 3) involvement of employees;
- 4) process approach;
- 5) system approach;
- 6) continuous improvement;
- 7) making informed decisions;
- 8) mutually beneficial conditions with consumers.

### *3. Internal monitoring of the quality of education at Mykolaiv V.O. Sukhomlynskyi National University*

The content of education today does not adequately meet the needs of society and the labor market, not aimed at acquiring the necessary competencies. In recent years, university education in Ukraine was aimed at providing students with the necessary knowledge, skills for skills that led to the attraction of curricula to the actual. Very often there is a controversial process of learning knowledge, mismatching the professional training of specialists to the needs of the market and society. The answer to the challenge facing higher education and its alignment with is modern needs, integration into the European and world educational spaces, orientation of training programs for the acquisition of key competencies and the establishment of effective mechanisms for their implementation.

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Consequently, today's realities require graduates of universities to use information and communication technologies, to think critically, to speak foreign languages, to be able to work in a team (while revealing individual abilities), to resolve conflicts, to orient themselves in the labor market, to make correct and prompt decisions, etc.

Quality assurance at Mykolaiv V.O. Sukhomlynskyi National University is the decisive mission of an educational institution

The renewal of education aims to educate a harmonious and creative person capable of thinking and acting in accordance with an innovative type of progress. The task of higher education is not only to attract the student to knowledge, to form the necessary competencies in him, but above all to teach him to be a moral, spiritual person.

Now active work is under way to develop a draft standards and recommendations on the internal quality assurance system at the university. Based on these standards, an internal quality assurance system is being developed; self-analysis and self-assessment of their own activities are carried out.

It includes:

- strategy (policy) and procedures for ensuring the quality of education;
- system and mechanisms for ensuring academic integrity;
- development of criteria, rules and procedures for assessing educational attainment;
- development of criteria, rules and procedures for assessing pedagogical (scientific and pedagogical) activities of pedagogical and scientific and pedagogical staff;
- development of criteria, rules and procedures for evaluating the management activities of the educational staff of the educational institution;
- provision of the necessary resources for the organization of the educational process, including for the independent work of education applicants;
- ensuring the availability of information systems for the effective management of educational institutions;
- creation of an inclusive educational environment, universal design and reasonable accommodation in an institution of education;
- other procedures and measures determined by special laws or documents.

The Concept of University Development, which is based on it, is developed student-centered approach in education, which is a condition of the Bologna process. The concept takes into account the specifics of the institution, its system of values, its role in the economic environment.

The procedure for ensuring the quality of higher education is based on the following conditions:

- high level of qualification of the faculty;
- motivation of all participants in the educational process to improve the quality of education;
- transparency of information at all levels of structural subdivisions;
- fair distribution of resources among faculties based on the quality of higher education;
- flexibility of educational content;
- mobility of professors and students;
- academic freedom and autonomy.

Key components of the internal quality assurance system of higher education at the university is to ensure the quality of education at the university, processes of quality assurance in education teaching and learning; approval monitoring and periodic review of programs for assessing the quality of teaching staff, educational resources and support for students of information systems.

Internal documents have been developed, monitoring and certain procedures provided for in the Regulations on accreditation for the quality of education (Development Strategy of Mykolaiv V.O. Sukhomlynskyi National University).

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Increasing the requirements for candidates for the positions of the faculty or promotion of the nominees of the proposed direction will include a portfolio or essay in which the philosophy of teaching is presented. Modern studies offer a range of approaches to building a philosophy of teaching. Although these resources provide practical utility, there is generally a lack of conceptual models that provide clear operational definitions and a comprehensive framework for the process of creating or evaluating teaching philosophy. However, this literature illustrates the complexity of the task. Each approach reflects not only personal beliefs about teaching and learning, but also disciplinary cultures, institutional structures and cultures, as well as the expectations of stakeholders. This synergy between discipline and institutional context is able to guide the development of a conceptual model for constructing a teaching philosophy. On the basis of the study of the authors of literature, a conceptual model is developed, and then perfected by a series of seminars for graduates, faculty and faculty leaders. As a result, the conceptual framework includes six dimensions of the philosophy of teaching: the purpose of teaching and learning; the role of the teacher; the role of the student; methods used; assessment of teaching and learning; as well as the influence of specific factors on the teacher's decision making.

If in the standard teaching paradigm the emphasis is often placed on the amount of information, then the training paradigm – on the effectiveness of the learning process about what students know and what they can do with new information. Accordingly, the basis for assessing the activities of teachers should be what exactly graduate can and can do, which will be really used in their work with employers.

Do not stay out of the attention such aspects of the University's activities as the competitiveness of graduates in the labour market, the demand of graduates, achievements of graduates.

It is ensured:

- all teachers receive compulsory certified pedagogical training;
- the introduction of a system of counseling, mentoring and student support in higher educational institutions;
- implementation of a comprehensive strategy of internationalization, guaranteeing the possibility of academic and other mobility, the correspondence of curricula to foreign counterparts, the introduction of compulsory study of English and a second foreign language, the development of intercultural skills, etc.;
- the introduction of cross-cutting, trans-disciplinary and interdisciplinary approaches to teaching, training and assessment in higher education institutions, helping students develop an entrepreneurial and open minded way of thinking;
- the introduction of support for teachers in online skills and other forms of teaching and learning, the use of all the opportunities for improving the quality that opens up with the new technologies;
- facilitating the establishment of the European Academy of Teaching and Learning in the EU.

## CONCLUSIONS

The challenges facing society require a solution to the problem of higher education quality in Ukraine. Without proper education and science, culture and education, real prospects for the development of the state will not take place. Higher education should change its own organizational and substantive essence.

Quality assurance requires a lot of preparatory work. And in this process, both the result and the way it is achieved is important. This is an extended process that requires continuous improvement of the achieved performance.

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An important role in the internal quality assurance of higher education is to play, firstly, the updating of educational programs, which include a large proportion of independent work, which requires information support courses. Secondly, all kinds of correct evaluation. Thirdly, the issue of the quality of conducting training sessions involves both teaching staff and students and employers.

The quality of knowledge is determined by their fundamental, depth and demand in the further professional activity of the person. In the open education, the organization of monitoring the graduates' career can be addressed by the heads of structural units. For this purpose it is advisable to create a database of graduates. The quality of education can be distinguished from the internal and the standing position of monitoring.

The results of the work on improving the quality of education at the university provide grounds for asserting that quality can be managed.

Internal quality assurance is a dynamic system that gives answers not only to the current demand, but also to the future. So, the functions of a higher educational establishment will be reviewed, taking into account the requirements of a constantly changing society. And therefore, the question of determining the strategic priorities, on which the future depends.

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# CURRENT STATE OF PROFESSIONAL TRAINING OF FUTURE MUSICAL ART TEACHERS FOR EDUCATIONAL INCLUSION

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**Abstract.** *The article deals with the problem of professional training of future musical art teachers for teaching students with special educational needs. The purpose of the article is to present the findings of the research on the current state of professional training of future teachers of musical art for educational inclusion in Ukraine. The author underlines that the Law of Ukraine “On Education” (2017) states that inclusive education is a system of state-guaranteed educational services based on the principles of non-discrimination, respect for human diversity, effective involvement and inclusion in the educational process of all its participants. The Law guarantees the inclusion of persons with special educational needs into the general educational process. However, the findings of the research revealed that most future teachers of musical art are not at all or only partially trained to work with students with special educational needs. In order to improve the professional training of the future musical art teachers, the author proposed: to update the normative base of art education; to substantiate the organizational and methodological foundations of professional training of future musical art teachers for educational inclusion; to develop a system of appropriate training for educators of higher educational institutions; to create pedagogical conditions aimed at formation of motivations in students for artistic and educational inclusion; to level up the material and technological support of higher education institutions.*

**Keywords:** *inclusive art education; future teacher of musical art; musical art; professional training.*

## INTRODUCTION

Increasing attention to inclusive education, which is connected with granting people the opportunity to have equal rights to education is one of the key humanistic tendencies in the development of modern world society. Ukraine’s choice of the European integration course contributes to the implementation of many educational reforms. One of them is the change in attitudes towards people with special educational needs; those who: cannot attend school for reasons of health; live in small villages, areas of armed conflict; are in emergency situations caused by natural or man-made factors; demonstrate high educational potential and are able to complete the school course faster than others; are foreigners or stateless persons (Order of the Ministry of Education and Science of Ukraine, 2016).

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This trend needs to address a number of educational issues, reflected in the Law of Ukraine “On Education” (2017). In particular, it states that inclusive education is a system of state-guaranteed educational services based on the principles of non-discrimination, respect for human diversity, effective involvement and inclusion in the educational process of all its participants, and inclusive education – is the inclusion of persons with special educational needs in the general educational process.

Particular prospects for inclusion open for art education, and in particular – music education, which has a meaning-forming, motivational, value and worldview, aesthetic, hedonistic, professionally orienting, personality developing and healing potential. However, its potential is not fully utilized in teaching music to people with special educational needs, which is primarily due to the unpreparedness of teaching staff for inclusive education.

Therefore, it is extremely important to identify the state of professional training of future teachers of musical art for educational inclusion, on the basis of which it is possible to substantiate further theoretical, methodological and technological foundations of such training.

## **LITERATURE REVIEW**

The influence of musical art on a human personality has always been in the focus attention of scholars in various fields. Thus, in the fundamental works by L.S. Vygotsky (1999), V.I. Petrushin (2008), V.M. Syniov (2003), and S.V. Fedorenko (2018), the psychotherapeutic and developmental effects of personal communication with music are revealed. Theoretical foundations of the inclusive aspect of music education are revealed in the researches of O.M. Oleksiuk; while the issues of correctional orientation of children’s musical activities are grounded in the works of Yu. A. Bondarenko (2017), M.M. Yanuszewska-Warych (2005); and methodical aspects of music therapy are revealed in the works of N.O. Kvitka (2013). At the same time, the problem of professional training of future musical art teachers to work with people with special educational needs has not yet been the subject of a comprehensive study.

Therefore, the purpose of our article is to elucidate the results of the study of the current state of professional training of future teachers of musical art for educational inclusion.

In accordance with the stated purpose, the task of the research is defined: to study the legislative documents aimed at the introduction of inclusive art education in Ukraine as well the normative documents on professional training of teachers of musical art; to conduct a questionnaire survey among the students of the Faculty of Arts of Kryvyi Rih State Pedagogical University.

## **METHODOLOGY**

The research of the problem of professional training of future musical art teachers to work with people who have special educational needs was carried out based on humanistic and competency-based approaches. The theoretical methods of our study were: analysis of legislative documents and scientific sources to find out the relevance and elaboration of the problem in pedagogical theory; generalization for finding out the main factors of the current state of professional training of future musical art teachers for educational inclusion; forecasting for determining the direction of modernization of such a process. During the study, empirical methods were used, including questionnaires and interviews aimed to identify the status of the problem.

## **MAIN RESULTS**

In Ukraine, the inclusion of children with special needs in the system of general secondary education began only at the end of the twentieth century. However, it is possible to observe the

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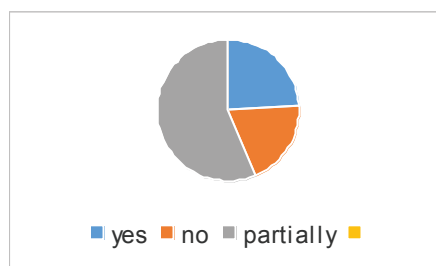
systematic and consistent character in the behaviour of the Ukrainian state related to creation of a legislative framework for inclusive education, which ensures the effectiveness of its development.

Today there are a number of normative documents in which inclusive education receives the necessary support at the legislative level from the society. Thus, in 2010, amendments were made to the Law of Ukraine “On General Secondary Education”, according to which institutions of secondary education should create inclusive groups for teaching children with special needs. In 2017, the Law of Ukraine “On Education” stated the possibility of obtaining educational services by persons with special needs. Currently, in 2019, it is proposed to consider and discuss the “National Strategy for the Development of Inclusive Education for 2020-2030”, which reveals the current status and issues of the implementation of inclusive education in Ukraine, purpose and goals, stages, mechanisms and tools, as well as forecasting the results of strategy implementation. Among the strategic goals of implementation of the strategy is the need to train qualified and motivated professionals who provide quality services adjusted to the needs of education recipients. That is why it is important to create the concept of inclusive art education, the work on which has already begun in the Ministry of Culture of Ukraine.

The professional training of future teachers of musical art is based on: the Industry Standard of the higher school, in which one of the components is the educational and professional characteristic of a graduate student of an institution of higher education; the higher education standard for institutions of higher education; educational and professional training program for seekers of higher education (Musical Arts); curricula and programs for the training of future teachers of musical art. Based on the results of the analysis of the abovementioned documents, we have found that the current normative base of education of future teachers of musical art does not provide for the training of future teachers of musical art to work with persons who have special educational needs. Accordingly, the curricula for the training of higher education students in the musical arts of the institutions of higher pedagogical education of Ukraine do not contain any discipline of inclusive orientation.

In order to study the professional training of future teachers of musical arts for educational inclusion, we conducted a survey in which 112 students of the Faculty of Arts of Kryvyi Rih State Pedagogical University participated, using the method of conversation.

To the question “Do you know about the essence of inclusive art education and all groups of people in need of educational inclusion?” the received answers were as follows (Fig. 1): “yes” – 25.49%; “no” – 21.57%; “partially” – 59.94% of the respondents.



**Fig. 1. Index of awareness of future teachers of musical arts on the issues of inclusive education**

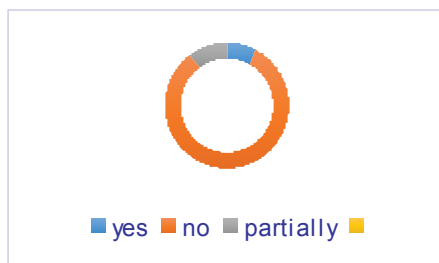
It should be noted that the largest percentage was received by the group of respondents who are not confident in their knowledge (59.94%). Unfortunately, the percentage of students who are confident in their knowledge of a group of people in need of educational inclusion is relatively low (25.49%). Almost the same results (21.57%) are shown by a group of respondents who have no knowledge in this field at all. In the course of the conversation, students stated that it is necessary

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to supplement the content of education of future musical art teachers with educational material on the essence of inclusive art education and groups of people with special educational needs.

To the question “Are you competent in the application of forms and methods of work with people who have physical disabilities or common diseases?” the received answers were as follows (Fig. 2): “yes” – 7.72%; “no” – 82.14%; “partially” – 10.14%.

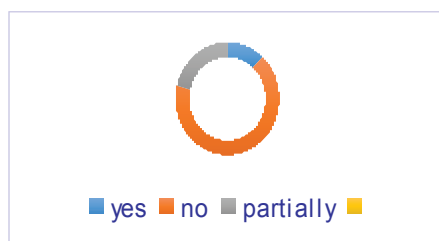
The analysis of the answers given by the students to the above question indicated that the majority of students (92.28%) have not mastered or partially mastered the forms and methods of working with people who have physical disabilities or common diseases, such as: impaired vision or hearing function (hard of hearing), musculoskeletal system, respiratory function (bronchial asthma) and the like. Only 7.72% of the students answered that they mastered some forms and methods of the abovementioned work, but they made it on their own for personal reasons.



**Fig. 2. Index of self-assessed competence of future musical art teachers in the application of forms and methods of work with people who have different physical disabilities or common diseases**

Among the most important factors of their incompetence in the implementation of inclusive art education the students listed: the lack of educational material within the content of the discipline of “Methodology of Music Education” and other professional disciplines, which would reflect different forms and methods, as well as health-saving and health-restorative techniques according to different applicable directions; teachers’ unpreparedness and lack of interest in teaching inclusive educational materials.

To the question “Do you know the forms and methods of working with people suffering from intellectual or mental disorders, or psychological problems?” the received answers were as follows (Fig. 3): “yes” – 16.96%; “no” – 66.96%; “partially” – 16.08%.

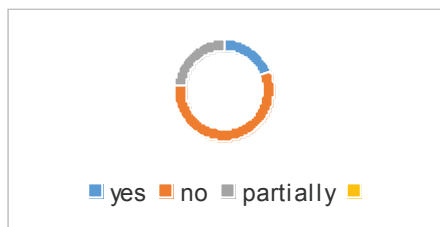


**Fig. 3. Index of self-assessed knowledge of future teachers of musical art of the forms and methods of work with people suffering from intellectual or mental disorders, or psychological problems**

Students’ answers to questions about knowledge of methods of working with people who suffer from intellectual or mental disorders, or psychological problems, showed the following result: 83.04% of the respondents have not mastered or partially mastered the knowledge of forms and methods of inclusive educational work with a specific group of people, and 16.96 % of the respondents have mastered such specific forms and methods, techniques and technologies

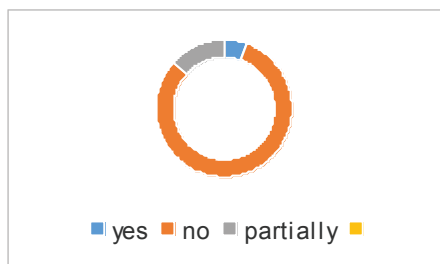
of inclusive teaching. The students explained a somewhat better result in comparison with the previous question by pointing out the matters of influence of musical arts on the development of intelligence of human beings and their mental state, and even the scale of influence of music created by different composers, etc. were repeatedly raised during classes in professional disciplines. However, the respondents believe that it is imperative that during classes in professional disciplines they should be provided with sufficient knowledge of the forms of inclusive educational activities, as well as methods and technologies of teaching musical art to students in need of psychological assistance or development of intellectual abilities. However, this requires an appropriate organizational and methodological support.

To the question “Do you know the forms and methods of working with musically gifted children?” the respondents answered as follows (Fig. 4): “yes” – 18.75%; “no” – 58.04%; “partially” – 23.21%.



**Fig. 4. Index of self-assessed knowledge of future teachers of musical art of the forms and methods of working with musically gifted children**

The following answers were received to the question “Do you know any specific means of inclusive music education for students with special educational needs?” (Fig. 5): “yes” – 5.36%; “no” – 81.25%; “partially” – 13.39%.

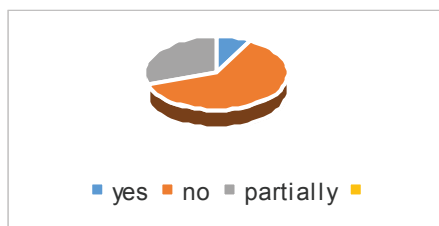


**Fig. 5. Index of self-assessed knowledge of future teachers of musical art of specific means of inclusive music education for students with special educational needs**

The analysis of the respondents’ answers and the results of conversation with the students showed that the majority of future musical art teachers (94.64%) have not mastered at all or only partially mastered the specific means of inclusive music education for students with special educational needs. The students name the lack of such tools in the higher educational institutions and the lack of simulators required to master them as the reason that led to this situation. Therefore, according to the students, it is important not to only update the material and technical base of higher educational art institutions, but also to equip them with special means for preparing future teachers to work within an inclusive space.

The respondents gave the following answers to the question “Do you consider yourself prepared for educational artistic inclusion?” (Fig. 6): “no” – 61.77%; “partially” – 30.39%; “yes” – 7.84% of the respondents.

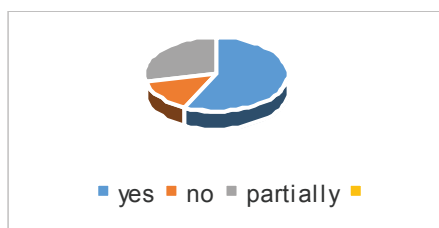
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**Fig. 6. Index of self-assessed level of professional training of the future musical art teachers for educational artistic inclusion**

In the course of the conversation the low level of professional training for educational artistic inclusion was explained by the following factors: neglecting the modern requirements for the implementation of inclusive education in our country within the content of professional training of future musical art teachers, in particular – 47.06% of the respondents; the lack of focus within the content of training the future musical art teachers on studying the peculiarities of working with students who have various educational needs – 74.51% of respondents; absence of quantitative and qualitative composition of the forms and methods of training of future teachers of musical art for inclusive musical activity – 32.41% of respondents; mismatch between the level of material and technical base of higher education institutions and the modern technical capabilities for persons with special educational needs – 95.10% of respondents.

To the question “Do you have an interest or need to master the knowledge and skills of working in an inclusive educational environment” future teachers of musical art answered (Fig. 7): “yes” – 57.14%, “no” – 14.29%, “partially” – 28.57%.



**Fig. 7. Index of self-assessed level of motivation to master knowledge and skills of work in an inclusive educational environment by future teachers of musical art**

The results of the students’ answers showed that more than half of the respondents were interested in acquiring the knowledge and skills of working with persons who have special educational needs (57.14%), and in addition, a large part of future musical art teachers was partially aware of the motivation for this type of activity (28.57%). However, a significant number of respondents (14.29%) do not wish to learn the basics of inclusive education. In the course of the conversation, we found out that such students do not have properly formed humanistic values; they believe that society is not yet ready for inclusive education and it is better to conserve special education for people with special educational needs.

Thus, the conducted research has allowed us to find out the main reasons for the low level of training of future teachers of musical art for educational inclusion, in particular: the lack of educational material in the content of professional training of future teachers of musical art that would reflect the forms, methods and means of working with students who have special educational needs; the inadequacy of the material and technical base of institutions of higher art and pedagogical education to the needs of students who require educational inclusion; insufficient training of teaching staff for teaching the inclusive disciplines.

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## CONCLUSIONS

Studying the current state of professional training of future musical art teachers for educational inclusion has made it possible to come to the conclusion that this problem needs to be thoroughly studied, which confirms its relevance; and also that most of the future teachers of musical art are not at all or only partially prepared to work with students who have special educational needs.

Therefore, in accordance with the requirements of modern society and legislative documents, it is necessary: to update the modern normative base of art education in our country; to substantiate the organizational and methodological foundations of professional training of future musical art teachers on the basis of upgrading them with the materials of inclusive orientation; to develop a system of training the teachers of higher educational institutions to teach students the basics of inclusive education; to create pedagogical conditions aimed at forming the motivation for artistic and educational inclusion in the students; to level up the material and technological support of higher educational institutions in accordance with the modern capabilities of science and technology in order to serve the people with special educational needs.

These findings reflect the current issues of national art education that require separate studies, the results of which will be reflected in our further works.

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# PROFESSIONAL TRAINING OF ECONOMIC INDUSTRY PROFESSIONALS IN THE UKRAINIAN AND POLISH EDUCATIONAL SPACE: BASIC CONCEPTS

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**Abstract.** *The article compares the basic notions of professional training economic sector in the Ukrainian and Polish educational space. The author argues that Ukraine's entry into the global and European educational space needs studying foreign experience of training future professionals chosen field. The author draws on the achievements of comparative education for parallels in the study of basic concepts in the Ukrainian and Polish educational space. Under the current socio-economic conditions contradictions between the content of educational and economic needs of the changing economic and social development in the sphere of high technology and information technology, between the level of professional economic education and employment opportunities for young professionals become more apparent. Excellent for the late 20<sup>th</sup> and early 21<sup>st</sup> century, changes in the nature of education, i.e. in its orientation, for purposes sense, increasingly orient it to the free development rights on creativity, independence students, competitiveness, mobility of future specialists. Modern higher education provides for the fundamental, general cultural, practical and professional training that should determine the pace and level of scientific, technical, economic and socio-cultural process, and formation of the intellectual potential of society.*

*The analyzed concepts allow to conclude that there are different approaches to their interpretation, which often complement each other, sometimes – contrary to that but makes it possible to assert the common aspects and related areas of research training of future specialists of economic direction in terms of higher educational institutions of Ukraine and Poland.*

**Key words:** *economic education; education; educology; comparative education; vocational training.*

## INTRODUCTION. PROBLEM STATEMENT

In today's socio-economic context, the contradictions between the content of economic education and the changing needs of the economic and social spheres in the development of science and information technologies, between the level of professional economic education and employment opportunities for young professionals are becoming increasingly apparent. Changes in

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the nature of education, distinctive for the end of the beginning of the 21<sup>st</sup> century, in its orientation, purpose, content, increasingly orient it to the free development of a person, to the creative initiative, the independence of students, the competitiveness, the mobility of future specialists.

Modern higher education provides for the provision of fundamental, cultural, practical and professional training of specialists, who must determine the pace and level of scientific, technical, economic and socio-cultural process, the formation of the intellectual potential of a society. The active enter of Ukraine into the world and European educational space requires studying of foreign experience of the system of training of future specialists of the chosen branch, in our research — experts of the economic branch. That is why we rely on the achievements of comparative pedagogy to draw parallels in the study of basic concepts in the Ukrainian and Polish educational space.

The purpose of the article is to highlight the basic concepts regarding the professional training of economic experts in the Ukrainian and Polish educational space.

## LITERATURE REVIEW

The key concepts relating professional training of the specialists for the industry — “education”, “higher education”, “professional training”, “economic education”, “continuous education”, “lifelong education” — are analysed through the prism of views of such scholars as B. Gershunsky, S. Goncharenko, V. Ogneviuk, I. Sokolova, S. Sysoieva, A. Vasylyuk and others (Vasylyuk & Tanas, 2013; Hershunskiy, 1998; Honcharenko, 1995; Ohnevyuk, 2009). The author of the article shares position of S. Sysoieva and I. Sokolova, that education is a multi-notion concept indicating both the process and the result (Ohnevyuk, Sysoieva, Sokolova et al., 2012). Based on the comparison of the Ukrainian “освіта”, English “education” and Polish “edukacja, oświata” it is important to underline the thoughts of O. Ivashko who emphasises the differences in the meaning of the Polish terms “edukacja” and “oswiata”: the first means “education” and the second means “education”, “enlightenment”. The concept “professional training” is understood from the standpoint of M. Artyushina who interprets it as a process of gaining a certain professional qualification by a person in a relevant field or specialization, whereby that person acquires a certain professional activity and becomes capable of its realization (Artyushyna, 2011).

## METHODOLOGY

The author applied the qualitative analyses. The survey of the literature (dictionaries, documents of the international organisations, monographs and articles) in the Ukrainian, English and Polish was conducted in order to understand and to structure the knowledge relating the topic of the research. The comparative analysis method was used to compare connotation of the key terms in the above mentioned languages.

## MAIN RESULTS

Comparative Education (*in Polish*. Pedagogika porównawcza/komparatystyka edukacyjna) is a pedagogical science that deals with the analysis and comparison of educational systems of different countries in close connection with their political, economic and socio-cultural. Comparative pedagogy studies allow us to obtain valid national data in the context of international comparisons; an in-depth understanding of the differences between education systems in different countries; access to an international network of experts in science and education; competitive models in the world for assessing national phenomena in education; preparation of national teams of specialists for survey studies (Vasylyuk & Tanas, 2013: pp. 138-139).

We agree with the opinion of S. Sysoieva and I. Sokolova, however, that the ordering of

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scientific terminology does not imply the unification of different approaches of conceptualizations and theories, even in the format of one direction of research. Technology is ordered only within the thesaurus of a team of like-minded people or an individual researcher as the process of incorporating new material through the prism of an already existing, formed system of pedagogical values and expectations (Ohnevyyuk et al., 2012: p. 227).

B. Gershunsky emphasized that education is the most technological area that is directly related to the formation of a person's personality and the formation of intellectual, spiritual and moral values of a community (Hershunskiy, 1998).

Education is the process and result of assimilation by a person of a certain system of scientific knowledge, practical skills and related level of development of their mental, cognitive and creative activity, as well as moral and aesthetic culture, which in a whole determine the social personality and the individual identity of that person. Education is one of the broadest pedagogical categories that has a holistic, multifunctional and polysemous structure. Education performs three important functions of the person: the creative one — providing a certain level of knowledge, literacy, state of emotional-volitional sphere, behavioral orientations, readiness to perform various social roles, types of activities, etc.; technological — providing a “base of life”, the formation of skills and abilities of work, social, economic, professional activity, the development of communication in various activities, etc.; humanistic — education of people in the spirit of peace, high morality, culture, understanding of the priorities of universal values (life, work, man, nature, etc.) (Kremen (ed.), 2008: pp. 614-615).

S. Sysoieva and I. Sokolova note that the concept of “education” contains a set of definitions that contribute to the awareness of a particular phenomenon in the following fields (Osvitologiya: Origins of the Scientific Direction, 2012: p. 239):

- education — for humanity;
- education — for the state and the nation;
- education — for society;
- education — for the individual.

Education (*in Polish* *Oswiata*): 1). socially organized and normalized process (and its result) of the constant transfer by previous generations to the next ones socially significant experience, which in the ontogenetic plan of becoming a personality is its genetic program and socialization; 2). systematic and organized activity aimed at providing knowledge, forming skills and abilities (Vasylyuk & Tanas, 2013: pp. 125-126).

O. Ivashko emphasizes on the differences in the meaning of the Polish terms *edukacja* and *oswiata*: the first means “education” and the second means “education”, “enlightenment”. In the context of her research, the author notes that the term “*edukacja*” is used in words that relate to multicultural education (intercultural, regional), and the term “*oswiata*” is not used in such phrases (Ivashko, 2012: p. 10).

In the European educational space, the term “education” is increasingly used. *Edukacja* (education, training, education, training; English education, pol. *Wychowanie, wykształcenie, nauczanie, oswiata, szkolenie*):

1. Education — a systematic and organized activity aimed at providing knowledge, developing skills.

2. Education is a three-pronged process of information assimilation, development and upbringing.

3. Education: deliberately organized activity based on the educational relationship between the tutor and the student, the purpose of which is to manifest the intended changes in the personality of the student; purposeful and systematic providing of knowledge of moral norms, ways of activity and behavior that make up the system of values of a certain society (Vasilyuk & Tanas, 2013: p. 48).

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In Ukraine, a new area of integrated cognition of education — “osvitologia” is proposed. This trend, and now the latest educational theory, has been started by V. Ognevyuk and it most fully reflects all knowledge which belong to education, including “... education science eliminates the confusion between education itself and knowledge about education, no matter by which science it is acquired. The object of the study of education is the field of education in its sustainable development” (Ognevyuk, 2009).

“Osvitiliyiya” which studies an open system — the sphere of education, is itself an open system, encompassing a requirement, conditionality, and resource brought into it from an external scientific environment (Ohnevyuk et. al., 2012: p. 148).

The issue of our study is the preparation of the future specialists of economic profile in the conditions of higher education institutions, so we consider it appropriate in this context to propose to consider the concept of “higher education” and the related “economics of education”, “economic education”, “vocational education”, “lifelong education”, “business education”, “trend”. For example, in the pedagogical dictionary A. Vasilyuk and M. Tanas propose the following definition: “Higher education (pol. Studia wyższe) — according to the decisions of international organizations, such education is considered to be all recognized education options” by higher legislation or other official acts of certain countries (Vasylyuk & Tanas, 2013: p. 126).

The Law of Ukraine “On Higher Education” states: higher education is a collection of systematic knowledge, skills and practical skills, ways of thinking, professional, world-view and civic qualities, moral and ethical values, other competences acquired in a higher education institution (scientific institution) the relevant area of knowledge for a particular qualification at higher education levels, which is more difficult than the level of complete general secondary education (Part 1. Article 1.) (Zakon Ukrainy «Pro vyshchu osvitu», 2014).

M. Artyushina has compared the concept of “vocational training” with the concept of “higher education” and notes that higher education provides purposeful and systematic professional training for the development of highly qualified professional staff capable of solving a wide range of professional tasks. Vocational training — the process of acquiring a certain professional qualification by a person in a relevant field or specialization, whereby that person acquires a certain professional activity and becomes capable of its realization. Thus, researcher considers training as the main content and purpose of higher education (Artyushyna, 2011: p. 13).

“Vocational education” means the training of specialists at different levels of qualification for employment in one of the branches of national economy, science and culture. Its content contains in-depth acquaintance with the scientific foundations and technology of the chosen type of work, the cultivation of special practical skills and abilities, the formation of psychological and moral qualities of the individual, important for work in a particular sphere of human activity. At the same time, it is also a set of knowledge, skills and abilities, which enables one to work as a specialist of higher, secondary qualification or a skilled worker (Honcharenko, 1995: p. 275).

N. Nichkalo states that continuing education includes all types of education — from elementary to higher education; is a continuous process that stimulates people and allows them to acquire the necessary knowledge, values, skills that contribute to the personal and professional realization and self-realization of a person, improving his skills throughout life.

Continuing vocational education should promote the establishment of the individual as the highest value of the society, act as a guarantor against its impersonation in a market economy, enable self-realization in professional activity, and in practice realize the humanistic orientation of modern education (Nychkalo, 2001: p. 13).

Researchers of Ukrainian-Polish terminology offer two approaches to interpret the concept of “continuing education”. Continuing education/continuing learning (pol. edukacja permanentna, ustawiczna/kształcenie ustawiczne): 1 The base of modern system of education, according to which education lasts duaring the whole life of a person ( for the full accomplishment); covers the

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renewal, dissemination and deepening of general and professional competences and qualifications. Continuing education may include formal and non-formal education as well as informal learning; 2. The process of continuous improvement of general and professional competences and qualifications; The basis of the modern education system, according to which the training lasts the whole life of a person and covers the renewal, extension and deepening of his general and professional competences.

Due to the rapid changes in the reality and pace of scientific and technological progress, the education received in the school system is gradually becoming outdated, so there is a need for lifelong learning in organizational forms and sizes that are optimal for members of the profession, those that enable the renewal and expansion of general and professional competences (Babushko, 2015: p. 52).

The concept of continuing education is widely promoted by UNESCO, thus destroying the longstanding view of dividing a person's life into a preparatory period for life through schooling, a period of work, and a period of mature participation in public life. At the same time, this concept is changing, linking the tasks of school education (till receiving the certificate) to the tasks of post-secondary education. The various forms of individual self-education are of a great importance (Vasylyuk & Tanas, 2013: p. 121).

Thus, a comparative analysis of the terms "education", "higher education", "economic education" and "economics of education", "continuing education" gives an opportunity to state the common position of researchers in the content of the analyzed concepts. At the same time, certain concepts are characterized by certain specific features, which are caused by national educational characteristics.

In the context of our research, another definition is "competence", and closely related to it "competency", as well as related "profession" and "professional competence". The analysis of different approaches of domestic and foreign researchers to interpretation of these concepts shows the contradiction of these interpretations, the diversity of the content of each of them.

N. Bolyubash points out that it is advisable to consider the professional competence of the future economists as a set of competencies in professional activity: the key ones are universal ones, connected with the professional success of the individual in the modern society; basic — generally professional, reflecting the specifics of the economic activity of the future specialist; special — professional profile, reflecting the specifics of a certain subject area of economic activity. The author identifies the key competencies that determine the success of the economist's professional activity in performing the types of work related to: planning goals and objectives, decision making (personal and individual); searching, collecting, transforming and storing information (informational); analysing, synthesing, comparing, evaluating, assimilation of information and forecasting (system-instrumental); establishing relationships with the team and partners, conducting negotiations, presentations, organizing the production process (interpersonal and social interaction). The structure of professional competence identifies motivational-value, operational-cognitive and emotional-volitional components, which gives the opportunity to reflect not only the formation of knowledge, skills and skills of future economic activity, but also important for the professional development of a personality quality: motivational, cognitive, volitional, adaptive (Bolubash, 2011: p. 7).

The concepts of "qualification" and "competence" are closely interrelated, since the level of professional competence affects the qualification of a specialist. Competence is the unit of measure of an individual's education, since a person's knowledge, skills and abilities are an insufficient measurement of the quality of education. It is "the possession of knowledge and skills that allow you to express professionally literate judgments, evaluations, thoughts" (Bezrukova, 1996: p. 41).

In the Polish regulatory documents, the term "learning outcomes" (effecty kształcenia) is used for both — to describe the levels of education (descriptors) and to describe the mandatory

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(normative) learning outcomes for each sector of higher education, and the term “competence” is solely related to the personal and social competences (kompetencje personalne i społeczne) (Rashkevych, 2014: p. 122).

In addition to the term “competences”, the text of the European TUNING project uses the words: “competent” and “capacity”. Capacity as the means, volume, competence.

The definition of the competences according to the English text of the TUNING project reads as follows: “In the TUNING project, in the concept (definition) of competences, they try to use an integrated approach that allows them to consider competences (their fulfillment) through a dynamic set of qualities that together provide a competent activity (action) or the component of the final product of the educational process” (Zahalnoyevropeyskyj proekt TUNING, p. 28). Thus, competences are interpreted as the results of the educational process (training), and the consequence of their formation is competent activity (action).

The Law of Ukraine “On Higher Education” (2014) states: competence is a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines a person’s ability to successfully pursue professional and further educational activity and is the result of education at a certain level of higher education (Zakon Ukrayiny «Pro vyshchu osvitu», 2014).


## CONCLUSIONS

Thus, analyzed basic concepts make it possible to conclude that there are different approaches to their definitions, which often complement each other, sometimes contradicting, however, giving the opportunity to state about common aspects and related directions in the study of the future training of economic experts directly in higher education institutions of Ukraine and the Republic of Poland.

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**VOCATIONAL  
EDUCATION  
AND  
TRAINING**

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# CONTINUING EDUCATION AS A GLOBAL TREND AND MODERN UKRAINIAN REALITY

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**Abstract.** *The article reveals the role of modern education as one of the most important socio-economic development components, and a means for solving a set of global problems, in particular ensuring further mankind's existence. In this context, the authors emphasize that under the conditions of world systems' globalization and internationalization, continuing or lifelong education is currently becoming one of the most actively discussed topics in society. The paper aims at the determination of the role of education in social development, as well as to find a correlation between continuing education effectiveness and personal development.*

*It is proved that as a leading factor of sustainable social development, life-long education is a universal civilization resource raising the possibility of each individual's potential development creating a synergistic effect of a positive influence on social changes. It contributes to raising the level of social understanding, interaction and cooperation, as well as a social tension reduction. Besides, continuing education facilitates innovation development, positively affects labour efficiency increasing its productivity, and encourages the use of new equipment together with innovative technology development.*

*The results of the international expert surveys on the positive impact of various forms of adult education and training on labour productivity and the employment of different population segments are presented.*

*The participation of Ukraine's population in formal and non-formal education, as well as other indicators illustrating the level of life-long education development in our country are also covered. The conclusion is made on the necessity of introducing some measures in Ukraine aimed at the effective functioning of the continuing education system.*

**Key words:** *adult education; continuing education; development; life-long education; society; forms of adult education and training.*

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## INTRODUCTION. PROBLEM STATEMENT

One of the most defining attributes of modern society is the intensification of the interdependence and interaction of all its subjects with the simultaneous change of paradigms inherent in the previous development stages. First, it is connected with the substantial broadening of the “ensuring human existence safety” concept, which requires the revision of educational aims.

The prominent American futurist O. Toffler in his book “The Shock of the Future” notes that social changes occur so rapidly and radically that it shocks an individual who loses the understanding of the meaning of life, basic values, and outlook (Toffler, 2001)

In this regard, as it is emphasized by M. Shved, all over the world there are changes in the social awareness of the role and significance of education in human life. It is expected education to be an active tool in solving problems of different levels – strengthening peace, ensuring economic stability, confronting the devaluation of values as well as the formation of the whole society and personal culture (Shved, 2014: p. 463-471).

Human development is accompanied by social changes determining personality transformation processes and requiring certain changes in the educational sphere.

In particular, there arises a need for constant skill improvement, and a change in a social and professional status throughout life as well as a professional career. It means that information, knowledge, and the motivation for their constant upgrading together with skills required for this purpose are becoming a decisive factor in the civilization’s development and efficiency serving as a guarantee of any activity competitiveness. From Boris Gershunskyi’s perspective, only a country supporting the priority development of its education system will be able to occupy a rightful place in the world community and to be competitive (Gershunskyi, 2008: p. 59).

Close attention to the continuing lifelong education phenomenon is based on a certain contradiction, when, on the one hand, in today’s conditions, it is taking place a rapid development of new technology and practices with the simultaneous extremely rapid technological obsolescence; on the other hand, there is an increasingly large role of the personality in society and production, the development of their needs, and the humanization and democratization of society. A person who was considered to be educated only yesterday, according to modern criteria, is a bearer of outdated information poorly adapted to existence conditions, and tomorrow they will be completely unable to lead a full life due to functional illiteracy. All these factors result in the fact that the previous “final” education type has outlived its usefulness, and is not able to solve a number of increased socio-economic and other tasks among which the central ones are the creation of objective conditions for the individual’s maximum development ; cultivation in the new generation of subjective willingness and constant need for self-perfection; realization of self-development by means of creating the objective possibilities for constant updating of the educational process structure and contents; ensuring every person’s social security. All of the above indicates the establishment of the humanitarian education paradigm oriented to the formation of the individual in culture and culture in the individual as well as spirituality development. The paper is aimed at the determination of the role of education in social development, as well as to find a correlation between continuing education effectiveness and personal development.

## LITERATURE REVIEW

The scientific literature analysis on a given problem allows us to outline a set of factors that reveal the role of education as its ability to respond to the challenges of the civilization’s development, in particular, safeguarding a peaceful world. Firstly, it is in the realm of education that it is possible to form a conscious awareness of the postulate of the individual being the highest value, and their natural abilities should be unlocked in full to ensure personal development.

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Secondly, it is through education that the ability to a) adapt to an intensively changing globalized world in a situation where changes in ideas, knowledge and technology take place much faster than the alternation of generations, b) take responsibility for the consequences of one's actions.

These issues have been raised in the papers of V. Andrushchenko, I. Bekh, B. Gershunskyi, V. Kremen, S. Krymskyi, V. Ohneviuk, V. Lutai, V. Shynkarukat, etc. The mutual influence of modern society and the individual's education is covered in the scientific findings of D. Bell, Z. Bzhezynskyi, E. Tofler, A. Davydov, M. Bulatov and others.

The problem of lifelong education has always been in the scope of the home (S. Babushko, N. Bidiuk, O. Zhyzhko, N. Nychkalo, O. Ohienko, V. Kremen, N. Paziura, S. Pryima, S. Sysoieva, L. Tymchuk, etc.) and foreign (P. Alheit, A. Hartung, E. Gruber, A. Darynskyi, M. Diurko, A. Korrea, L. Kokhanova, J. Kidd, J. Knoll, P. Langran, Z. Nold, C. Hawl, P. Faultish, P. Schukl, W. Elliot, R. Oaks, W. Hilton, etc.) researchers' scientific interests.

At the same time, the problem of the impact of lifelong education and training on social development, despite its urgency, is not sufficiently studied.

## METHODOLOGY

The research is a qualitative one. The works of the home and foreign scholars were analysed from the standpoint of the ideas of continuing education, its theoretical background and current state of play. The reports of the international organisations (UNESCO, OECD, etc.) and the Ukrainian Government (Ministry of Economic Development and Trade of Ukraine) – were studied to obtain both statistics and key trends of development of the studied phenomenon. The method of generalisation has provided an opportunity to present the holistic picture of the continuing education.

## MAIN RESULTS

The 21<sup>st</sup> century society is quite rightly considered to be “the knowledge society”. In the heart of such a society, there is education and science, a high level of human capital development. Knowledge is becoming the main productive force of contemporary society where personality formation is done based on modern educational opportunities. As V. Kremen stresses, knowledge production, exploitation and use are becoming the most important human activity product in this society (Kremen, 2009: pp. 5-13, p. 9).

Consequently, the knowledge society is its special development level in which: a) knowledge affects an individual's material and the spiritual life becoming the main source of its further development; b) it is formed a need and ability to continuously acquire knowledge as a factor in understanding the development problems of society and their technological solution.

When in the early stages of philosophical knowledge development (Socrates, Protagoras, Plato, Aristotle, Dante, Machiavelli, Goethe, Бґірк, etc.) education was regarded as a way for a person to enter a complex social world, in the twenty-first century, through the internalization of cultural and social values, education is becoming a way of an individual's entry into one's “ego” identity (Oharenko, 2005: p. 9).

Nowadays, an educated individual is referred to as a person prepared for the dynamic realities of life, who is capable of orienting him-or herself in complex contemporary culture problems as well as of understanding his or her position in society, rather than a person who possesses knowledge and an established worldview. In this context, the role of education is primarily to create the conditions for the formation of a free personality capable of adequately perceiving reality, critical thinking, constructive communication, and taking effective actions in changing conditions. That is, an educated person must be ready for challenges due to the modern information civilization's dynamism.

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At the same time, in the current circumstances, the importance of lifelong education is determined not only by the dynamics of the social, scientific and technological progress, changes in work essence and nature, an increase in free time but also by the possibilities of its rational use.

According to economists, extremely important indicators that can adequately determine the internal efficiency of an education system are its development indicators. It is the capacity of social systems, including the education one, of adaptation to rapidly changing external conditions through transformations in such a system itself illustrating its functioning and the ability to meet the increased needs of society. A proven fact is that the education development level, the state of human capital, and population qualifications form a country's socio-economic potential. World practice shows that more than 50% of GDP growth per capita is determined by an increase in labour productivity, education, qualifications and citizens' professional skills.

It should be noted that continuing or lifelong education is becoming one of the widely debated topics in international discussions on adult education. According to the German researcher H. Kuwan, this can be explained by the desire to create educational opportunities for everyone to increase involvement and to improve the links between various educational levels (Kuwan, 2005: p. 37).

In this context, it should be mentioned A. Levchenko's opinion on the actualization of the issue of staffing support of innovative integrated structures with specialists possessing the appropriate qualification level. In its turn, it puts forward specific requirements for the formation of innovation and professional development skills, an integral part of which is the provision of "lifelong education" (Levchenko, 2017: pp. 186-192). Under such conditions, the terms and extent of continuing professional development are determined by the need to flexibly respond to changes and innovations requiring incentives for all categories of workers to get involved in continuing education, self-study, and sharing experience.

At the same time, the results of international expert surveys show a positive impact of different adult education and training forms on labour productivity and employment. In this context, education is perceived as a set of actions aimed at changing human behaviour purposes and models by communicating new knowledge, developing new abilities and skills throughout life.

Thus, in the 2016 UNESCO report, "Third Global Report on Adult Learning and Education", all the countries participating in the survey acknowledge the fact that there is a positive impact of different adult education and training forms on labour productivity and employment. So, 49% of countries point out the importance of professional education and training, 45% emphasize the importance of non-formal education in the workplace, 43% of countries state the relevance of higher professional education and corporate training, 41% advocate for the efficiency of self-education, 38% of participants note the impact of the modern forms of a professional development organization such as distance education and e-learning (Third Global Report, 2016: p. 95).

Knowledge itself is constantly multiplied, and, naturally, an individual is forced to spend more time on its acquisition. However, nowadays, education, in general, and, in particular, adult education increasingly cease to be considered equivalent to formal education. Any activity today is interpreted as educational if it is intended to change the purpose and patterns of an individual's behaviour by transferring new knowledge, developing new skills and abilities. The institutionalization of various forms, including those that did not exist earlier, has taken place. Thus, according to the UNESCO Institute, in developed countries, the number of adult participants in educational programs beyond formal education far exceeds the number of studying children and adolescents. Departures from fundamental (primary, secondary, higher) education to continuing one lasting throughout all periods of adult life are a distinctive feature of virtually all countries in the world.

Therefore, we are interested in the tendencies of the adult population's participation specifically in non-formal education which has long occupied leading positions in lifelong educational systems.

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According to the report “Education at a Glance 2016”, the non-formal education participation level among OECD member states’ citizens aged 25-64 ranges from 17% in Russia and Turkey to 64% in New Zealand. This tendency can be considered rather new, this indicator is higher than in Denmark, Sweden, and Finland that are traditionally ranked first. It should be emphasized that the aggregated figure among the 30 countries participating in the survey can also be considered relatively high as it approaches 50% (Education at a Glance 2016 (OECD) (p. 378)). An important indicator is also the average number of hours spent on non-formal education. Therefore, in the OECD countries this figure is more than 120 hours per year. However, it varies greatly (from 72 hours in the Czech Republic to 248 hours in Korea) (Education at a Glance, 2016).

As for Ukraine, socio-economic changes that took place in the society in the late 20<sup>th</sup> – early 21<sup>st</sup> centuries accompanied by technological and socio-cultural transformations at both global and local levels have become the leading determinants significantly influencing the role of adult education in the modern Ukrainian society and outlining the vector for its further development.

Ensuring accessibility and continuity of lifelong education has been recognized as one of the state educational policy priorities outlined by the “National Strategy for the Development of Education in Ukraine for the period till 2021” which has intensified the processes of creating the Ukrainian model of adult education (National Strategy for the Development of Education in Ukraine for the period till 2021). In the National Report “The Objectives of Sustainable Development: Ukraine”, promulgated by the Ministry of Economic Development and Trade of Ukraine in 2017, it is noted that the introduction of the continuing education concept requires the population’s increased participation in educational programs (especially for citizens who are entering or have already crossed the social risk zone).

At present, the participation level of people under the age of 70 in formal and non-formal education and training forms is about 9% (National Report, 2017: p. 36), and therefore, it is much lower than it is the case in developed countries of the world.

It should be emphasized that education requires serious funding for its development. The analysis of Ukraine’s development indicators in the field of education has shown that domestic investment in education is lagging behind most other countries. Ukraine is traditionally proud of the high level of its citizens’ education and personnel’s professional’s training. At the same time, the production exploits labour potential created mostly in Soviet times, since the average age of workers in the field of material production in our country is 55 years among whom the share of highly skilled workers does not exceed 10%. While in the US and Germany, this figure stands at 43% and 56% respectively (Malakhovskyi, Nabulsi, Savitska, 2017).

Therefore, the efficiency of modern production requires significant modernization of personnel training. On the other hand, workers’ professional skills are upgraded on average once in 13-15 years (in developed countries – every 3-5 years). And, according to scientists, if these trends are maintained, in the national labor market the need for qualified personnel will be met in the near future only by 35-40% (Malakhovskyi, Nabulsi & Savitska, 2017). Consequently, we may conclude that Ukraine does not fully use its innovative potential. In the country there is a loss and impairment of human capital due to migration processes, some population groups lack certain skills and competencies required in the conditions of the innovative development of the economy, the inefficiency and unsystematic character of employees’ continuing professional development.

In this context, it is advisable to present scientists’ opinion that at the current stage of human capital development in Ukraine, the main paradox is the excessive quantitative development of labour supply with secondary and higher education with the simultaneous inadequacy of the structure and quality of these resources in relation to the needs of the market and public sectors (Levchenko, 2017) The consequence of this is human capital impairment in the conditions of the excessive highly skilled labour availability which generally exacerbates the inequality problem caused by educated unemployment.

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Besides, according to the global competitiveness index, such indicators as the assessment of professional training enrolment rates and the availability of specialized training services at the local level, Ukraine received 3.7 and 4.2 points respectively (the assessment scale ranged from 0 to 7 points) (The Global Competitiveness Report 2016 – 2017). The maximum points – 5.5 were given to Norway, Sweden, and Singapore. In Finland, the Netherlands, Japan, Belgium, Denmark, Austria and Germany, this figure ranged from 5.4 to 5.2 points

According to the other indicator (the availability of specialized educational services), Ukraine received 4.3 points at the local level. The lowest indicators were peculiar to Slovakia (4.1 points), Turkey (4.0 points) and Greece (3.8 points). Such countries as Belgium (6.2 points), the Netherlands (6.1 points), Singapore, Finland, the United Kingdom (6.0 points), Austria, and Denmark (5.9 points) (The Global Competitiveness Report, 2016-2017) were ranked first among other countries according to the given indicator.

Therefore, in Ukraine, the necessity of adults' mass professional retraining, including multi-skilled specialists for the implementation of socio-economic reforms, as well as for the purpose of civil society development brings about the creation of a flexible system of continuing adult education that is capable of responding to the current challenges of the whole society and the demands of specific population segments. Under such conditions, an individual's personal development, as scientists claim, is both an important progress indicator, and the main prerequisite for the further development of society (Gershunskyi, 2008: p. 59).

Such development results can be presented at three levels: individual, business and societal. At the individual level, there is a set of positive changes, including increased employment opportunities, career progress, swapping jobs or changing occupation as well as salary growth. It is also worth adding satisfaction with work results, health improvement, the feeling of comfort and harmony, etc. At the second level, there are increased labour productivity, greater workers' adaptability to innovation, improved social and psychological environment in an organization, etc. At the societal level, it is economic growth, increased economic activity of the population, a trend toward increased retirement age, and so on.

## CONCLUSIONS

Increasing life-long education system effectiveness in Ukraine requires the implementation of a set of measures. The key aspects are the following: finalization of the project and enactment of the Law of Ukraine "On Adult Education"; updating the Law of Ukraine "On Employees' Professional Development" in accordance with the needs of the modern labour market; social dialogue development between central and local authorities, employers, professional unions, institutions of vocational education; introduction of modern multi-channel financing models for personnel's professional development; promotion of the implementation of modern forms and methods for organizing personnel's professional development, primarily distance education and e-learning, dual and combined education systems; creation of mechanisms for recognizing the results of non-formal and informal education; provision of personnel's professional training the quantitative and qualitative indicators of which will meet the current and future requirements of the labour market.

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# THEORETICAL FOUNDATIONS OF MANAGERS' PROFESSIONAL COMPETENCE DEVELOPMENT WITHIN INTRA-FIRM TRAINING: THE CASE OF UKRAINIAN COMMUNICATION COMPANIES

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**Abstract.** *The article aims the substantiation of theoretical foundations of professional competence development of managers within intra-firm training (on the examples of Ukrainian communication companies). The results of theoretical analysis of the concepts of intra-firm training, "intra-firm training and retraining of personnel", "intra-firm personnel development", "intra-firm qualification improvement", "corporate training", "corporate development of personnel" are presented; semantic analysis of the concept of "intra-firm training" is performed, its essential characteristics are revealed, the author's definition of the concepts of "intra-firm training" is proposed. The theoretical foundations (modern theories, scientific concepts, conceptual ideas and provisions) concerning the managers' professional competence development within intra-firm training is analysed. Among them are the group of theories of professional development (theory of mental development (G. Kostyuk), the concept of professional development of a personality (Y. Povarenkov), theory of professionalism (A. Markova), theory of professional development of a personality (E. Zeer); the group of career development theories (the trait and factor theory of occupational choice (F. Parsons), the theory of career choice (J. Holland), the theory of vocational development (D. Super); the group of theories of organization and organizational behaviour (the theory of organization (L. Gulick) (the POSDCORB theory), the theory of intraorganizational ecology (J. Pfeffer, D. Galunic, K. Eisenhardt); the theory of human capital (G. Becker, J. Mincer, T. Shults). Principles of managers' professional competence development within intra-firm training based on results of analysis and scientific synthesis of theoretical foundations of such development are substantiated.*

**Key words:** *intra-firm training, managers of communication companies, professional competence, professional development.*

## INTRODUCTION. PROBLEM STATEMENT

The development of professional competence of the personnel of enterprises is of paramount importance for solving the key tasks of socio-economic development in Ukraine. At the enterprise

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level, effective organization of training and personnel development promotes the innovative advancement of enterprises, strengthening of their competitive positions in the market, accelerates adaptation to rapidly changing conditions of business environment. At the level of the national economy, there is an impact on the macroeconomic sustainability of the economy, the development of competition, and the creation of new jobs. In our opinion, the social significance of effective systems of intra-firm training is the formation of values and attitudes of lifelong learning, the growth of the quality of human capital, the innovative culture of society, the implementation of a philosophy of effective professional activity, and the development of client-oriented behaviour of employees.

Currently, the communication and informatization is one of the most priority and strategically important sectors of the Ukrainian economy, which provides strategic interests and needs of state administration, being a powerful source of growth for the economy, ensuring the development of entrepreneurial activity, job creation, and also stimulating an innovative component in the country's social development, as the sustainable development of information and communication infrastructure is an important precondition for entry in the global information and economic space, access to world information resources, and, consequently, improving the conditions and quality of life of the population.

The volume of the telecommunication market is over 46 billion UAH, postal communication market – almost 3 billion UAH. The investigated sectors are attractive for investment, which contributes to increasing competition on it. To date, more than 4000 operators are registered and operate within the Ukrainian market. Along with significant quantitative indicators of the development of this sector in the world (5 billion mobile network connections are recorded, thus the penetration rate is more than 90%; almost 2 billion inhabitants of the planet have permanent access to the Internet; for the period from 2003 to 2009 the level of Internet penetration has doubled) (International Telecommunication Union, 2015a) it is appropriate to emphasize some social transformations that became possible due to the development of communication and information.

In particular, it concerns the spread of the phenomenon of e-government, which promotes transparency of local government activities, democratizes the processes of interaction between authorities and citizens, adapts services to the needs and characteristics of each local community, more efficient allocation of resources, avoidance of corruption, increased transparency, accountability and effectiveness at all levels of management (International Telecommunication Union, 2015b). In addition, the development of information and communication infrastructure contributes to the dynamic integration of Ukraine into the global information, cultural and educational spaces. Thanks to access to world resources in the field of R&D, an accelerated diffusion of innovations takes place, which predetermines innovation activity and technological progress of Ukrainian society.

Significant competition within Ukrainian communication markets highlights the need for operators to find sources of competitive advantage to strengthen their own positions and expand their presence in the market. Under conditions of the similarity of technological and economic factors, the main source of competitive advantages of operators is often within the framework of the business process “Sales of services and customer service”. The indicated business process is realized within the network of sale and service departments. For the successful implementation of sales plans, quality standards of customer service, customers' satisfaction with the quality of service, it is necessary to organize the work flow of sales and service departments to fulfil all of these functions. One of the decisive factors is the level of professional competence of the heads of sales and service departments (managers of communication companies). This category of employees adheres to the principle of quality service, ensures the organization of the sales process, the commitment of sales plans, implementation of training of sales and service personnel, control over their activities,

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advertising activities, promotion of communication services, assessment of customer satisfaction with quality of service, etc. (Borodiyenko, 2017). That is why the key is the design of effective educational systems for the continuous professional development of this category of managers, which in turn updates the need to distinguish the relevant theoretical foundations.

## **LITERATURE REVIEW**

To study the theoretical foundations of managers' professional competence development within the intra-firm training, we studied the policy documents on the development of continuing vocational education in the EU countries (European Commission, 2002; European Commission, 2010; European Commission, 2012; Federal Institute..., 2017); modern management theories (situational theory of leadership (Fiedler, 1971; Graen, 1970; Orris, 1970; Marletta, 1970), human centred paradigm of business (Capra, 1993; Ray, 1993; Ostenberg, 1993; Collins, 1993; Parras, 1993), theory of organizational culture (Denison, 1990; Shane, 1995); works of Ukrainian and foreign researchers, the subject of scientific research of which were theoretical foundations of professional training and development of personnel (Badaev, 2009; Patutina, 2013; Muhyna, 2017; Neunlyova, 2017; Gerasymov, 2016); the group of theories of professional development (theory of mental development (Kostuyk, 1989); the concept of professional development of personality (Povarenkov, 1999); theory of professionalism (Markova, 1996); theory of professional development of personality (Zeer, 2006); the group of career development theories (the trait and factor theory of occupational choice (Parsons, 1978); the theory of career choice (Holland, 1959); the theory of vocational development (Super, 1957); the group of theories of organization and organizational behaviour (the theory of organization (Gulick, 1937) (the POSDCORB theory, which stands for Planning, Organizing, Staffing, Directing, Coordination, Reporting and Budgeting); the theory of intraorganizational ecology (Preffer, 1982; Galunic, 1994; Eisenhardt, 1994); the theory of human capital (Becker, 1975; Mincer, 1975; Shults, 1961).

## **METHODOLOGY**

The validity of the scientific results was determined by the methods used in the study of theoretical foundations of professional competence development of managers within intra-firm training: at the theoretical level – analytical (in particular, such techniques as analogy, interpolation, grouping, structuring), synthetic (generalization, extrapolation), abstraction (reduction); at the empirical level – observation, study of documents, explicit methods (content – analysis, event analysis, cognitive mapping) etc.

## **MAIN RESULTS**

In management theories (situational theory of leadership (Fiedler, 1971; Graen, 1970; Orris, 1970; Marletta, 1970), human centred paradigm of business (Capra, 1993; Ray, 1993; Ostenberg, 1993; Collins, 1993; Parras, 1993), theory of organizational culture (Denison, 1990; Shane, 1995) is emphasized that, in modern conditions, the competitiveness of enterprises to a lesser extent depends on the uniqueness and quality of products and services; the main source of competitiveness is human capital, in particular its knowledge, motivation, commitment, attitudes towards the company. So modern manager has to perform some uncharacteristic functions that, for example, include: transfer (communication of company's mission, values and strategy at the level of departments and individual level); leadership (when the manager is a better role model for imitation, who supports staff in decomposing the company's strategy into individual KPIs (key performance indicators), creates an environment for continuous development and improvement);

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delegation (delegation of responsibility together with ensuring autonomy in decision-making, support subordinates in setting meaningful goals, ensuring individual responsibility of performers for trusteeship, providing feedback to them); management of staff performance (delegation of role functions (which match the competence of staff) and responsibility; assessment of time and resources needed to carry out operations; discussion of performance indicators, progress in achievement key goals; regular feedback and coaching of staff; support for innovative and risky decisions); trust building (transparency of communications and decision making; creation of a business environment and interaction without condemnation and obstruction; ensuring the necessary level of transparency and confidentiality of information); decisions making (identifying key factors that influence the situation; collecting and analysing relevant information before making a decision; a comprehensive analysis of the consequences of the decision) (Dassanayake, Hori, 2015; Borodiyenko, 2017).

Theoretical analysis of the concepts of “intra-firm training”, “intra-firm training and retraining of personnel”, “intra-firm personnel development”, “intra-firm qualification improvement”, “corporate training”, “corporate development of personnel” (Badaev, 2009; Patutina, 2013; Muhyna, 2017; Neunylova, 2017; Gerasymov, 2016) makes it possible to draw the following conclusions: the concept of “intra-firm training” is the most often used to describe the phenomenon of “training, retraining and qualification improvement of personnel of enterprises”; semantic analysis of the concept of “intra-firm training” in the works of Ukrainian and foreign researchers makes it possible to determine its intrinsic features (covers all categories of company’s staff and all forms of training (training, retraining, advanced training), provides development of specialized skills (corresponding to strategic goals and business processes of the enterprise); is a continuous process aimed at eliminating the discrepancy between the current and desired levels of personnel professional competence; theoretical analysis and scientific synthesis make it possible to design an author’s definition of the concept of “intra-firm training” for personnel: “the process of the advanced continuous elimination of the discrepancy between the current level of development of professional competence of employees and the requirements of the enterprise, which provides the development of personnel specialized knowledge and skills that meet the peculiarities of business processes and provide highly performance professional activity”.

An unconditional scientific interest is an analysis of modern theories, scientific concepts, conceptual ideas and provisions concerning the development of professional competence of the investigated category of managers.

The results of the study of policy documents on the development of continuing vocational education in the EU countries (European Commission, 2002; European Commission, 2010; European Commission, 2012; Federal Institute..., 2017) make it possible to define conceptual ideas for the development of professional competence of managers within intra-firm training: the target orientation of the pedagogical system should ensure the implementation of the general objectives of professional activities – sales of communication services and customer service; the development of professional competence should focus on the development of its components, as well as on the development of professionally important personal qualities and values; in the process of designing the content its worth to take into account the principle of contextuality; to ensure a high level of adaptability of training programs, the possibilities of duplication of knowledge and experience to the individual level; to use the forms and methods of remote interaction (including ICT); substantiation of criteria and indicators of evaluation of levels of development of components of professional competence, as well as appropriate diagnostic tools for its measurement. In addition, the theory of continuous education, the theory of adult education, the theoretical and methodological foundations of professional pedagogy, as well as the theory and practice of learning based on productive activity (work-based learning), are fundamental to solving the scientific problem of professional competence development of the category of managers under study. It is

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also expedient to analyse modern theories of personality development, in particular the theories of professional development.

In the theory of mental development, which has developed by outstanding Ukrainian scientist G. Kostyuk, features of the influence of external and internal factors, in particular pedagogical influences, were revealed. The external and internal conditions of mental development were considered on the basis of materialist dialectics as opposites, which, however, have a close connection and pass into one another. The scientist believed that knowledge, skills, value orientations, which are acquired by the subject, become the basis for its further development and determine the parameters of perception of further external influences. In his view, the psychological development of the individual depends not only on the pedagogical influences, since they are only part of the influences of the environment. The action of external influences is mediated by the present level of development (which is derived from the previous influences and the state of the “material substrate of the psyche”, the degree of maturity and efficiency of the nervous system). In addition, mental development is not limited by the assimilated from the outside, it covers its further processing. Consequently, G. Kostyuk considered inherent contradictions of the subject as the determinant of the person’s mental development, as “the differences between the new needs and aspirations of the subject and the present level of mastering by means of their satisfaction; between the level of development reached by the subject and the functions that he has to perform; between tendencies to inertia, constancy, on the one hand, and to mobility, change – on the other” (Kostyuk, 1989).

The group of theories of professional development of the person was enriched with the concept of professional development of personality (Povarenkov, 1999), the main ideas of which are: professional development of the individual – is the process of structural and dynamic development of the subject, which leads to formation of professionally oriented substructures and professionally important qualities that correspond to the form of professional activity of the individual, social and professional requirements and opportunities and aspirations of the individual; the level of professional development of personality is characterized by indicators of productivity, identity and maturity; the process of professional development of the personality is characterized by stages, periods and phases, the content of which is determined by the peculiarities of the social situation of professional development, the leading forms of professional activity, a set of professionally important qualities and specific types of new professional substructures; professional development of the personality is characterized by unevenness and heterogeneity (different stages of development of various substructures of the individual, different speed and depth of their transformations, discrepancy of the dynamics of changes and the criteria of professionalism).

The results of the analysis of the concept of professional development of a personality (Povarenkov, 1999) give an opportunity to enrich our concept with such ideas: the process of professional development of managers should be comprehensive and aimed not only at the development of professionally oriented substructures of the individual, but also on the development of professionally significant qualities; the process of professional development should be based on the requirements of the enterprise to the level of development of components of professional competence; in the system of development of professional competence of managers, both external regulatory mechanisms (specific organizational and pedagogical conditions), as well as influences, which determine the level of self-awareness about individual goals of professional development, must be integrated; criteria of professional development should be those that describe the performance of the subject (in particular, the dynamics of the level of its effectiveness in the performance of job functions, which is derived from the pedagogical influence to the subject).

Significant contribution to the theory of professional development of personality was made by A. Markova, who considered the phenomenon of professional psychology, in particular, the psychological criteria and levels of professionalism of the individual, the stages of the formation and development of professionalism, its indicators, age and individual characteristics, as well as factors

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that affect the decline the level of professionalism (Markova, 1996). It was defined components of professionalism: the state of personality's motivational sphere (which motives the individual are driven by, what is the level of significance of professional life, what level of his/her satisfaction with professional activity, how professional activity is integrated into his/her personal goals etc.), and the state of the operational sphere (by which techniques the individual reaches the goals set, which technologies are used, what means – knowledge, thinking operations, abilities – he/she uses). The key motivational factor that leads to a high level of professionalism, is “the spiritual filling of the profession”, the desire to remain in the profession, the person's motivation for high achievements in his/her profession, the desire to develop himself as a professional, a meaningful professional goals, the harmonious passage of all stages of professionalization, the absence of professional deformation in the motivational sphere, the internal loop of professional control (Markova, 1996).

To provide the operating sphere with the aim of achieving a high level of professionalism, it has been proposed to pay attention to the so-called technological support for the spiritual filling of the profession – awareness of the full range of qualities and characteristics of a professional, advanced professional consciousness, real fulfilment of professional duties on the basis of high requirements and standards, reliability and the stability of professional results, self-development of the individual through professional activities, self-compensation of scarce qualities, enrichment of the profession by personal experience, contribution to the development of a professional community, conscious deliberate formation of public interest in the results of the individual's professional activities (Markova, 1996).

The results of the analysis of the theory of professionalism give us the opportunity to conclude that the following principles should be taken into account: professional development of the individual is the result of the integrated purposeful influence on the motivational and operational spheres of professional activity; the self-awareness of the individual about the significance of his own professional activities, the direction and pathway of his own professional development have significant influence on his/her motivational sphere; the presence of corresponding values, skills and experience regarding the purpose of professional development and the performance of professional functions are important; the condition of professional development of the personality is also the creation of the company's culture, values and environment for exchange of professional experience.

At the same time, psychology of professional development of personality E. Zeer considers as regularities of development in the process of vocational education, professional development and fulfilment of professional activity, mechanisms and driving forces of professional formation of the person during the period starting from design of professional intentions to the completion of a professional career (Zeer, 2006). The psychological barriers that give the process of professional development the meaning and determine the professional career are considered as necessary prerequisite for the professional development of the individual. According to E. Zeyer, the absence of such barriers means evolutionary, linear development, which leads to personality stagnation.

The most common psychological barriers (defined as “a psychological state that manifests itself in inappropriate passivity of a person and prevents him from performing actions” (Soczka, 2013) are: contextual (when “there are discrepancies in the understanding of requirements, orders, and obstacles to their mutual understanding and interaction”) and communicative (“which occurs in the absence of empathy, lack of flexibility of interpersonal social values”) (Soczka, 2013). The results of the analysis of the theory of professional development of personality makes it possible to substantiate that the professional development of the individual must be directed towards the development of knowledge, skills and competencies through the implementation of non-typical, complex functions and tasks in simulated or real job situations. The overcoming of such difficulties (which serve as psychological barriers) gives impetus to conscious and effective professional development.

The theoretical foundation for the development of managers' professional competence

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within intra-firm training can also serve as the so-called career development theories, which are aimed, along with the definition of the factors of choice of the profession, to find out the conditions for high motivation to professional activity. Thus, F. Parsons substantiated the trait and factor theory of occupational choice, according to which the level of motivation for professional activity is influenced by three main groups of factors: a clear individual's understanding of himself, his/her values, abilities, interests, aspirations, resources and restrictions; knowledge of conditions, requirements for professional activity, its advantages, disadvantages, opportunities, prospects of various career pathways; awareness of the causal relationship between the above factors (Parsons, 1978). In our opinion, this theory contains such leading ideas, which are complementary to the research of the scientific problem of managers' professional competence development within intra-firm training: the need to carry out facilitating coaching interaction with managers in order to increase their subjectivity; contextualization of training with a view to in-depth knowledge of the specifics of their professional activities.

In the theory of career choice (Holland, 1959) it has been conceptualized different career models in terms of the types of personality and types of professional environment. Different types of occupational environments are acceptable for different types of personality, which determines the level of its satisfaction with professional activity and, consequently, its effectiveness. Holland regarded the development of a professional career as a consistent change in the stages of interaction in the system of "personality-professional environment", which are caused by factors of essential action. We believe that the theory of career choice can be productive for the development of the theoretical foundations for the development of managers' professional competence within intra-firm training in the context of the implementation of individualized approaches to this kind of activity, as well as the creation of an appropriate interactive environment to share experience.

In the theory of vocational development (Super, 1957) it is emphasized that phenomena of career development and satisfaction with professional activity are in constant development and depend primarily on professional values, level of maturity, experience of previous professional interactions, inherent role models and previous professional experience. Since the determinant of professional development, according to the scientist, is inherent personal Self-concept, then it is important to appeal in the process of development of professional competence to its values, existing experience, individual characteristics for comparing personal motives and goals of professional activity.

Another group of theories for substantiation of theoretical foundations of managers' professional development are the group of theories of organization and organizational behaviour. So, in the theory of organization (Gulick, 1937) (the POSDCORB Theory, which stands for Planning, Organizing, Staffing, Directing, Coordination, Reporting and Budgeting), the following ideas are fundamental: the foundation of organization is the division of labour between its employees, their (employees) nature (differences in potential, competencies), time and environment; management of an organization can be carried out in two ways – organizational way (by creating interaction between structural subdivisions and giving certain persons the power and function of management) and by consolidation around a particular idea (unifying for a team may be existence of a common purpose and motivation to achieve it); the main functions performed by the manager are planning, organizing, staffing, directing, coordination, reporting and budgeting.

In the theory of intraorganizational ecology (Preffer, 1982; Galunic 1994; Eisenhardt, 1994) an organization is seen as an organism that is constantly changing, moving from the state of its equilibrium to the state of imbalance under the influence of external circumstances. That is why scientists consider an organization's ability to adapt as the main factor of its effectiveness. In the contingency theory of organizations (SARFIT) (Donaldson, 2001) it is considered processes of organization transitioning from a state of structural equilibrium, which enables to demonstrate high performance, generate growth, deepen innovation, and diversify activities, to the state of the

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imbalance that is called external factors. In the process of adaptation to changes, the organization is in a state of equilibrium for a short period, and the state of imbalance requires the change of the existing structure, reorganization of business processes, changes in the paradigm of the organization's development.

The results of the analysis of the group of theories of organization and organizational behaviour make it possible to highlight key ideas that are complementary to our research: in the structure of managers' professional competence, it is necessary to identify the components that will enable to effectively perform the functions of management of the structural subdivision; the content of training has to include modules and themes that will enable to create a knowledge base for the effective performance of management functions; forms and methods of professional competence development should provide the possibility to guarantee the effective development of skills which enable the commitment of key managerial functions; the development of professional competence should be considered as a business process, one of the characteristics of which should be adaptability, therefore, the corresponding pedagogical system should ensure the specified attribute.

In the theory of human capital (Becker, 1975; Mincer, 1975; Shultz, 1961), the potential of personnel for professional development is considered as a resource that can be compared with the resources through which the enterprise functions (funds, financial resources, etc.). Investing in the development of human capital contributes to increased productivity at the individual level and at the organization level; consequently, the constant development of professional competence of personnel through training is a factor not only in improving its (staff) performance, but also in the high loyalty of staff to the organization. Considering the economic component of investing in the development of human capital, G. Becker suggests that at the organizational level, it makes sense only if the competence, specific to such an organization is improved. On the other hand, at an individual level, it is expedient to invest in the development of more general competencies that will create opportunities for career advancement and higher compensation (Becker, 1975). An alternative is the assertion that investing is needed in the development of those components of professional competence that influence directly the creation of profits of the organization (Toffler, 1985). In our opinion, key ideas that are appropriate to incorporate into the concept of managers' professional competence development are: the need for complex development of specific components of professional competence; the identification and purposeful development of those components of managers' professional competence which directly affect the performance of their activities and generate profits.

## CONCLUSIONS

The results of the analysis of the theoretical foundations (theories of professional development, career development theories, theories of organization and organizational behaviour, theory of human capital) makes it possible to state that the main principles of managers' professional competence development within intra-firm training are polyfunctionality, continuity of training and the creation of an "environment of interaction", ensuring the effectiveness of the implementation of functional responsibilities, innovation, diversification of enterprise policy in the field of personnel development, the use of the model of competencies for design the system of managers' professional competence development, the systemic development of professional competence, development of leadership skills. Instead, the systems of development of professional competence of the analysed category of managers in the Ukrainian communication companies are inherent in the principles of diversification of forms and methods of pedagogical influence, duplication of experience within the enterprise, compliance of the strategy of managers' professional competence development and the actual strategy of the enterprise. The results of the scientific analysis of the theoretical foundations make it possible to state that one of the conditions for

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design an effective pedagogical system for managers' professional competence development should be the implementation of such principles as systematic, complex, scientific, contextual, continuity, integration, value orientation, multiplication of experience, self-development, multifunctionality, diversification, performance.

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**SECONDARY  
EDUCATION**

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# MODERNISATION OF THE GENERAL SECONDARY EDUCATION CONTENT AS THE BASIS OF REFORMING THE UKRAINIAN SCHOOL

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**Abstract.** *The article covers the peculiarities of the general secondary education content modernisation, which is taken place in the Ukrainian school. The current update of the content of education is a continuation of the processes initiated in the first years of the Ukrainian independence. At the beginning of the 21<sup>st</sup> century a mechanism for the standardization of education as a factor of preserving a single educational space was introduced. Due to it two generations of the educational standards in the Ukrainian school were implemented (2001-2004; 2011). The current education content modernisation is a competence-oriented one. It is based on the key competences proposed by EU and have been properly reflected in the Ukrainian legislation. The changes in the content of general secondary education are driven by the essence of the modern education paradigm, which integrates personality-oriented, activity and competence-based approaches to learning. Education content should be aimed at the individual development of a child as a personality and his/her successful socialization. The methodology for improving education content considers models of educational activity, the recognition of each student's uniqueness and the possibility of having a personalized educational trajectory in accordance with life needs. The new Educational Standard (2018) outlines the content of education according to the competence potential of each educational field to form relevant core competencies. Each of them is characterized by specific learning outcomes that each student should achieve upon completion of an education level (or cycle). The content of each educational field is structured along content lines that reflect their epistemological essence. Key competences can be subject-specific (for example, mathematical) or cross-cutting, referring to no specific subject and acquired through studying different subjects in the course of studying (e.g., ability to learn). In addition, it should be borne in mind that compulsory learning outcomes can be achieved either by "traditional" teaching of individual subjects, or by integrating the content of different subjects into a single course, as well as by other integrated forms of educational activity. This is determined by the curriculum, which is developed by an educational institution in accordance with their students' learning needs and interests. This approach implies that learning outcomes are characterized not by the amount of specific knowledge or skills, but by the dynamics of cognitive processes regarding their application. Therefore,*

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*subject division of education content, which is inherent in the knowledge-oriented paradigm, is transforming into the sectoral one, which is inherent in the competence-based (activity) paradigm.*

**Key words:** *content; educational field; general secondary education; key competence; modernisation.*

## INTRODUCTION. PROBLEM STATEMENT

During the years of independence, a new content of primary and general secondary education has been formed in Ukraine. It has generally met the needs of the Ukrainian society and the state. Updating education content has been carried out in accordance with the democratic goals and values, ensuring students' personal development and educating them as citizens of Ukraine. This, in turn, required certain individualization of the educational process in order to meet the learner's educational needs.

A positive role in shaping the modern content of school education was played by the education standardization mechanism introduced at the beginning of the century. Since 2001, the Ukrainian school two generations of the educational standards for primary and general secondary education has been implemented. It has largely ensured the achievement of these goals. However, the analysis of the school education content (Kremen (ed.) et al., 2015) revealed that the current state standard, curricula and textbooks have significant deficiencies and require improvement.

First, the idea of a competence-oriented learning is not sufficiently realized in the current content of general secondary education. It is now mainly focused on the giving knowledge and forming subject-specific competencies. Meanwhile, other competencies, such as the ability to learn, entrepreneurship and innovation, economic awareness and financial literacy, the ability to live a healthy lifestyle, etc., remain out of scope. In terms of learning outcomes, the standard does not contain a criterion basis for evaluating students' educational outcomes. This leads to difficulties in determining the level of their educational achievements. Students are overloaded, particularly in high school, which is caused by poor selection of content and abundance of secondary information. Quite often, the selection of educational material does not consider students' age and cognitive abilities, the peculiarities of their mental development.

All this necessitates an update of the content, revision of its basic structuring principles. There is a need to bring the content of education closer to life practices, to familiarize students with ways to apply knowledge in different life situations.

The transformational processes that are currently taking place in Ukrainian education envisage the modernisation of primary and general secondary education content based on a competence approach (Nova ukrainska shkola, 2016). It is based on the core competencies that characterize a person as a successful individual today. The eight core competencies (European Commission, 2018) recommended by the EU and UNESCO have received the following interpretation in the Law of Ukraine "On Education": being fluent in the state (official) language; ability to speak one's mother tongue (in case it is different from the state language) and foreign languages; mathematical competence; competence in natural sciences, engineering and technology; innovation; environmental competence; information and communication (digital) competence; lifelong learning; civic and social competences related to the ideas of democracy, justice, equality, human rights, well-being and a healthy lifestyle, an awareness of equal rights and opportunities; cultural competence; entrepreneurship and financial literacy (Zakon Ukrainy pro osvitu, 2017). They are complemented by cross-cutting skills needed for a successful life: reading-comprehension, ability to express one's opinion verbally and in writing, critical and systematic thinking, the ability to logically justify one's point of view and cooperate with others, creativity, initiative, decision-making, and problem-solving.

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That is why the Ukrainian school is tasked with generating these key competences and cross-cutting skills in every high school student. Then they will become competitive in today's globalized world. This can only be achieved through a radical reconstruction of the educational process and the modernisation of educational content.

## LITERATURE REVIEW

Recently, the content of school education has been criticized by the public (parents, teachers, employers, students themselves) and in the publications of the scientific community. All of them complained about the content failing to meet the needs of modern society and quality education, pointed to the students being overloaded with information of secondary importance, ignoring children's interests, age-specific features of their development in the process of obtaining education. The study on the state of the Ukrainian education and the prospects of its development has been reflected in many scientific publications. The most substantive of these are the National Reports on the State and Prospects for the Development of Education in Ukraine, published in 2011 and 2016 (Kremen, 2011; Kremen, 2016). These studies, based on statistics and scientific generalizations, objectively describe the state of the national education, as well as factors affecting the quality of education, the ways of its development in the context of world education trends.

In 2015, the researchers of the National Academy of Educational Sciences of Ukraine conducted the analysis of the content of general secondary education in the analytical report "On the Content of General Secondary Education" (Kremen (ed.) et al., 2015). The researchers analysed the general characteristics of the primary and general secondary education content, the content of education in all educational fields, carried out psychological expert evaluation of school textbooks concerning the implementation of a competence-based approach to teaching in them, revealed the negative factors affecting children's health depending on the organization of educational process and the selection of educational content.

Based on the analysis, the scholars have made recommendations on the improvement of the content of the general secondary education, suggested steps to modernize the content of school education in order to address the challenges that the Ukrainian school is facing (Kremen (ed.) et al., 2015: p. 117). The introduction of a competence approach to education is the most important of these.

## RESEARCH METHODOLOGY

Updating the content of education is always subordinated to the essence of the educational paradigms dominating the educational community and society at the time. In the course of its historical development, education has used different educational paradigms corresponding to ideas, principles or views on the essence of the educational process (Tovozhnianskyi et al., 2005). Thus, the knowledge-based learning, which prevailed in the recent past, was focused on delivering knowledge, as it was believed that a child's intellectual development depended on the amount of knowledge acquired. The modern education paradigm emphasizes a person's ability to apply the knowledge acquired. It recognizes the importance of being able to obtain the necessary information for solving problems in education, professional activities, everyday life, etc. (Schleicher, 2018).

Based on the Finnish experience of educational reform P. Sahlberg wrote that the improvement of education content should promote the development of a child as an integral personality and be directed towards bringing them closer to his/her life needs (Sahlberg, 2017: p. 44).

Renowned American psychologist and educator J. Bruner (Bruner, 2006) concluded that cognitive styles of educational activities can be reduced to the following three main models.

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1. *Learning as imitation.* In this model, an adult demonstrates to a child certain patterns or behaviours that they are repeating while reproducing the actions of their mentor teacher. The teacher acts as a role model. As a result, actions, norms of morality, guidelines and rules of behaviour in society, practical skills and life skills are formed.

2. *Learning as transmission of social experience gained by humanity.* This model implies that learning is an organized process of transferring the established knowledge and methods of activity to students; students should learn them and be able to use them in their activity. In the process of teaching, the teacher delivers specially selected facts, ideas, rules, principles, laws, etc. and organizes activities to apply them in simple cognitive situations. The teacher acts as a source of information or its interpreter. The result of such learning is knowledge, skills and competencies formed by students at the level of reproduction and application in standard (known) situations.

3. *Learning as shaping a child's thinking process.* In this model of learning, the student becomes an active subject of cognitive activity. Unlike the previous method of teaching activity, the student actively cooperates with the teacher in acquiring new knowledge or developing new skills, applying them in standard situations. He or she enriches his/her intellect with a system of knowledge, skills and ways of using them in different life situations. The teacher organizes students' educational and cognitive activities, encouraging them to become independent. The result of such training is the students' ability to perform cognitive activity within the framework of externally determined factors (educational standards, curricula and programs, textbooks, etc.). The child gains some cognitive experience and necessary mental abilities, but they are limited by the curriculum requirements. A student's personal experience does not force him or her to apply their knowledge in life.

These three patterns of educational activities are historically predetermined, but they do not represent a sequence. Learning by imitation is still used today, particularly for preserving cultural heritage or skill imitating (for example, teaching Petrykivka painting) or when acquiring professional skills (for example, in building). The education paradigm focused on shaping students' thinking does not in any way deny the paradigm of transferring social experience in learning.

Admittedly, there have been attempts in the history of pedagogy to combine these models into one. Reflecting on further education development, J. Bruner tends to believe that the modern education paradigm combines several different models of educational activities (Bruner, 2006). For example, the current reform of the Ukrainian school is based on the integration of three approaches – personally oriented, activity and competence-based one.

Therefore, planned modernisation of education content takes place in compliance with these three approaches, organically combined in updating the content (Nova ukrainska shkola, 2016; Liashenko & Maliovanyi, 2017). It determines personal orientation of the educational material in accordance with students' educational needs, as well as enhancing activity and creativity. Due to this, students will be able to use their knowledge, skills, conscious views and values in various life situations, that is, they acquire relevant competencies.

## MAIN RESULTS

The current modernisation of school education content is based on different basic approaches determined by the essence of the modern education paradigm. A person-centred approach to learning, as a didactic basis for the implementation of the learning process, ensures that students' educational needs are met according to their cognitive interests and the characteristics of their intellectual, emotional and physical development. The activity approach, as the psychological basis for the organized educational process, provides mechanisms for gaining social experience through adequate techniques and methods of learning. The competence-based approach, as the epistemological basis of education, ensures the development of values and

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students' readiness to apply the experience gained in solving various life problems (Liashenko & Maliovanyi, 2017: p. 8).

Certainly, the competencies approach for construction of the education content takes the central place in this triad. Educational standards that are now being introduced into the school practice are different from the previous ones (2001; 2004; 2011), primarily by focusing on core competencies in content structuring. The competence-based approach was also used in the previous education standards. However, those were based on the subject competencies, which outlined the content and requirements for learning outcomes in specific educational fields: linguistic, literary, social sciences, mathematics, science, art, technology and physical education. Accordingly, each of them contained a set list of "classical" subjects (Ukrainian language, Ukrainian and foreign literature, foreign language, Ukrainian history and world history, algebra, geometry, biology, physics, chemistry, etc.).

The new Standard of Education (2018) is based on a different principle. The content of education is determined by its competence potential, which reveals the contribution of each educational field to the formation of relevant key competencies. Each of them is characterized by specific learning outcomes that each student should achieve upon the completion of a particular level of education (or cycle). The content of each educational field is structured along content lines that reflect the epistemological essence of the respective area. For example, in science education, the following competencies are crucial: the ability to explore the nature, the ability to use scientific knowledge to explain natural phenomena and technological processes, environmental awareness of the consequences of human activity, worldview values of natural science knowledge and attitudes to the acquired experience.

Competences that are clearly related to specific fields of knowledge/skills (e.g. mathematical and natural sciences, reading, writing and numeracy, communication in mother tongue or foreign languages, etc.) are among the key competencies. That is, they are subject-oriented and, as a rule, they have correspondents in the form of school subjects (mathematics, foreign language, history, physics, etc.). At the same time, there are those competencies that do not have a clearly defined subject correspondence and are formed in the process of learning different subjects (for example, entrepreneurship and innovation, the ability to learn, interact with others, etc.).

In addition, we should note that that the compulsory result, defined by the state standard, can be achieved in different ways: either by "traditional" teaching of individual subjects, or by integrating the content of teaching different subjects into a single course or in other integrated forms of educational activities. The ways to achieve the standard results will be determined by the curriculum developed by the educational institution in accordance with students' needs and interests. It can be based on a typical curriculum developed by the Ministry of Education and Science, or the unique curricula created by the educational institution itself. In the latter case, it has to undergo an expert evaluation and be approved and accredited by state agency.

The current modernisation of content implies greater use of the integration in structuring educational material. In the early stages of education, particularly in primary school, cross-field and cross-discipline integration takes up a large proportion of the pupils' workload. This is due to the peculiarities of a junior schoolchild's perception of the environment, their age-related cognitive abilities. At this age, they see the world, without distinguishing between its natural and social, material and spiritual, quantitative and qualitative aspects.

During the gymnasium period of studying, especially in grades 7-9, the influence of integration processes of content structuring is weakened. At this stage of training, the selection of content is carried out based on theoretical conceptual systems (scientific theories, systematic views and doctrines, other logical knowledge structures). As the child gradually acquires abstract thinking skills, there happens a differentiation of knowledge according to subject areas. Therefore,

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in adolescence, subject-based learning begins to prevail, which makes it possible to teach the material more deeply and systematically.

Subsequently, during lyceum years, there is a need to generalize and systematize knowledge, as well as to understand the general laws of the world. This holistic worldview can be achieved through thematic and cross-field integration of knowledge. This is usually done in the form of integrated courses or through the cross-curricular integration of knowledge in the educational process. This does not exclude a subject approach to learning, but only diversifies ways of educational activity.

Content structuring at this level of education is conditioned by the pragmatic target guidance of students' life choices. In case knowledge and competence are the necessary foundation for professional qualification or further education, the corresponding system of knowledge is implemented by learning a separate subject, usually on an advanced level.

If it plays an worldview role, such as natural sciences for humanities majors or social sciences for naturalist majors, then a more integrated course would be more appropriate because it will reveal the integrity of scientific knowledge in explaining the surrounding world phenomena and is a prerequisite for understanding the environment.

Therefore, the educational standard should not strictly regulate the content of education. It should define only the framework mandatory requirements for the deliverables for each of the upper general secondary education levels (cycles). Such a standard gives academic freedom to educators, teachers and secondary education institutions to choose their educational policy and construct the appropriate trajectory to achieve these results.

In general, the choice of educational content is based on the definition of its purpose and the choice of an adequate learning model, corresponding to one or another paradigm. At present, they are aimed at a child's development and the formation of his or her personality knowledge. In such circumstances, the educational process aims to uncover the internal mechanisms of a child's development, his or her ability and willingness to use the acquired knowledge and experience in different life situations, to form a values-based attitude to the surrounding world.

Such learning is based on the recognition of each student's uniqueness and personification of his or her educational trajectory. In such an educational model, the student consciously acquires knowledge and cognitive skills with personal meanings and values, essential characteristics, ideas and images. This changes the role of a teacher. He or she becomes a manager of an educational environment, in which students, through their own activity and certain pedagogical technology, get to know the world. The result of such learning is the development of a student's abilities and talents that characterize him or her as a personality. The knowledge, skills and attitudes formed become his personal conscious experience, which is reflected in key subject-specific and general competencies as well as his or her worldview. Therefore, in the modern educational process, the content of education is a means of developing a person's abilities, his or her intellectual, spiritual and physical potential, and not simply acquiring knowledge or specific skills in a field.

## CONCLUSIONS

Modernisation of the educational content as one of the main factors of reforming the Ukrainian school requires, primarily, updating the standards of general secondary education and making it competence-focused. It is based on the core competencies, the acquisition of which makes a person successful in modern society and capable of self-realization in accordance with his/her abilities and life goals.

In the history of education development, there have been several models of educational activity for the transmission of experience to younger generations. Each is based on a historically determined educational paradigm. Modern education paradigm integrates personality-oriented,

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active and competency-based approaches to learning, which are already known in pedagogy and have been tested in educational practice. The dominant approach to learning is the latter – competence-based approach, which outlines the set of knowledge and skills, values and beliefs, ways of activity and qualities of the individual, the acquisition of which is a prerequisite for their individual development and successful socialization.

The competence-based education is focused on students' ability to apply knowledge and skills in a variety of life situations. Therefore, in the context of competency-oriented learning, it has a procedural character for the development of students' thinking. The main purpose of the educational process is to involve students in solving vital practical tasks, as well as analysing and evaluating the results obtained. Such activities allow students to acquire their own cognitive experience and form their personality knowledge, with their own logical constructs, meanings, values and attitudes.

Learning outcomes are characterized not by the amount of acquired subject-specific knowledge or skills (concepts, theories, established world views, etc.), but by the dynamics of cognitive processes regarding their application (to explain the phenomenon, to justify the decision made, to analyse and evaluate the event, to express the attitude, etc.). Therefore, the substantive division of education content, which is inherent in the knowledge-oriented paradigm, changes to the field one, typical of the paradigm, focused to activity and competence. Such division is also relative. However, it makes it possible to combine related areas of knowledge by identical ways of activity that are dominant in the acquisition of certain key competence. At the same time, it should be emphasized that the content of education is holistic and systematic, forming the whole set of key competencies. Therefore, each educational field has a specific potential for generating all key competencies and is responsible for their comprehensive acquisition by students.

Therefore, general secondary education content modernisation that currently taking place in the Ukrainian school is based on the integration of the personality-oriented, activity and competence-based approaches to learning, with the latter being the defining one. This requires an update of the educational standards for general secondary education and providing appropriate teaching and methodological support. At the same time, there is a need to transform the model of the educational process and learning technology, which should become activity-oriented, so that students can apply the acquired competencies in different life situations.

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# STRENGTHENING THE COMPETENCE ORIENTATION OF THE NATURAL SCIENCE SCHOOL EDUCATION CONTENT AS CONDITION OF ALL-ROUND DEVELOPMENT OF A PERSONALITY

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**Abstract.** *The article addresses an issue of structuring the natural science school education content and substantiates the trends of its modernization under orientation at the all-round development of a personality. The features of implementation of the crosscutting lines into the content of the basic courses reflecting socially and personally important ideas and relating the relevant key competencies are determined. The necessity of strengthening the competence orientation of the natural science component of the content of basic secondary education is substantiated. In particular, it is stressed the topicality of orientation towards a system of values and competencies that determine the ability to successfully operate in practical educational and life situations, to be responsible for his/her actions in nature and society. It is proved that updating of content is a condition for successful deployment of crosscutting content lines. Their mastery by students involves the use of methods and forms of instruction that maximize the activity, competence and personally oriented approaches aimed at solving practical learning and life situations, stimulate formative learning.*

*The authors underlined that the increase of attention to the effective component of the content of education, strengthening its role in the formation of subject and key competences, specifying the state requirements to the training level of general education students in the educational field "Natural Sciences" are the main directions of modernization of school natural science education content.*

**Key words:** *development of a personality; natural science school education content; competence orientation; key competences.*

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## INTRODUCTION, PROBLEM STATEMENT

The problem of development of a personality as a socio-cultural phenomenon is actualized under the global social, economic, and cultural transformations. The formation of skills to interact of a young person with the nature and society in a civilized way, which is socialization, is one of the priorities.

Socialization is a complex process of personality formation, during which a personality is integrated into the system of social relations through the acquisition of social experience, values and norms. At the same time, personal qualities are developing and the activity and integrity of the individual are forming (Kremen, 2008).

Today, education as the basis for the intellectual, spiritual, physical and cultural development of the individual plays the leading role in ensuring the successful socialization of a young person. V. Kremen rightly remarks that education is a practice of socialization and succession of generations, and its content may be limited by standards that take into account the nature of human interaction with cultural values, the extent and degree of their assimilation and creation (Kremen, 2009).

School science education, which has significant potential for students to develop value orientations that are crucial for effective interaction with nature and society is of particular importance in this context.

## LITERATURE REVIEW

The problem of improving school science education as a powerful factor in the comprehensive development and socialization of personality is highlighted in the works of didactics and methodologists. In particular, O. Liashenko emphasizes that the modernization of science education projecting it on the problem of improving its content, which is one of the main indicators of the overall status and quality of education, its innovation and perspective (Liashenko, 2009).

According to O. Liashenko, the methodology for updating content is transforming within its reorientation to values and educational goals; focus on the knowledge, skills and values to take account of the personal experience of a student, influence educational environment for its formation. Accordingly, knowledge and skills do not become the purpose of learning, but the basis in mastering the subject and key competences (Liashenko, 2011).

O. Topuzov substantiates the feasibility of enhancing the competence orientation of the content of the astronomical, geographical, physical, chemical constituents of the educational field "Science". In particular, the scholar notes that the content of school geography should be based on the optimal combination of person-centred and problem-based learning approaches. This, therefore, will create conditions for intensifying the process of personal development, active knowledge of the laws and patterns of the world, creative transformation of information. It will give a strong impetus in the cognitive and creative activity of an individual in later life (Topuzov, 2012).

L. Velychko underlines that the school chemistry course is still regarded as the didactic equivalent of the chemistry as a science. However, it is more important for a student not to possess certain knowledge, but to acquire the ability to learn, the necessity and the ability to expand and deepen knowledge. Accordingly, the competence-oriented education that is characterised by the active, practice-oriented content of education is important. It is one of the signs of the modern content of chemical education (Velychko, 2014).

M. Golovko underlines the necessity to increase attention to the effective component of the learning content. He stresses its role in the subject and key competencies formation as the main directions of modernization of school astronomy and physics (Golovko, 2015). In 2014 a comprehensive analysis of the general secondary education content was conducted by the National Academy of Educational Sciences of Ukraine. The scholars of the Academy confirmed the necessity of:

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- specification of subject competencies in natural science subjects,
  - definition of their contribution to the natural science competence field formation and the feasibility of its structure and content,
  - supplementing the role of the natural science subject field to form a holistic natural science picture of the world of students,
  - specification of state requirements to the level of general attainment of students within educational field “Natural Science” (Kremen (ed.), 2015b: p. 74).

Therefore, strengthening the competence-based orientation of the natural science school education content is the priority direction of its improving.

The article purpose is to analyse the features of the school natural science education content formation in the modern school and identify trends in its improvement under direct focus on the comprehensive development of an individual.

## **METHODOLOGY**

The methods of analysis, comparison and interpretation study was used in the article.

## **MAIN RESULTS**

The Law of Ukraine “On Education” (2017) states that the general secondary education provides comprehensive development, education and socialization of a person who is able to live in a society and civilized interaction with nature, has a desire for self-improvement and lifelong learning, life choices and self-fulfilment, responsibility, work and civic activity. The goal of school education is ensured by the formation of key competences that are necessary for every modern person to live successfully. They are fluency in the state language, ability to speak mother tongue and foreign languages, mathematical competence, competence in science, engineering and technology, innovation, environmental expertise, information and communication competence, lifelong learning, civic and social competences, cultural competence, entrepreneurship and financial literacy, other competences provided for by educational standards (art. 12) (Pro osvitu..., 2017).

Accordingly, the State Standard for Basic and Comprehensive General Secondary Education (2011) is based on a competence-based approach that is implemented in the educational fields and reflected in effective content components.

The introduction of new content of general secondary education aimed at the formation of key competences is condition of modernization of general secondary education in accordance with the Concept of the New Ukrainian School (2016).

Ensuring development of students’ holistic view of nature and man’s place in it, values to preserve nature, a harmonious interaction between the man and the nature, sustainable development ideas, appropriate behaviour in the natural environment is one of the priorities of the educational sector “Natural Science” under the outlined problems (Derzhavnyi standart..., 2011).

The achievement of these tasks is aimed at forming students’ natural science key and subject competencies as components of the general culture of a personality and the development of his/her creative potential. The main components of the educational field “Natural Science” (natural science, Astronomy, Biology, Geography, Physics, Chemistry, Ecology) are aimed at assimilation of scientific facts, concepts and laws by students as the basis of their scientific outlook, formation of value attitude to the categories of “life”, “nature”, “health”, understanding of environmental problems in everyday life, in teaching and in future professional activity, ability to assess the role of natural sciences for the social development and existence of the biosphere, compliance with the rules of environmentally sound behaviour in the environment.

Thus, the competence potential of the educational field “Natural Sciences” is quite powerful,

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but at the same time, its full realization is not ensured. According to the results of TIMSS the peculiarity of school natural science education is orientation at the formation of reproductive knowledge. The natural science subject test contained 35% of biology tasks, 20% of chemistry tasks, 25% of physics tasks and 20% of geography tasks. The tasks were divided into three groups by types of educational and cognitive activity: tasks – knowledge (35%), tasks – application (35%), tasks – justification (30%). At the same time, the highest grade point average was given to students for completing tasks focused on the use of knowledge in standard situations, the lowest – for applying knowledge (Prokopenko, 2013).

Accordingly, the level of theoretical knowledge of students in science subjects is quite high. However, the orientation the instruction to the reproduction of the acquired knowledge does not provide the implementation of the skills and their practical application to solve tasks. Students were found to have significant difficulties in comparing tasks, formulating valuation judgments and understanding nature as a coherent system. As a rule, theoretical knowledge is not related to practice, so it is difficult for students to use it in new practical situations. Mostly, students demonstrate the ability to solve standard algorithm tasks, while the life practice tasks require a creative, non-standard approach, activation of search and learning activities. Students are knowledge-oriented and do not possess technologies that to act independently to obtain results (use of educational resources and information and communication technologies).

The students' ability to take the initiative, plan the expected results independently, and make informed decisions about ways to achieve them (in particular, during the school experiment), which is extremely important for the successful socialization of a young person and their effective life in the future, are formed insufficiently.

In 2015, the scholars of the National Academy of Educational Sciences of Ukraine carried out the analysis of the content of secondary education. The analysis was aimed at defining the directions of modernization of the content of general secondary education. The research findings are reflected in the scientific and analytical report "On the Content of General Secondary Education". In particular, it was found that:

- the content of the school subjects is mainly aimed at the formation of subject competences, while the key ones are insufficiently formed;
- there is an inconsistency of some of the educational material with the age peculiarities of the children development (the material is submitted at a high theoretical level, inaccessible to students);
- there is a discrepancy between the content of different subjects within the educational fields;
- the curriculum of specific science subjects do not take into account the contribution of other science subjects to the formation of educational results to achieve the general goals of science (there is imbalance in the content of science courses, physics, biology, geography, chemistry, and at different levels of study cross-curricular level).

Attention is drawn to the need for cross-curricular harmonization of curriculum in natural science subjects, and their complementarity with generic cross-curricular topics that are focused on forming a coherent scientific picture of the world. It is emphasized that it is expedient to specify the subject competences for each natural science subject and to determine their contribution to the development of key competences of students. The need to modernize the content of education in accordance with the system of values and competencies that determine the ability of an individual to successfully solve life situations, his/her beliefs, outlook and active civic position as a condition for full integration into the socio-cultural environment is substantiated (Kremen (ed.), 2015a).

Thus, the modernization of the content of general secondary education is an important condition for solving the key tasks of the modern school (Topuzov & Holovko, 2018).

Based on the results of the analysis of the natural science content component of basic general secondary education an important conclusion is made about the necessity of updating the

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content lines defined by the State Standards. It is important to introduce crosscutting content lines responsible for the process of formation of key competences.

The idea of updating the content of basic secondary education within the priorities of the Concept of the New Ukrainian School was realized through the separation in the curriculum of natural science subjects, namely of such cross-curricular content lines as “Environmental Security and Sustainable Development”, “Civil Responsibility”, “Health and Care”, “Entrepreneurship and Financial Literacy”. These content lines are a means of integration of educational content, which directs the deployment of educational and cognitive activities of students to master the content on the formation of values and ideological orientations of the students of basic education.

Thus, the cross-curricular content line “Environmental Security and Sustainable Development” is focused on the formation of students’ social activity, responsibility and environmental awareness, willingness to participate in the preservation of the environment and development of society, awareness of causation in nature and its integrity, the importance of sustainability development for future generations.

The purpose of the cross-curricular content line “Civil responsibility” is to form a responsible member of a community and society, who understands the principles and mechanisms of its functioning. It is a free person who recognizes universal and national values and is guided by the moral and ethical criteria as well as a sense of civic responsibility. He/she possesses teamwork skills, can implement socially significant educational projects; has responsible attitude to the tasks defined by the team; possesses awareness of the responsibility for learning outcomes that may affect the country’s development in the future; an has active attitude to bad habits and the need to participate in protection of the environment preserving it for future generations.

The cross-curricular content line “Health and Care” ensures that a student becomes a spiritually, emotionally, socially and physically fit member of society, able to maintain a healthy lifestyle and to create a safe living environment.

The purpose of the cross-cutting content line “Entrepreneurship and Financial Literacy” is to provide a better understanding of the practical aspects of financial issues (savings, investing, borrowing, insurance, lending, etc.); the development of leadership initiatives, the ability to successfully operate in a rapidly changing technological environment; mobilize practical experience and value installations in situations of choice and decision making.

These cross-curricular lines are expanded to direct the learning process of natural science subjects to:

- forming an understanding of the interconnections of the components of the ecosystem, the need to protect nature, the ability to comply with environmental ethics in human behaviour in nature, the conservation of protected areas as a major factor in biodiversity conservation and balance, civic position, conservation of nature;

- application of the acquired knowledge for the prevention of infectious and parasitic diseases, the detection of poisonous fungi, the elimination of the negative effects of the consumption of products affected by mould fungi; developing the ability to characterize and evaluate the benefits and potential risks of using genetically modified organisms (biology course, grades 6-9) (Bioloheia..., 2017);

- application of acquired knowledge to assess the value and impact of natural components for human life and activity, the consequences of its activity in the environment; formation of knowledge about dangerous natural objects and phenomena and their impact on human life, about the safety of goods and services of which consumers are students; skills and behaviours of safe behaviour in nature, in the face of adverse physical and geographical phenomena and processes, work in a group on geographical research and projects on the basis of cooperation, consumer behaviour oriented to the national producer and rational resource consumption at domestic, regional, national and global levels awareness of the impact of human activity on the country’s natural complexes;

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– formation of installations for the use of healthy and safe food; identifying and understanding the impact of meteorological factors on human health; awareness of the importance of sanitary and hygienic living and eating conditions for the preservation of life and health of people, understanding the importance of preventive measures during foreign trips (geography course, grades 6-9) (Heohrafiia..., 2017);

– use of the acquired knowledge for critical evaluation of the results of human activity in the natural environment, economical use of nature, preservation of own health and health of other people, forecasting of ecological and social consequences of using the achievements of science and modern technologies, making informed decisions that will contribute to scientific technological, economic, social problems;

– formation of readiness and ability to adhere to the rules of safety of life during carrying out of educational experiments, in emergencies of natural or man-made character, to participate in environmental measures, proper utilization of household waste, to effectively work in a team on the implementation of environmental projects, to solve problems for long-term of this family, understanding that the level of well-being of society depends on the development of high-tech production and, accordingly, the development of education and students, to evaluate the need for the acquired knowledge to effectively solve everyday problems and future professional activity (basic physics course, grades 7-9) (Fizyka..., 2017);

The implementation of end-to-end lines in the content of the basic courses of natural objects is not associated with the addition of content, its expansion or deepening. Since end-to-end content lines reflect socially and personally significant ideas and are correlated with relevant key competencies, their deployment is ensured by the updating of such elements of the corresponding subject content, the mastery of which involves the usage of methods and forms of training organization, maximizes the implementation of active, competency-based and personality-oriented approaches aimed at the practical educational solution and life situations, stimulate the wording of students summarize and appraisal judge. An important role in this context is given to educational projects included in the curriculum in natural subjects as independent elements.

## CONCLUSIONS

Analysis of the content of the natural component of basic secondary education shows its focus on the system of values and competencies that determine the ability to successfully act in practical educational and life situations, to be responsible for his/her actions in nature and society. Based on the criteria of socialization of a modern individual (the content of the formed attitudes and stereotypes, values and worldview, the level of independence, confidence, initiative, lack of integrity, the ability to realize one's creative potential and harmonious relations with society) (2008), we can conclude that the competence potential of school natural science education is both a prerequisite and an important mechanism for the successful socialization of an individual.

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# FEATURES OF BILINGUAL APPROACH APPLICATION IN SPECIAL INSTITUTIONS FOR DEAF IN UKRAINE

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**Abstract.** All levels of the deaf educational system in Ukraine demonstrate the gradual development of humanitarization and humanization in terms of compliance with international standards for observing rights in the application of the national sign language, positive experience in using bilingual educational programs with the active usage of the Ukrainian language and Ukrainian sign language. The features of application the bilingual approach are supported by documents of the regulatory framework (the Law “On Education”, Regulations on a special school and educational rehabilitation centre). Appropriate in this context is the development of key competences during the schooling of deaf students who recognize and use the skills of the deaf in sign language. Sign-speaking communicative competence is considered as the key competency, presented in modern development. The content aspect of sign-speaking communicative competence development is discovered on the example of “Dialogue speech development” is revealed and a wide range of language competences is presented. The practical implementation in the activities of special institutions, individual pedagogical workers who own Ukrainian Sign language (USL), representatives of public organizations as the Ukrainian Deaf Society, The Association of Deaf Educators who promote the implementation of bilingualism, since they are based on the achievements of two languages, that are considered not as a problem, an obstacle, but as a resource for enrichment, taking into account the compensatory capabilities, abilities of each deaf student are presented. The presented complexity is reflected in the educational standards of the New Ukrainian School, which are being implemented in Ukraine.

**Key words:** bilingual approach; deaf student; key competencies; regulatory framework; sign-speaking communicative competence; special institutions; Ukrainian Sign language.

## INTRODUCTION. PROBLEM STATEMEN

Unstoppable development of humanitarization and humanization in the educational space of Ukrainian society, the filling of the information component in the content and forms of communicative activity in the context of present-day realities create the need to improve the general education at all levels of the education system of the deaf. The humanist and linguistic component occupy a rather significant place in these controlled processes as it motivates using

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the bilingual approach (Ukrainian language and Ukrainian Sign language), as well as provides the formation of key oral communicative competence as well as ensures the formation of key sign-speaking communicative competence (S-SCC) – the necessary linguistic and socio-cultural component of development (Baykina & Kulbida, 2014; Ivanyusheva & Kulbida, 2013, 2016-2019; Zasenko, 2015). This component provides not only the humanitarian development of a deaf person, but also the mastering of the necessary universal communicative toolkit that is the basis for:

- its organic existence in the information space not only of the deaf community, but also of the community of those who are hearing;
- mastering the contacting languages in convenient and accessible forms at all stages of learning;
- for realizing his/her role, place, significance in society on the level with other peers.

Today, there is a wide range of benefits to learning two languages. And this does not relate to the number of languages used when forming key competences in languages, but how these competences should be developed in the first five years in order to successfully develop, taking into account the capabilities, needs, abilities and sensory periods of each student with special educational needs. The advanced repertoire in two languages will improve the necessary grading levels of competence that are not necessarily the same in each context. Such a potential asset is part of the social, speech, linguistic, cultural experience of each deaf student, and the basis for the development of further competences. Educational goal in each level of education should take into account the level of such competences and on this basis, to build the student's advance in the zone of future development in the study of educational disciplines.

It is clear that the proposed bilingualism creates absolutely new challenges for the education system. The level of support, the recognition of bilingualism, its benefits will undoubtedly affect educational programs, strategies, pedagogical technologies, language portfolios.

## LITERATURE REVIEW

Important for our study were the achievements of foreign colleagues in understanding the status of national sign languages and their role in the educational development of a deaf child (Johnston & Schembri, 2007; Meir & Sandler, 2007; Kyle & Woll, 1985; Klima & Bellugi, 1979, 1991; Padden & Humphries, 1988; Zaytseva & Davydenko, 2009; Dymysks, 2006; Krayevsky, 1964; Frumkima, 1989; Stokoe, 1970). Fundamental questions about the required role of the sign language in early access to the language and its effects on the organization and development of the brain are disclosed in the studies of Mayberry (2002), Chamberlain C., Mayberry (2008), R. Storep (2018), A. Te (2018), S. Tashjian (2018), Neville, Bavelier, Corina et al., (1998), Padden C, Ramsey C. (2000), Humphries, T., Bauman H-D. (2008), Stewart D., Clarke (2003) and others.

Much attention is paid to our understanding of the meaning of the term “speech deprivation in the deaf” with the using of language in the critical period that was highlighted by P. Kushalnagar, G. Mathur, D. Napoli, C. Padden, C. Rathmann, S. Smith, 2012. Ignoring the language and especially using the sign language – a convenient and easy means of communication in this period – leads to irreversible consequences not only speech and language development, but also the affected cognitive activity, which will be based on the basis of the first imperfect language? Such scientists as Wilbur R., 2001, Chamberlain C., Mayberry R., 2008, Strong M., Prinz P., 2000, Padden C., Ramsey C. 2000 and others associated speech deprivation in the deaf with the mastery of a lower level of literacy and the limited sign-speaking communicative competence as educational advancement of deaf students after a critical period, which cannot

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but cause deep concern (Chamberlain & Mayberry, 2008; Padden & Ramsey, 2000; Wilbur, 2001). Considering this aspect we have focused on the bilingual principles of educational development of the deaf (verbal and sign language). To help with this issue, we needed researches of Moores D. (2001) the educational development of the deaf, where the principles and practice of the use of two languages from psychological positions are revealed; Kobel I. (2005) the experience review of bilingual education in North America (Rassel, 2004; Wilbur, 2001; Chamberlain & Mayberry, 2008; Leal, 2005; Mason, 1995). In particular, Czubek (1999-2004) is practicing a bilingual curriculum – ASL & English (Czubek, 2007; Czubek, 2009). Bilingualism takes into account the individual levels of sign-speaking communicative competence in ASL, on the basis of which the English language is consciously studied. The fluency in both languages is vital and complementary.

It should be emphasized that the Ukrainian experience of studying the issue of bilingualism of the deaf is represented by scientists and representatives of the public organization UTOG and has the achievements in the form of Project of the Concept of Sign language in Ukraine (Kulbida & Chepchina, 2009), Concepts of bilingual education (2011), implemented programs for the studying of USL, sign dictionaries, manuals, articles, which highlights the peculiarities of the bilingual approach application. In particular, in the author's development of sign-speaking communicative competence (Kulbida, 2016), a linguodidactic model of USL mastering with the step-by-step levels of competencies from the preparatory, the first to the 12th grade was substantiated (Ivanyusheva & Kulbida, 2013; Kulbida, 2018; Sadova, Fedorchenko & Muzhaylo, 2017; Tkachenko & Kulbida, 2014).

## METHODOLOGY

The methodological basis for presenting the research results in the materials of the article is:

- the position of education modern philosophy of Ukraine regarding the consideration the idea of the dialogical development of culture as a human communication way with the aspiration for mutual understanding (Zyazyun, 2000; Kremen, 2008; Mamchur, 2012 and others);

- conceptual provisions on the orientation of the educational process on the personal development of students with special educational needs (Bondar, 2004; Degtyarenko, 2010; Dmytriyeva, 2016; Zasenka, 2018; Kobel, 2004; Kolupayeva, 2018; Kulbida, 2019; Pahomova, 2017; Synyov, 2016; Suprun, 2017; Taranchenko, 2018; Sheremet, 2019 and others);

- the main provisions of the system approach as a methodological method of learning pedagogical facts, the process that involves a set of elements of the study of deaf children in the process of their communication, learning, structural and specificity of the educational process (Baykina, 2015; Dymysky, 2010; Zaytceva, 2010; Zasenka, 2016; Ivanyusheva, 2014; Yu. Kramar, 2010; Kulbida, 2016-2019; Lytovchenko, 2015; Lyahova, 2010; Malynovych, 2009; Puschyn, 2008; M. Savchenko, 2017; O. Savchenko, 2014 and others);

- the doctrine of the socio-cultural development of the personality of the deaf student, conceptual provisions of the sign language in Ukraine, bilingual education for hearing impaired persons (Adamyuk, 2015; Ye. Gryschenko, 2014; Zborovska, 2016; Ivanyusheva, 2019; Kamenska, 2006; Kulbida, 2018; Chepchina, 2018 and others).

## MAIN RESULTS

The educational development of the deaf is carried out mainly in the system of special institutions of general secondary education, which has traditionally been formed in Ukraine for

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many decades, using only a monolingual approach of verbal (oral, written, dactyl alphabet) forms without the usage of sign language. An uneasy way of one-language education without taking into account the sensitive periods of language and speech development that has come to our inheritance during the last century has certainly affected the intellectual, speech and linguistic achievements of adult deaf people. Many foreign researchers rightly emphasize the importance of developing a language of useful format in the first five years of life, regardless of whether the is a language sign or verbal, without prejudice to the development of any language with any modality (Mason, 1995; Schick, 2003). The foundations for such development of a deaf person are formed from the preschool age, and later – in primary school, and mainly in the process of communicative activity, which requires the mastery of not only a certain set of linguistic concepts and facts, their understanding, comparing, comparison etc. in two languages, but also synthetic and analytical skills to plan, the development of ideological ideas, the formation of personal qualities of the deaf student as a subject of learning.

Over the last ten years we have seen some positive changes in the educational sphere, including for deaf people. Among them are significant: the cancellation of the transition to a 12-year term of study, discussion of a broad public and the adoption of new standards for primary education – New Ukrainian School, the introduction of new content lines to the educational industry “Technologies”, in particular familiarization with information and communication technologies, selection and testing of textbooks of the modern generation from various subjects that are allowed to be used in the educational process, the introduction of compulsory study of the Ukrainian Sign language from grades 1 to 12, and from grade 5 – a foreign language (Ministry of Education, 2016).

There is no doubt that the basis for such innovations is the regulatory framework, which took into account the situation: Convention on the Rights of Persons with Disabilities, scientific researches of the Mykola Yarmachenko Institute of Special Pedagogy and Psychology, National Academy of Educational Sciences of Ukraine: Project of Concept of Sign Language in Ukraine (2009), Concepts on bilingual education in Ukraine (Kulbida & Chepchyna, 2009), Organizational and methodological conditions of the USL cabinet in the general secondary schools for deaf (Tkachenko & Kulbida, 2014) and the wishes of civic organizations.

Thus, the Law “On education”, adopted in 2017 (Art. 7) guarantees to persons with hearing impairment the right to learn a sign language and to study the Ukrainian sign language (Verkhovna Rada of Ukraine, 2017: p. 3). Article 12 proclaims the formation of key competences, as well as the free possession of the state language, and the ability to communicate with their native (in the case of a difference from the state) (Verkhovna Rada of Ukraine, 2017: p. 4). Paragraph 5 draws attention to the acquisition of persons with special educational needs of primary education from another age, and the duration of their acquisition of “primary and basic secondary education may be extended with the addition of the educational program correction-development component” (Verkhovna Rada of Ukraine, 2017: p. 5). The specifics of obtaining such persons full secondary education are determined by a special law.

Preparation of a special law - a matter of time, although some provisions already exist. In particular, the Regulation on a special school approved this year (Ministry of Education and Science of Ukraine, 2019: p. 1), states that:

- a) special schools for children with hearing impairments are created;
- b) paragraph 47 specifies the features of correction and development work aimed at “maximum preservation and development of residual hearing, formation of pronunciation, the development of oral speech of children with monitoring of the dynamics of their auditory function, compensatory development using the Ukrainian sign language, bilingual approach to

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quality mastering of educational material from all subjects (disciplines)” (Verkhovna Rada of Ukraine, 2017: p. 2).

c) in paragraph 57 the attention is focused on the creation of a department of correction and developmental work comprises, among other classrooms and the USL classroom (Verkhovna Rada of Ukraine, 2017: p. 3).

Innovations in regulatory support is important in terms of providing equal educational conditions, creating conditions for students with hearing impairments with different competences in the first, second language of studying, in supporting the gradual development of literacy skills and using opportunities to grow with hearing peers. The use of a bilingual approach to quality learning of all subjects (disciplines) with effective teaching has a significant potential in achieving students with gradual levels of sign-speaking communicative competence, simultaneously raising the socio-cultural component.

The aforementioned aspect represents the observance of the fundamental rights of deaf and hard of hearing citizens, as proclaimed in the Brussels Declaration (2010) on sign languages of the European Union. According to a member of the European Parliament and the European Union of the Deaf Dr. Adam Costa: “Users of sign language have equal fundamental rights as other citizens of the European Union. They, as citizens with special educational needs, are not only users but also keepers of local national sign languages, are endowed with equal rights on a par with other linguistic and cultural minorities” (Krausneker, 2008: p. 243).

Today, there is a wide range of benefits to learning two languages. And this does not relate to the number of languages used when forming key competences in languages, but how these competences should be developed in the first five years in order to successfully develop, taking into account the capabilities, needs, abilities and sensory periods of each student with special educational needs. The advanced repertoire in two languages will improve the necessary grading levels of competence that are not necessarily the same in each context. Such a potential asset is part of the social, speaking, linguistic, cultural experience of each student with hearing impairment and the basis for the further competence development. Educational goal in each level of education should take into account the levels of such competences and on this basis build further student advancement into the zone of future development in the study of educational disciplines.

Among such compulsory competences the leading role is played by those who position USL as an obligatory component of the linguistic and socio-cultural society achievements of tolerance, integrity, democracy, as well as the achievements of gradual social progress that are associated with the humanitarian, informational and intellectual development of the deaf in the educational process of special institutions of general secondary education.

A fundamental and timely issue is the reorientation of the conceptual and substantive aspects of the activities of those modern aspects of competence, among which sign-speaking communicative competence is significant, which is, of course, relevant and in demand in the practice of special institutions of general secondary education of deaf persons. Theoretical basis of sign-speaking communicative competence is highlighted in the works of Ivanyusheva N., Kulbida S., Chepchina I., Tkachenko K., Zborovska N. from 2012 to 2019 years (Chepchyna, 2018; Ivanyusheva & Kulbida, 2013; Kulbida, 2016; Kulbida & Chepchyna, 2009; Tkachenko & Kulbida, 2014). We present a separate aspect of the lingual didactic model of the formation the sign-speaking communicative competence.

An example of “Dialogue speech development” is given in three directions (dialogical replicas, understanding the social roles and using in forms of communication, producing dialogical texts on topics) with specific skills of sign-speaking communicative competence from pre-school, from the first to the twelfth grade (Table 1).

**“Dialogue speech development” (three directions)**

	<b>Pre-school</b>	<b>1</b>	<b>2</b>	<b>3</b>
<i>Dialogical replicas development</i>				
1.	Skills on a mentor's model and by oneself to greet, to say goodbye, to refer to and to respond to them. Skills to accumulating personal experience with relevant replicas.	Skills by oneself to greet, to say goodbye, to refer to and to respond to them. Skills according to a mentor's model, to make requests, apologize, agree, disagree, and respond to them.	Skills to apply dialogical replicas and respond to them on a given topic. Skills to accumulating personal experience with relevant replicas.	Skills according to a mentor's model, to greet (at different times of the day), to express greetings, wishes, acceptance, sympathy and respond to them.  Skills to accumulating personal experience with relevant replicas.
<i>Understanding the social roles and using in forms of communication</i>				
2.	An active sharing of examples of using the replicas in relationships “child - child” in the “family” environment by time “here and now”. Game, conversation	An active sharing of examples of using the replicas in relationships “child - child”, “child - adult” in the “family”, “class” environment by time “here and now”.  Game, conversation, staging.	An active sharing of examples of using the replicas in relationships “child - child”, “child - adult (close, alien)” in the “family”, “class”, “street” environment.  Present and past tenses (by model). Game, conversation.	An active sharing of examples of using the replicas in relationships “child - child”, “child - adult (close, alien)” in the “family”, “class”, “street” environment etc. Present and past tenses. Game, conversation, educational hour
<i>Producing dialogical texts on topics</i>				
3.	Skills to accept dialogical texts based on natural situations, drawings, series of paintings (2-4) which clearly reflects the situation for the dialogue production. Skills to participate, repeat, retell, react emotionally. “I'm at home”, “My toys”, “What can I do very well”, “I want to know ...”, “Magic wand”, etc. Stagings: “Acquaintance”, “Meeting with friends”, “At the doctor”, “In store”, etc.	Skills to accept dialogical texts based on natural imaginary situations, drawings, series of paintings (2-4) which clearly reflects the situation for the dialogue production. Skills to participate, repeat, retell. Skills to enter into communication situation, identify the topic, participants in the dialogue. “I am studying”, “My friends”, “I have a dream ...”, “Why am I worried”, “Rules of conduct at the institution” and others.	Skill to produce the participant expression in the dialogue, distinguish between who sign and to whom, subject and purpose of communication. Skills to apply appropriate dialogue replicas and express their attitude towards them. “Rules of conduct on the street”, “My parents”, “My duties at home”, “I am Ukrainian”, “Favourite fairy tale”, etc.	Skills to reach the goal and the communicative effect in a dialogue. Communicate in the appropriate sequence, highlighting the beginning, middle and end of the dialogue. “I am a son (rights and obligations)”, “My best friends”, “Why am I angry”, “I want to know more about ...”, “I have a computer”, “Rules of work with computers” and others.

	4	5	6
<i>Producing dialogical expressions</i>			
1.	Skills to build dialogical replicas that express: desire, suggestion, apology, approval, disapproval, telephone sms, react emotionally to them and respond with appropriate replicas using applications. Skills to edit (correct) mismatch replicas, etc.	Skills to build dialogical replicas that express: for example, greetings (variations - traditional and solemn), etc., supplementing the replicas of the applications according to the topic.	Skills to build dialogical replicas that express: expression of compliments, requests, meeting face-to-face, acquaintance through an intermediary, etc. Skills to edit replicas concerning topics (place, time) expressions, including video-response-answers. Skills to think out the dialogical replicas to a given situation, artificially created or/and natural.
<i>Understanding the social roles and using in forms of communication</i>			
2.	An active exchanging examples of the using replicas in the relations "I – a friend", "I – my parents" in the institution environment, outside the institution. Using phrases of the speech etiquette according to the situation of communication when making replicas. Conversation, staging, role-playing game, debate, class hour, brainstorming.	An active exchanging examples of the using replicas in the relations "I – a friend", "I – my parents" in the institution environment, outside the institution. Conversation, debate, class hour, brainstorming.	An active exchanging examples of the using replicas in the relations "I – an acquaintance (acquaintances)", "I – a stranger" outside the institution. Conversation, debate, class hour, business game, brainstorming.
<i>Producing dialogical texts on topics</i>			
3.	Accumulation of skills to communicate on the principles of equality, humanism, tolerance, integrity, using respectful appeal; formation of a cultural behaviour during communication. "My free time", "My feelings in separation from relatives", "If I were ..." "Relationships in the family", "The world around me" "Your classmate - your friend".	Formation skills and culture communication in solving cognitive tasks. "Who am I in my family", "Family members' responsibilities", "Me and my friends", "Ethics of sms-message", "The world is a cruel, the world is friendly", "If the sorcerer comes ..."	Formation experience and culture communication in solving cognitive tasks. "Difficulties in communicating with teachers", "Making rules for communication with acquaintances (strangers)", "I am a person", "Secure network communication capabilities".
	7	8	9
<i>Producing dialogical replicas</i>			
1.	Skills to construct dialogical replicas expressing: various kinds of wishes, approval, face to face acquaintance, through an intermediary, etc. Skills to coordinate replicas by participants (two - many). Skills to think out the dialogical replicas to a specific given situation.	To construct dialogical replicas of different types that express: the skills to adhere to a certain form and the requirements of language etiquette for various types of communication (telephone, Skype, etc.) by focusing on a certain topic.	To create dialogical replicas of official-business style and reply to them. The skills to control the psycho-emotional state (own and other), pauses, understanding the peculiarities of intercourse perception during video interviews.

<i>Understanding the social roles and using in forms of communication</i>			
2.	An active exchanging examples of the using replicas in the relations “I - a friend, friends”, “I – coevals” in the institution environment, outside the institution, in cultural institutions. Conversation, debate, class hour, role-playing game, brainstorming.	An active exchanging examples of the using replicas in telephone, skype relations “I - a friend”, “I - like-minded people” outside the institution. Conversation, debate, class hour, business game, brainstorming.	An active exchanging examples of the using replicas in the relations “I’m on the Internet”, “I – my close”, “I – strangers” in the institution environment, outside the institution.
<i>Producing dialogical texts on topics</i>			
3.	Application of effective communication organizational rules, appropriate templates and their motivated practical use “Conflict – is ...”, “Similarity and dissimilarity of people”, “Causes of problems in peers relations”, “Feeling guilty”, “Carrying out of own leisure: for and against’ and others.	Skills to establish, debug, maintain contact between the interlocutors; skills of learning each other during the exchanging of information and emotions in order to understanding and regulating their own behaviour “Behaviour can be managed”, “Ways of avoiding problems”, “My Lifestyle”, “Rules of own life”, etc.	Knowledge of various organizational and communication patterns during a thematic dialogue and skills to apply them successfully “What is harmful to the human body”, “I am in a company”, “Features of the person’s character”, “Working on presentability”, “Rules of communication in the Internet”, etc. Applying the effective techniques of transitions/retreat.
	<b>10</b>	<b>11</b>	<b>12</b>
<i>Producing dialogical replicas</i>			
1.	Build dialogical replicas of domestic, official-business style using the appropriate appeals and reply on them. Skills to control the distance of the interlocutors. Skills to build dialogical replicas that express the speaker’s personal ideas within the relevant subject area.	Skills to build dialogic replicas that express the desire and need to invent, evaluate and select ideas in order to meet personal communicative intentions, also, to choose the form that most successfully meets the audience and goals.	Skills to apply different samples of dialogical replicas of the appropriate styles, taking into account the place, time, peculiarities of perception, tasks and needs of the audience.
<i>Understanding the social roles and using in forms of communication</i>			
2.	An active exchanging examples of the using replicas in normal and conflicting relations “I – a friend, friends”, “I – coevals” in the institution environment, outside the institution. Debate, training, staging.	An active exchanging examples of the using replicas, making rules of conduct in the relations “I - adults (deaf, hearing)”, “I – coevals” in the institution environment, outside the institution, in cultural institutions. Debate, training, staging.	Active enrichment communication by behaviour patterns and examples of the using the replicas in relationships “I – adults (deaf, hearing)”, “I – coevals” in the institution environment, outside the institution, in cultural institutions. Debate, training, staging, philosophy table.

<i>Producing dialogical texts on topics</i>			
3.	The development of productive leadership, partnerships, tolerant dialogue skills. Skills to resolve conflicts. "My duties in the family", "Article 172 of the Family Code of Ukraine", "Natural potential of health".	Skills to apply necessary and sufficient conditions for effective dialogue on different topics. Skills to regulate own behaviour  "My rights and responsibilities in the family", "Family Happiness", "My potential of healthy lifestyle", "Determining biological age", "Important in human life".	Skills to tolerant communication, readiness to understand, go towards, etc. Skills to calm down emotions, defend your own positions. To treat with understanding to other positions "My duties of a citizen", "Article 172 of the Family Code of Ukraine", "Healthy person - who is this?"

The use of the sign-speaking communicative competence model is important for the formation of not only communicative, but also gradual strategies for the development of cognitive activity:

- a) learning as an imitation of a mentor (involves mastery of practical skills);
- b) learning as a process of transferring mentor's knowledge to students (introduces situations, facts, rules, specific examples);
- c) learning as a process of thinking formation (working out the active interaction of a deaf student as a subject of communicative-cognitive activity). Therefore, the student, with the help of a mentor, learns to produce his own statements, to formulate opinions accurately, to apply the necessary linguistic means of language, to master samples to be able to reasonably defend their own position; to understand and to report who is right and who is wrong. It is important that the student recognizes the right to personal views, the presentation of ideas and the ability to correct them as a result of critical analysis.

In the process of choosing a strategy should be considered the factor of the coefficient of utility and disadvantages of each, to focus on the model of the student with his lower level competencies. Accordingly, some strategies and pedagogical technologies place emphasis on display and imitation, the second – on explanation and conscious assimilation, the third – on stimulating the student's independent research activity, the fourth – on the organization of communicative activities.

It should be noted, that according to the peculiarities of competence education, an important role is assigned to the independent research activity of a deaf student. In fact, independence today should be considered not only as a student's ability to search for answers, to read, to analyse and to generalize, but also to make decisions, to take responsibility for its effectiveness, to consciously control their real and possible actions, to constantly analyse and to evaluate them.

In the modern practice of special institutions of general secondary education for the deaf, some experience in forming S-SCC in communicative activities is gradually accumulating. An important role in the formation of competencies belongs to the mentor. Each mentor is a scriptwriter and director of each lesson or class. We would like to note the experimental institutions and teachers who took an active part in the implementation of research results: Multidisciplinary Training and Rehabilitation Center "Constellation" in Kryvyi Rih city Dniprovsky region (L. Kolomojets, L. Lutsenko, O. Kasetska, S. P'yatnychko, O. Bilanova); Terebovlya Training and Rehabilitation Center in Ternopil region (M. Katsan, O. Schutska, D. Kapelyuh, O. Lomakina, O. Stetsula, M. Paliy, P. Rod', V. Schutsky and others); Secondary Education Institution of II-III Degrees "Evening (shift) special school № 27" in Kyiv city (Sadova, Fedorchenko & Muzhaylo, 2017). Although, it should be noted that many practitioners have some difficulties in optimal choice of strategies, techniques,

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means of bilingual communicative activities, their system of combination and systematic using. It seems that coordinated work should be carried out to explain the principles of bilingualism competence with a clear understanding of the role, significance and place of sign-speaking communicative competence in the system of surdopedagogic activity, paying special attention to the first five years of life of a deaf child.

## CONCLUSIONS

At the national level, there have been changes caused by information from near and far abroad on the positive experience of using bilingual curricula as a consequence of improving the quality of the educational development of the deaf, which created the need for a rethinking of the role of monolingualism, bilingualism (Ukrainian language and Ukrainian sign language) for deaf people, and developing on this basis key competencies during school education. S-SCC is considered as a key competence in order to match its current developments with Ukrainian scholars. There is an urgent need to consolidate the bilingual approach in the legal and regulatory framework (the Law "On Education", the Regulations on the Special School and the Training and Rehabilitation Center) and reflect the changes in the educational realities of special and inclusive institutions.

Bilingualism with the use of the components of the lingvodactic model of S-SCC should be practical, because it is based on the resources of two languages, which are considered not as a problem, but as a resource for enrichment, taking into account the capabilities, abilities of each deaf student.

Experience has shown that the favourable educational discourse of experimental institutions of special education in applying the bilingual approach, the commitment of individual teachers who use USL, representatives of public organizations UTOG, Association of the Deaf teachers who promote and contribute to the implementation of the bilingual approach.

Prospects for further research we see not only in the development of linguodidactic basics of bilingualism, methodological developments of scholars, practitioners, teaching technologies in accordance with age characteristics, but also in the revision of the professional training of surdopedagogues, surdo-psychologists, communication specialists, sign language interpreters in order to learn the linguistic awareness and acquire communicative strategies for supporting deaf students in different conditions (family, group, class), leading activities.

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# PRIORITY ORIENTATIONS OF DESIGNING THE EDUCATIONAL ENVIRONMENT OF A GYMNASIUM

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**Abstract.** *The article is devoted to specifying the priority directions of designing the educational environment of a gymnasium, which in the context of the reform of secondary education gained importance. The authors founded that the design of the educational environment of ta school as a complex and dynamic process includes the following components: conceptual (identification of functions, components of the environment and criteria for determining its effectiveness), organizational management (elaboration of constituent documents, the preparation of teachers to use design and research technology in conditions of implementation of competence-based approach, the initiation and establishment of project groups), substantial (transformation of substantive and procedural characteristics of the educational process in accordance with the functional model of the educational environment of institutions of general secondary education), technological (information and communication ensuring of the educational process), methodological (introduction of project and research technologies in the educational process). The findings of the study proved that the changes that occur in the educational environment of institutions of general secondary education connected with reforming the content and structure of the training based on the competence approach. Under this circumstance, the development of a substantial component of the educational environment of the gymnasium will be determined by the processes of integration of learning content, process and organizational-managerial development of ICT learning tools and educational technologies that*

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*will contribute to the creation of network systems, and distance learning methodology – the active introduction of new learning technologies that can be used in a variety of forms of education, are especially popular among the actors of the educational process as satisfy their needs and interest. We are talking about the development of computer network technology, the technology “blended” and “flipped” learning, development of distance learning system, electronic learning (e-learning), mobile learning (m-learning). In the context of the reform of secondary education will determine the priority directions of designing of the educational environment of the school institution of secondary education that provides basic secondary education.*

**Key words:** *design; gymnasium; learning environment.*

## INTRODUCTION

The deliberate formation of an educational environment is defined at the level of global reports on education of UNESCO as a promising pedagogical investigation. Under this circumstance scientific interest to the concept of “educational environment” is defined by necessity of changes in approaches to improve the quality of education, control of processes of development and self-development by educational means and sources as well as personal experience of the participants of the pedagogical process and the incentives of self-realization with a focus on the integrity and consistency of the rating factors for personal growth.

The contradiction between the request of the educational area the gymnasium educational environment providing students the pedagogical support to the processes of socialization, cultural identity, formation of spiritual and moral stability and the need to identify its priority areas is the main criterion of the problem. The design of the educational environment of the gymnasium is to be conducted according to the conceptual provisions of the New Ukrainian School. Determination of priority directions of its design will facilitate the identification of effective forms, methods and means to achieve educational aims in the gymnasium that provides basic secondary education.

## LITERATURE REVIEW

The problem of designing the educational environment in a gymnasium in the context of reforming the content and structure of education in the general secondary education has become one of the directions of pedagogical research, which has solid theoretical basis. The analysis of literary sources showed that the results of research of a problem of pedagogical design are widely represented in the scientific heritage of the following Ukrainian scholars T. Batievska, O. Kobernik, I. Ermakov, I. Kozlov, I. Kovalchuk, N. Korshunova, A. Ligotskoy, A. Makarenko, T. Podobedova, L. Onyschuk, O. Onopriyenko, N. Plahotniuc, V. Strelnikov, A. Tcimbalaru and of foreign scientists – V. Bezrukova, V. Ginaciansky, J. Dietrich, V. Dokuchaeva, O. Zair-Bek, V. Cilpatric, V. Krajewski, I. Lerner, V. Monakhov, K. Morris, G. Shchedrovitsky, V. Aswin.

The works of A. Arnoldov, V. Mosco, V. Polonsky, in which the role of the educational environment in the learning process are studied, and of V. Botica, V. Slobodchikov, D. Solomon, in which developing environment is presented as a component of socio-pedagogical projection of educational space.

We were guided by the definition of “educational environment”, which the researchers viewed as an artificially constructed system of personal development in the process of specially organized training to achieve educational outcomes, special technological means, the development of which can be controlled. It should be noted that in addition to the characteristics and properties of the term scientific interest is presented and its structure. It found its expression in a developed, reasoned and experimentally tested models of the educational environment, namely ecological and personal model V. Aswin; communicative-oriented model V. Rubtsova; anthropological and psychological

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models V Slobodchikova; psychodidactics model V. Lebedeva, V. Orlov; ecopsychology model V Panova, model health directed educational environment O. Yezhova.

Processing and critical thinking scientific descriptions of models of the educational environment of institutions of secondary and higher education developed, substantiated and experimentally tested by scientists in practice, allowed to find out the following. The studied phenomenon has the general properties: 1) the impact, opportunities and conditions that exist in the social and spatial-objective environment, 2) educational resources, providing a high level of activity of subjects of educational activities and ensure its fulfilment (Katashov, 2001).

Because ecological and personal model of the educational environment V. Asvin is of scientific interest for teachers, highlight the essential features and properties of the concept “educational environment” and present a brief description, which if necessary they can use (Deriabo & Asvin, 2001).

The concept of “educational environment” the author of the ecological model considers personality as a system of influences and conditions for personality formation according to a certain pattern, a system of opportunities for its development in the social and spatial-object environment. For V. Asvin the main feature of the educational environment is its educational effect. The latter is predetermined and depends on the ability of the educational environment to provide a range of opportunities for self-development of all subjects of educational activity-specific educational institutions.

The structure of V. Asvin model consists of three components: spatial-subjects, social and psychodidactics. The spatial-subject component include the infrastructure of the institution of education and material-technical base, the social include relationships of all subjects of educational activities, psychodidactics – the content of education, methods of training, education and development.

Analysis of recent publications and results of research on the stated problem shows the need for definition of priority directions of designing of the educational environment of the gymnasium – institutions of general secondary education which gives basic secondary education.

## **METHODOLOGY**

Methodological guidelines for the design of the educational environment of the gymnasium are person-oriented approach, the principles of humanization, consideration of the content of education as a condition for identity formation and successful integration into independent life. The priorities of the modern educational process are characterized by humanity relations, freedom of expression and cultivation of individuality, creative self-realization of personality.

Critical reflection of educational practice is clear evidence that the educational environment of the gymnasium in accordance with the strict challenges needs to be practice-oriented. Its practical direction found expression in several provisions: customers education needed to develop cognitive motive and specific educational tasks; students must follow certain steps in order to acquire general and subject competencies; the teacher should guide students to search for and assimilation of modes of action that enable you to consciously apply the acquired knowledge; students should develop the ability to control the actions not only after the decision of educational problems, but in the process of implementation; educational process should be supplemented and the vital and urgent tasks.

## **MAIN RESULTS**

It is well known that the design of the educational environment of the gymnasium reflects the relationship of its components related to the overall purpose, intermediate tasks and objectives

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of the educational process, and therefore, in terms of reforming the content and structure of education in the general secondary education system pedagogical design of the educational environment can be carried out with the purpose of its creation, upgrading or maintenance.

The concept “pedagogical design” is regarded by scientists as an integrative activity that establishes in the innovation process the unity of theoretical-methodological and practical-technological components and maintains the essence of innovation – getting real, sustainable results with novelty and efficiency

The design of the educational environment of the gymnasium as a complex and dynamic process includes the following components: conceptual (identification of functions, components of the environment and criteria for determining its effectiveness); organizational management (elaboration of constituent documents, the preparation of teachers to use design and research technology in conditions of implementation of competence-based approach, the initiation and establishment of project groups); substantial (transformation of substantive and procedural characteristics of the educational process according to modern models of the educational environment of institutions of general secondary education), technological (information and communication ensuring of the educational process); methodological (introduction of project and research technologies in the educational process).

Methodological aspects of the design of the educational environment of gymnasium in accordance with the Concept of the New Ukrainian School focused on the formation of the special atmosphere, humanistic style of educational activity of its members and optimize subject-subject of interpersonal interaction. Educational environment of the gymnasium is intended to provide students with the basic education and to form a self-sufficient person, capable of self-realization and further education in high school (Onyshchuk, 2018).

A new understanding of the results of education determines the necessity of development of students ability to critical thinking, self-determination in activities and communication that will ensure the successful fulfilment and play a significant role in the development of each individual in particular, especially during the school period.

Gymnasium as the main link of the national education system should provide pupils with the necessary basic theoretical knowledge on academic subjects on a sectoral basis, practical training in physical culture, basic of health, valeology, to create a positive attitude to the preservation and strengthening of their health, social and psychological health kipping competence, lifestyle, which will contribute to self-development in the use of modern methods of sanitation, the acquisition of the necessary motor skills ability to make timely decisions to prevent bad habits and dangerous behaviour (Yezhova, 2011). It is therefore an important component of designing the educational environment is the establishment in the institution of education conditions for the formation of motivation to preservation and strengthening of health of students. Maintaining this function of the educational environment will be successful in such conditions as: enhancing positive attitude towards a healthy lifestyle, the expansion of students’ knowledge and acquisition of skills of a healthy lifestyle, the application of modern pedagogical and socio-health technologies in the process of forming in them the competence and personality-oriented attitude to their health.

A major component of the educational environment of the gymnasium is the content of education, which is implemented through general education, elective courses, electives, and clubs. Prioritize it development by implementing the ideas of the competence approach (Dobrokhanska, 2013). It should be based on the fundamental nucleus of the content of education, which includes: a system of knowledge about the world and its natural, social, technological and other components of the integrated knowledge about the holistic picture of the world, meta knowledge and methods of educational activities that provide conditions for the formation of key competences and other personality features (attitudes, beliefs, worldview, system of values, cognitive models, experiences, attitudes, readiness to choice of future profession) (Trubacheva, 2015).

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The experience in the teachings of cognitive, reproductive and creative activities and emotional-valuable attitude is realized through the application of appropriate ways of working on a real study of reality: nature, culture, technology, social communications and other real objects of the educational areas. Arranged relative to these objects of educational activity of students will foster in them systematic meta-subject (key) competences.

Competence approach in training in a certain way aimed at understanding and mastering by students of the universal ways of activity, which ensure the acquisition, transformation and use of knowledge, skills of analysis and evaluation of information from the standpoint of its properties, practical, personal and social values, the ability to apply them in their activities. It is mainly aimed at the formation of meta-subject knowledge (Trubacheva, 2012). They are defined as universal knowledge, which helps the student independently, creatively and to think critically, to form the ability to self-development and self-realization, promote awareness and understanding of the results of cognitive activity, which form the basis for a holistic picture of the world.

In the conditions of realization of personality-oriented paradigm of education that takes into account the needs of each participant in the educational process, become more and more popular learning technology that allows us to differentiate and individualize the educational process, contribute to building individual educational way. Since the development of the technological component occurs mainly in the process of enhancing the role of ICT learning tools, such as: modelling comfortable educational environment, network teaching system, and distance education.

Under the information-educational environment understands systematically organized set of information, technical, training and methodological support, inseparably connected with the person as a subject of educational process. Modern information educational environment of educational institution includes information and digital educational resources, set of technological means of information and communication technologies (computers and other ICT equipment, communication channels and the system of pedagogical technologies) (Zabolotnya, 2012).

Today teaching materials that are created taking into account the achievements of modern methodical science and have the potential to create educational environment and providing the differentiation and individualization of the educational process, do not lose their relevance (Lukianova, 2013). They include textbooks, books for teachers, worksheets, which are traditionally presented on paper, multimedia programs, educational computer programs, electronic textbooks.

It is obvious that with the advent of new technical capabilities, diversity of electronic components that extend the educational environment and form skills of information culture among students will increase. This is because while classroom use of new technologies the learning environment adapts to the new format. Educational institutions begin to change, so that students can actively work with electronic devices and interact with each other.

An effective means to resolve the contradiction between the emergence of various forms of information and the limited methods of their use in pedagogical systems is a web site that is a component of a unified educational information space of an education institution and an important factor in its development, tool development interaction of all participants of the educational process. Workplace with computer, electronic diary, the system of informing parents that are used in the educational institution, will determine one of the priorities of designing of educational environment of gymnasium of the introduction in educational process the most effective tools of interaction of all parties, the active involvement of the parent community to the solution of problems of secondary education, efficient and convenient informing on the activities of institutions of education by means of Internet.

The methodological component of the educational environment of the gymnasium includes technology and methods of training that focus on the creative, project and research activities. Priority direction of development of this component is the introduction of new training technologies that meet the requests of participants of educational activity. The development of computer network

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technology is the basis for the development of distance education, electronic learning (e-learning), mobile learning (m-learning), which today are effectively used by the students in various forms of training.

We are talking about the blended learning kind of a hybrid technology, which is combination of traditional, independent and online learning. In contrast to the modern interactive learning technologies, which complement traditional, teacher of the New Ukrainian schools in the short term will be qualified to apply qualitatively new approach to training that transforming and sometimes “flips” the classroom.

In the process of “blended learning” is combination of independent and classroom learning that allows each student skills that he possesses, and to realize their potential. The amount of educational material on innovative learning blended learning is significantly large compared to the volume of educational material on the traditional form of teaching. However, it has a number of advantages, namely: every subject in education can study at the own trajectory at a convenient time, the use of e-learning courses will contribute to reducing the disadvantages in his knowledge, obtaining more information to increase the level of educational achievements and working off of missed classes.

Blended learning includes a combination of different forms and systems of learning. They are:

1. Classroom training in the presence of the teacher involves the direct contact of students and teachers (seminars, lectures, role-playing, coaching, private practice, conference, mentoring, etc.).

2. Interactive learning for online learning (e-learning), which is carried out using the source environment (e-learning course, virtual classrooms and labs, conference calls, individual counselling via e-mail, discussion forums, chats, blogs).

3. Training with support of various media: developed new training materials (Web sites, Web-lectures, Web books, videos).

The main advantage of this training is the possibility of practical implementation or testing of practical situations, implementation of repetition and generalization of educational material, communication after completion of training. In the case where after completion of training there are difficulties, each of the students has the opportunity to receive additional advice from the teacher.

“Blended” learning is a model of successful training, the purpose of which is to obtain knowledge using the advice using email, discussion forums, blogs, in the process of learning Web courses, e-books. Cooperation of consultants with students allows each of them to successfully complete the learning modules and the training course as a whole.

We believe that blended learning, which includes a combination of different forms and systems of learning, will contribute to the development of communication and information culture of educational activities that will define priority directions of designing of the educational environment of the gymnasium.

## CONCLUSIONS

The study of the problem of definition of priority directions of designing of the educational environment of the gymnasium gave the opportunity to come to the following conclusions.

The design of the educational environment of the gymnasium as a complex and dynamic process includes the following components: conceptual, organizational management, substantial, technological, methodological.

The changes that occur in the educational environment of institutions of General secondary education connected with reforming the content and structure of the training based on the competence approach. Considerable attention is paid to healthcare issues.

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Computer network technology, the technology of blended and flipped learning, distance education, e-learning, mobile learning would be identify priority areas design of the gymnasium educational at the period of the reform of secondary education (2018 - 2029 years).

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**TECHNOLOGY  
OF  
EDUCATION**

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# THE USE OF MODERN INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF CHINESE STUDENTS AND POSTGRADUATES AT UKRAINIAN UNIVERSITIES

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**Abstract.** *The article proves that the studies of foreign students at the universities of Ukraine is currently not only an important factor in improving the competitiveness of the Ukrainian higher education at the international market, but also one of the most profitable and promising sectors of the Ukrainian economy. Therefore, there is an issue of topical interest to improve the quality of educational*

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*teaching process for foreigners. Particular attention in this regard should be paid to applicants from China, whose number at the Ukrainian higher educational institutions is constantly increasing. The purpose of the article is to identify a set of modern information technologies that should be applied in the educational process for Chinese students and postgraduates at Ukrainian universities, as well as to publicise the practical implementation results of the set of information technologies. The scientific work also presents the results of the conducted experiment that proved that the application of this set of information technologies provides an effective improvement in the educational process for the specified category of students and postgraduates. The academic achievements of the experimental group members had more positive changes in comparison with the group in which the teaching was carried out in accordance with traditional methods applied by the Ukrainian universities.*

**Key words:** *a Chinese postgraduate; a Chinese student; education; information technologies; Ukrainian university.*

## INTRODUCTION. PROBLEM STATEMENT

In the current context of further society globalization the creation of the single educational space at the level of higher education is being carried out. Moreover, it is important to clarify that the creation of such space on the territory of different countries does not imply the implementation of the same educational model but requires the coordinated action among all the learning process organizers based on the guidance by the unified standards as well as in accordance with the quality of education assessment criteria. The changes taking place in this area, in turn, will extensively intensify the process of the migration of young people for educational purposes.

The report of the Institute of Statistics of UNESCO should be taking into account to better understand the dynamics of changes in the number of foreign students in the world, the data of. Thus, the Report states that in 1999, 1.68 million foreigners studied at higher educational institutions, and the number of such students increased up to 2.9 million last year. Moreover, authoritative organizations that deal with the promotion of higher education are predicting that by 2025 the number of foreign students will have increased up to 7.2 million (Foreign students in Ukraine, 2019). As it has been identified, the leading place in the foreign students' education is currently taken by higher educational institutions of the United States, Germany, Great Britain and France. Moreover, the rapid increase in the number of foreign students in recent years has made it possible to transform the provision of educational services in developed countries into one of the most profitable and the most promising sectors of the economy. It should also be noted that competent management of the educational migration is currently an important factor in the country's foreign policy, which can significantly strengthen its economic, cultural and political status in the world (Bilyk, 2016; Chyrva, 2018; Forest, Altbach, 2006; Wit, 2011).

Considering the new world trends, the index of international activity (calculated as the ratio of the number of foreign students to the total number of local students) has become one of the most important indicators to be under consideration by global rating agencies while determining the ranking of a particular institution of higher education. In particular, this indicator takes the leading position among the 13 indicators in the system of calculations of the rating agency The Times Higher Education (the weight of this indicator amounts to 3 %), as well as among the 6 key indicators in the QS World University Rankings System (weight indicator amounts to 5 %). It is beyond question that the data published by the leading world rating agencies on the ranking of various higher education institutions greatly facilitates the applicants' choice of a country and a specific higher education institution (Chyrva, 2018; Petrenko, Semko & Yushkova, 2018).

Since Ukraine has been actively integrating into the European and world educational space, the internalization of the Ukrainian higher education is one of the priority areas for its further

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development. This requirement is reflected in the main regulatory documents in the field of education. Thus, the Law of Ukraine “On Higher Education” identifies that the preparatory course offered for foreigners to enter higher education institutions and their training are among leading areas of foreign economic activity of domestic higher education institutions (Zakon Ukrainy..., 2019). It should also be noted that the “National Strategy of the Development of Education in Ukraine for the period up to 2021” stresses the importance of “making agreements with other states and implementing intergovernmental and interagency contracts concerning the cooperation in the field of education and science” providing training for foreign students in the Ukrainian higher education institutions (Natsionalna stratehiia ..., 2013).

It is important to note that the competitiveness of Ukrainian education in the international market is gradually increasing. This is evidenced by the improved international rankings of leading Ukrainian universities as well as by the intensive increase in the number of foreign students obtaining higher education in Ukraine. Thus, according to the latest statistics from the Ministry of Education and Science of Ukraine, currently the number of foreign students and postgraduates in Ukraine exceeds 75 thousand, which is almost 12 thousand more than it was registered two years ago. Moreover, the geography of international cooperation has recently considerably expanded, so natives from 154 countries of the world are currently studying at Ukrainian universities (Inozemni studenty v Ukraini, 2019).

Despite the significant achievements in the development of Ukrainian education and, in particular, its internationalization, it should be noted that there are many issues requiring an urgent and relevant solution nowadays in this area. So, there is a topical requirement to improve the quality of education for foreign students and postgraduates. The implementation of this necessity involves, first of all, the identification and practical implementation of effective innovative methods, forms and technologies of educational process enabling to take into consideration the socio-cultural and ethno-psychological differences of various categories of foreign students, as well as didactic aspects of teaching foreigners. In this regard, Chinese students and postgraduates are a point of concern as they are among top ten countries in Ukraine.

To identify the main difficulties experienced by the Chinese students studying at Ukrainian high education institutions, as well as the challenges that teaching staff encounter, an appropriate pilot research has been conducted. Thus, 138 Chinese students and 57 postgraduates from V. N. Karazin Kharkiv National University and H. S. Skovoroda Kharkiv National Pedagogical University, as well as 37 teachers from these universities were involved.

Accordingly, the main difficulties experienced by applicants from China in the educational process are the following: their weak command of Russian, and especially Ukrainian, which prevents them from understanding the teachers and other participants of the educational process properly as well as the existence of significant differences between the methods of teaching by Chinese and Ukrainian teachers. Thus, the Ukrainian teachers prefer problem-based teaching methods in their professional activities in contrast to China where the central place in the educational process is traditionally given to the explanatory-illustrative and reproductive methods of teaching. As a result, the Chinese are accustomed to study in accordance with the proposed algorithm. As a consequence, the attempts to raise issues and to offer the Chinese to solve them or to involve students or postgraduates in participating in discussions provoke stressful reaction among Chinese students and postgraduates.

Furthermore, Ukrainian teachers also drew attention to the fact that Chinese students and postgraduates lack knowledge of Ukrainian that greatly complicates the educational process. In addition, the teachers noted that they face difficulties in gaining feedback from the Chinese in the educational process, due to the fact that it is difficult to determine how well they master their educational material by their external reactions and even responses. The pilot experiment findings

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have confirmed that there is a relevant issue focused on improving the quality of teaching Chinese students and postgraduates at Ukrainian higher education institutions as well as the topical requirement to facilitate mutual understanding between the participants of educational process. In this context, the study has determined that one of the effective ways of fulfilling this difficult issue appeared to be the implementation of modern information technologies into the educational process.

## LITERATURE REVIEW

As was determined in the process of scientific research, separate aspects of the problem have been highlighted by researchers. Thus, the conceptual provisions for the implementation of international cooperation in the field of higher education, the issue of educational migration in Ukraine and in the world are disclosed in scientific research works by P. G. Altbach, J. F. Forest (Altbach, Forest, 2014), H. De Wit (De Wit, 2006), Liao Caizhi, N. Tkachova, A. Tkachov (Liao, Tkachova, Tkachov, 2015), etc. The major problems of socio-cultural and psychological adaptation of immigrants to studying in other countries have been analyzed in studies by O. Bilyk (Білик, 2016), Y. Scherbyak (Scherbyak, 2015), Hu Zhunsi (Zhunsi, 2016), etc. The didactic aspects of foreign students' education and, in particular, the special nature of the pedagogical interaction with the applicants from China are determined in the scientific works of O. Bilyk (Bilyk, 2016), Y. Chyrva (Chyrva, 2018), etc. The pedagogical conditions of the productive implementation of modern information technologies in the educational process of higher education are determined in the scientific researches of V. Andriievska (Andriievska, 2018), V. Bykov (Bykov, 2010), N. Morze, O. Veselovska (Morze & Veselovska, 2015), O. Ovcharuk, N. Soroko (Ovcharuk, Soroko, 2016), A. Trotsko, Y. Korotkova (Троцько, Короткова, 2018). At the same time, we have found out that teaching Chinese students and postgraduates at Ukrainian universities with the use of modern information technologies has not been the object of purposeful pedagogical research. Consequently, the relevance of the raised issue and its insufficient theoretical and practical development determined the choice of the topic of the article.

**The article aims** to identify a set of modern information technologies that should be applied in the education of Chinese students and postgraduates at Ukrainian universities, as well as to present the results of practical implementation of the set of information technologies.

## METHODOLOGY

To select an optimal set of information technologies which are expedient to be employed in the educational process of this contingent of foreign students, it is necessary to consider the typical socio-cultural and ethno-psychological characteristics of Chinese applicants, as well as what methods and forms of education they are familiar with, and which ones, on the contrary, can cause confusion. As it was defined in the survey, the special features that favourably influence the academic performance of Chinese students and postgraduates include the following ones: high performance, emotional stability, balance, persistence, ability to self-organize, respect for knowledge and its possessors, restraint, unpretentiousness, moderation, readiness to courageously endure various life issues and physical deprivations for the sake of education as a guarantee of future well-being (Bilyk, 2016; Chyrva, 2018; Zhunsi, 2016). It should also be noted that the Chinese students and postgraduates have a strong developed commitment to national traditions, maintain close ties with their fellow countrymen, demonstrating a high degree of cohesion within their community and striving to reap approval of its members. Therefore, it is possible to improve the involvement of the participants through the informal leaders of their community.

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Accordingly, among the socio-cultural and ethno-psychological features of this category of students and postgraduates causing the difficulties of mutual understanding between them and Ukrainian teaching staff emerging in the process of pedagogical interaction (and as a consequence, negatively affecting the academic success of the Chinese applicants), the following aspects should be mentioned: low cognitive motivation, introversion, incommunicability, weak expressiveness, overestimating their capabilities, the desire to hide true feelings and mood, failure to sincerely discuss their affairs and difficulties with teachers, desire to present unpleasant information not directly but in a veiled form, cult of authority and power (Bilyk, 2016; Chyrva, 2018). It is also worth noting that during the learning process, the Chinese traditionally experience significant linguistic difficulties caused. At the same time, it must be emphasized that the essential advantage of the major part of all participants from China is considered to be the mastery of modern information technologies.

On the grounds of the experts' conclusions (V. Andriievska (2018), V. Bykov (2010), O. Ovcharuk, N. Soroko (2016), etc.) regarding the main advantages of information technology it has been concluded that the pedagogically competent application of such technologies during the learning process provides sufficient use of the socio-cultural, ethno-psychological and academic advantages of Chinese students and postgraduates. Moreover, their mastery of modern information technologies aims to neutralize those typical features that reduce the effectiveness of pedagogical interaction, and, as a consequence, the effectiveness of the educational process. In the context of the study, we should clarify that in relation to the definition of the notion of "information technology" (or its synonym – "information and communication technologies"), we refer to the point of view of V. Bykov, who defines this concept as "the computer-oriented component of pedagogical technology, which reflects some formalized model of a certain component of the content of teaching and the presentation method in the educational process. This method is represented by educational software tools in the educational process and involves the use of a computer, computer-oriented instructional facilities as well as computer communication networks for the solution of didactic tasks or their aspects" (Bykov, 2010).

Based on the above-presented material, the hypothesis has been put forward. The hypothesis is based on the fact that the introduction of the determined set of modern information technologies in the teaching process contributes to the increased teaching process efficiency of Chinese students and postgraduates at Ukrainian universities. In order to verify the validity of this hypothesis, the pedagogical experiment was conducted during 2017-2019 academic years involving Chinese students and postgraduates from V. N. Karazin Kharkiv National University and G. S. Skovoroda Kharkiv National Pedagogical University. The experimental work covered the learning process of the Ukrainian and English languages by the Chinese.

## MAIN RESULTS

It should be noted that mobile information technologies feature prominently in the educational process of the specified subjects of the teaching process. These technologies represent a combination of mobile hardware means (such as mobile phones and smart phones, laptops and netbooks, tablets, e-books etc.), software means (mobile learning support systems, mobile pedagogical software, feedback systems, etc.) as well as a system of methods and forms of employing these means in the process of learning with different educational goals in terms of operational communication with global computer networks or local information resources (Rashevs'ka, 2011: p. 121-122). In the light of these facts, it should be indicated that at the beginning of the 21<sup>st</sup> century, D. Kigan, predicting a significant increase in impact of such technologies on human life in the future, referred to the mobile learning as a "precursor to learning in the future" (Keegan, 2019).

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Accordingly, voice interpreters were widely applied during the teaching process of Chinese students and postgraduates. In particular, Chinese students typically use the *Baidu Translate program* for voice interpretation which is an official translation service application for Baidu, a well-known company in China. In addition, new terms introduced in the teaching process used to be often translated from Ukrainian not only into Chinese but also into English and even Russian. The need for such translation was conditioned by the fact that the scientific concepts used in Ukrainian scientific works do not necessarily have exact equivalents in foreigners' native language. In addition, the degree of foreign language proficiency among different students and postgraduates appeared to be significantly different. Therefore, time availability in the classroom to ensure that the students have acquired the necessary terminology enabled the teacher to confirm that all participants of the pedagogical interaction understood the point of certain key concepts correctly, and, thereafter, to proceed to the presentation of the main lecture teaching material.

It is also worth noting that Chinese students and postgraduates received electronic versions of the lectures and seminars syllabus. This enabled them to improve their knowledge of the basic terminology in Ukrainian as well as to master written Ukrainian. In order to overcome the language difficulties experienced by Chinese students and postgraduates, they were also encouraged to apply mobile voice recorders at classes. Since the Chinese are known to be very good at comprehending all the speech varieties, this means of teaching showed its efficiency.

It should be noted that, according to the recommendations of foreign experts (S. Aoki (Aoki, 2015); G. Lord (Lord, 2008)), the function of language recording with the mobile device was applied in various types of educational activities of students. Hence, the most difficult fragments of the educational material for their understanding were recorded by the teacher on the tape recorder. This enabled the subjects of the teaching process to listen to the sound of the teacher's certain phrases attentively, and thereafter, without the voice recorder, they tried to repeat these phrases. The voice recorder was also used by students as a means of reflection. In this case, students or postgraduates recorded a certain text on the tape recorder, which he had to read out, and thereafter compared their sound with the proposed model of the teacher. In addition, the Chinese were offered special tasks which required recording (for instance, to give answers to the proposed questions, to express their points of view on solutions of a particular issue, etc.). Listening to these records helped the teacher not only to determine the degree of students or postgraduates' mastery of the educational material as well as the accuracy of the relevant terminology, but also to save time, as the Chinese, as a rule, are considered to lack foreign language fluency.

In the experimental work, mobile phone conversations of educational process participants were applied for pedagogical purposes. This method was used to receive teacher's answers on certain topical issues, to transfer important information or to hold short tutorials. It is obvious that available time for such conversations and their regulations were discussed in advance. In addition, the lecturers, while conducting such conversations, took into account the fact that the speech via telephone led to a worse comprehension by the Chinese in comparison with direct communication. Therefore, teachers usually duplicated the most important information in the form of a text and transferred it to the pedagogical interaction participants using other information technologies, this communication being carried out in a synchronous manner (chat, Skype, audio or video conferences, etc.) as well as in an asynchronous way (e-mail that enabled to send the required information or necessary educational training materials; mailing lists enabling to send information or text announcements to a certain category of subjects of learning; online forums that provided correspondence between its participants).

Among the mentioned technologies we would like to provide the detailed description of pedagogical capabilities of the information technology "Skype", which has recently become increasingly popular among educators. Consequently, within the experiment, this technology

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enabled Skype network users to make audio and video calls to send messages or to hold conversations in appropriate modes, to create test chats as well as to create communities within academic group members or postgraduate students of one supervisor. The advantages of Skype contributed to improving the knowledge of Ukrainian and English by the Chinese using multifunctional sites that made it possible to organize various participants' language activities.

The mentioned technology also enabled teachers to represent other text or graphic materials to other subjects of the educational process. As Chinese students and postgraduates are known to comprehend the demonstration of necessary actions better than the description by verbal means, a particularly valuable advantage of Skype in the process of organizing the participants' training activities was to ensure their access to the teacher's screen, which enabled the interlocutor to present the necessary files, tables, presentations or action sequence. For example, within the experiment, the teachers demonstrated how to change the numbering of sources in the abstract or thesis after completing a general list of sources used in accordance with existing requirements, or how to find research works at the websites of the universities or information on training or educational work conducted at particular higher educational institutions.

In the context of the raised issue, the significant educational opportunities of a popular Viber messenger are also worth noting. Viber messenger is officially prohibited in China being caused by Internet censorship, but the Chinese students and postgraduates actively use this technology in Ukraine. In accordance with its educational capabilities, Viber is approaching the Skype technology, but the former is not capable of displaying the screen to other interlocutors.

Information technologies have also been widely applied in the process of self-learning activity of Chinese students and postgraduates. During its implementation, they used didactic and methodological materials prepared by teachers in a digital format, uploading them to the appropriate media (flash disk, iPhones, laptops, etc.). In addition, electronic journals, books, dictionaries, reference books, encyclopaedias, as well as entire electronic libraries, including electronic databases of scientific, educational and methodological works of leading Ukrainian universities served as important sources of information for the Chinese. For example, Chinese students and post-graduates first of all had to demonstrate how to work with educational and research materials of V. Karazin Kharkiv National University and G. S. Skovoroda Kharkiv National Pedagogical University. In particular, study guides, methodological recommendations and reference publications presented on the website of the Educational and Research Institute of International Education as a structural subdivision of the former university were of great use for foreigners at the initial stage of study at the university. At later stages of study, they were involved in working with the sites of the relevant faculties, as well as with the materials of the Central Research Library. In their turn, students and post-graduate students of G. S. Skovoroda Kharkiv National Pedagogical University worked on the materials presented on the websites of the faculties, as well as with the materials of the university library.

Chinese students and postgraduates were involved in the preparation of presentations, reports and abstracts. The presentations to the audience made by the authors of such works were accompanied by an appropriate video or multimedia presentation. Thus, second year post-graduates (specialty 011 – educational and pedagogical sciences) during the study of the academic subject “Fundamentals of Educational Innovation” took the floor with reports and relevant presentations on the following topics: “The use of innovative information technologies in the educational process of the higher education of China”, “Experience of innovation development of Chinese Universities” etc.

It should also be noted that Chinese students and postgraduates were involved in the presentation of their self-study work results applying such promising information technology as Mindmap (sometimes this technology appears in the Ukrainian research works as

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“mindmapping”). We shall specify that the result of this technology application is considered to be a tree-like structure diagram, with a certain term or idea in the centre and radially located elements (words, phrases, signs, etc.) around it, reflecting the possible connections between them. The main advantage of Mindmap is thought to make this technology generate, structure and classify certain ideas related to the issue solutions, as well as make proper decisions. As it was found out, different programs can be applied to create Mindmap, but most of them are not free of charge. Therefore, to manage the process of educational activities of Chinese students and postgraduates, Google online application, which can be used free of charge after registration, was used to create Mindmap. To implement this, the users had to visit the appropriate site by the following link: <https://coggle.it>. This site provides a video tutorial in English, which explains and demonstrates the algorithm of creation. Since the majority of the Chinese speak English better than Ukrainian, they did not face any difficulties to comprehend the algorithm. We should emphasize that the application of Mindmap technology greatly facilitated the learning process of Chinese students and postgraduates, since the development of intellectual maps did not require foreigners, having difficulty in writing texts in Ukrainian, to articulate long phrases or sentences. In addition, other participants of the educational process did not encounter particular difficulties in comprehension of certain words and phrases.

Considering the specialists' recommendations (B. Bocharov, M. Vojvodina (Bocharov & Voyvodina, 2015), etc.). Chinese students and postgraduates were involved in the computer testing in order to form and improve educational knowledge and skills, as well as to estimate formation of these skills. The computer testing enabled to identify a lack of knowledge on a particular topic or unit promptly. We would like to clarify that teachers used both their own electronic tests (they used such common educational platforms as Moodle (<https://moodle.org>), Google Forms ([https://www.google.com/intl/en\\_us/forms/about](https://www.google.com/intl/en_us/forms/about)), Kahoot (<https://kahoot.com>) ClassMaker (<https://www.classmarker.com>) and on-line tests from the Internet.

Computer simulators were also applied in the educational process of Chinese students and postgraduates. They enabled to select tasks of a certain level of complexity, to control the actions of the performer, responding promptly to their false answers and enabling to correct, as well as to demonstrate the right way to solve the issue and to present the information about the overall results of the user's educational work. We should specify that the practical experience of the teachers from universities where the experiment was conducted, as well as on-line simulators were used. For instance, to study the Ukrainian language, the electronic simulator of the Ukrainian spell-checker was useful for the Chinese <http://webpen.com.ua/index.htmlhowToWork>.

The technologies formed a holistic set. At the same time, we should note that the order and duration of these technologies differed in various academic groups where experimental group members studied. Such difference was conditioned by the academic level of Chinese students and postgraduates, as well as by the content of the educational material. In order to prove the effectiveness of the set of information technologies, the diagnostics of the obtained results at the formative and monitoring stages of the pedagogical experiment was performed. Thereafter, the results were compared.

## CONCLUSIONS

Based on the generalization and comparison of the obtained data at the control level, it can be concluded that academic achievements of experimental group members had more significant positive changes in comparison with the group in which the teaching process was carried out in accordance with traditional methods for Ukrainian universities.

This confirms the correctness of the formulated hypothesis in that the defined set of modern

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information technologies, indeed, provides an increase in the effectiveness of teaching Chinese students and postgraduates.

Further research is planned to deal with determining the impact of such information technologies as teacher's blog, wiki-technology and web-quest on the educational activity of subjects of the teaching process, as well as with the development of appropriate methodological support for the implementation of these technologies.

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# MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES FOR THE PROFESSIONAL TRAINING OF FUTURE TEACHERS

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**Abstract.** *The role of information and communication technologies in the professional training of future teachers is determined in the paper. The purpose of the article is to understand the problem of the application of modern information and communication technologies and to identify ways of their use in the professional training of future teachers. It defines such modern information and communication technologies for the professional training future teachers: Internet resources and services, systems of educational content management, social services and networks, mobile technologies, artificial intelligence technologies, multimedia, cloud technologies, and mass open distance courses. The article presents the analysis and description of possibilities of software for its application in the teacher professional activity. The usage of the educational content management system at educational institutions in the world and in Ukraine is outlined. The conclusion is made about the expediency of their systematic use through introduction and improvement of the implemented system of information and technological support, which includes professional and pedagogical, technical, managerial, criteria and productive such subsystems, in the professional training of future teachers at pedagogical universities.*

**Key words:** *information and communication technologies; future teachers; professional training; system of information and technological support.*

## INTRODUCTION

Today, the importance of modern information and communication technologies in the society cannot be denied. According to Internet Live Stats, the International Real Time Statistics Project website data of August 2019 there are 4 billion Internet users, almost 2 billion websites, more than 2 billion active Facebook users, 730 million active Twitter users, about 250 active Pinterest users in the world. Every second, approximately 9,000 tweets are tweeted; more than 76,000 Google queries are searched; and more than 2 million emails are sent, about 77,000 GB of data are generated. Today, as noted by S. Savchenko and V. Kurylo, the main feature of the information society is the acquisition of basic social value and goods by information, the transformation of information products and services into the main object of production and consumption, the development

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of high-tech information networks that allow people to get the unlimited access to information according to their own needs (Savchenko & Kurylo, 2019: p. 84).

Under such circumstances, education aims at preparation of the younger generation for the successful existence in the modern world of information and communication technologies. Teachers who teach modern children should help them solve problems and tasks that have arisen in this world: the information overload, the search for trustworthy information, protection of personal data and identity in the digital space, increasing information volumes, accelerating innovations, privacy, legal and ethical standards in the information society, etc. After all, a person who is not able to work with information and communication technologies will not be able to participate fully in the social, economic and cultural life.

In order to accomplish the task of preparing the younger generation for their life in today's information society, teachers must have a high level of knowledge of modern information and communication technologies. Their professional grounding should include not only specialized disciplines that involve the study of such technologies, but also the teaching of other disciplines should be carried out with their use. In this regard, the problem of application of modern information and communication technologies in the professional training of future teachers requires a new understanding.

## LITERATURE REVIEW

A considerable amount of scientific work deals with the study of the problem of application of information and communication technologies in the professional training of future teachers. In foreign studies, scholars focus on the following issues: leadership of information technology for teacher education (N. Davis), implementation of web-based learning in colleges of education (D.W. Surry, A.G. Grubb, D.C. Ensminger, J. Ouimette), ICT in teacher education (Z. Zhang, D. Martinovic), teacher perspectives on technology (N. O'Haire), etc. D.W. Surry, A.G. Grubb, D.C. Ensminger, J. Ouimette in their research have noted that the use of web-based learning (WBL) has had a significant impact on higher education. Web-based learning allows colleges to increase their enrollment by attracting students from outside their local geographic area, reducing demand for facilities such as classrooms, parking, and computer labs, allowing colleges to stay competitive in the changing educational marketplace, and provide faculty and students with more flexible scheduling options (Surry, Grubb, Ensminger & Ouimette, 2009).

Ukrainian scientists covered the following aspects of the problem under consideration: the use of ICT in pedagogical education (A.M. Hura), the formation of ICT competences (L.V. Bazhan, N.V. Morze, M.V. Rafalska, O.V. Semenikhina, O.K. Vasylieva, A.O. Yurchenko), teacher willingness to use ICT (V.M. Andrievskaya, A.I. Prokopenko), preparation of teachers on the basis of ICT application (I.I. Kostikova, O.G. Naumenko, G.M. Naumenko), preparation of future teachers in terms of educational informatization (V.I. Bobrytska, R.S. Gurevich, V.S. Garkushevskiy, S.D. Tsvilyk), virtual (V.P. Oleksiuk), cloud (O.M. Kovalenko, M.V. Popel, N.V. Yaskova,) and multimedia (O.V. Kuchai) technologies in teacher training.

## METHODOLOGY

The methodological basis of the study includes the analysis of published scientific and methodological works, the comparison of their contents, the hermeneutic and systematic approach to their interpretation, generalization, combined for possible conclusions. The purpose of the article is to understand the problem of the application of modern information and communication technologies and to determine the ways of their use in the professional training of future teachers. In order to achieve this purpose, the theoretical methods have been chosen as leading research

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methods, in particular: the analysis of scientific literature, the structural analysis, the synthesis, the generalization for the search of expedient means of information and communication technologies of the professional training of future teachers; the forecasting to determine the further development of the theory and practice of teacher training in the information society.

## MAIN RESULTS

Scientists identify resources and services of the Internet (V.Y. Bykov, V.V. Osadchyi), systems of educational content management (Y.M. Bogachkov), social services and networks (E.D. Patarakin, A.V. Yatsyshyn), mobile technologies (S.O. Semerikov, K.P. Osadcha), artificial intelligence (M.J. Timms, O.C. Santos), multimedia (R.S. Gurevich, O.V. Kuchai), cloud (S.H. Lytvynova, T.A. Vakaliuk), and mass open distance courses (V.M. Kukharenko, J. DeBoer) as modern information and communication learning technologies.

In the training of future teachers, the Internet allows users to get the information they need quickly, help them understand certain educational information, provide regular communication, development of new concepts, information structuring and analysis, accelerate the process of material learning, and increase the degree of information memorization. With the help of various means it is possible to make the process of the professional training of future teachers more flexible, forward-thinking, and variable, to promote its publicity through interactive discussions. We give examples of such tools: search engines (DuckDuckGo), mail services (Ukr.net), messengers (Viber), generators of didactic materials (LearningApps), online surveys and testing tools (Kahoot!), educational games (MinecraftEdu), online presentations (Prezi), cloud storages (Dropbox), video hosting (Youtube), online boards (Stixy), planners (Remember The Milk), organizers (Google Calendar), notepads (EverNote), tools for saving and commenting of Internet resources (Pocket), social services for storage of multimedia resources (Pinterest, Slideshare), book reading services (Bookmate), blogs (Blogger), WikiWiki (Mediawiki), social geoservices (Google Maps), social networks (Learning Partnership), integrators (Glogster), class tools (ClassDojo), game educational services (Classcraft), knowledge bases (Wolfram Alpha), plagiarism testing services (UNICHEK), virtual worlds (Second Life), virtual research spaces (Graasp), and virtual labs (PhET).

The use of learning content management systems (LCMS) in the professional training of future teachers is appropriate for the formation of their ICT competencies, since, according to the society demand for alternative forms of education, future educators must master the technologies of distance e-learning. V.V. Osadchyi identifies two groups in the large number of LCMSs: 1) systems with Ukrainian localization (Moodle, Joomla!, ATutor, Ilias); 2) systems that do not have Ukrainian localization, but support the display of Cyrillic characters (OLAT; Interact; Docebo; Wordcircle; e107) (Osadchyi, 2009). Today, the most popular and the most used system is Moodle. Many universities in Ukraine and teacher training courses teach the basics of working with Moodle. Scholars (N.V. Morze, Y.V. Tryus) have written teaching aids to train both future teachers and working educators to use Moodle in the educational process. However, there are already questions about the implementation and development of methodological approaches to the use of platforms with an intuitive, not complex software interface to create distance courses, which will promote the distribution of quality programs for the organization of distance learning (Sysoieva & Osadcha, 2019).

The advantage of using social networks in the training of future teachers is that these technologies are familiar for most students, i.e. teachers do not need to teach students how to work (as in the case with VET). Accessibility, functionality and cybersecurity of services are provided by leading 24/7 IT companies in the world. The popularity of services (Facebook, Instagram) implies an interest in their use, which can also be used for educational purposes: to save time on acquaintance with new technologies and direct activities to mastering educational materials

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immediately. In addition, students can promote their educational or research activities through a social network. In general, working in a familiar environment that is most commonly used for fun and socializing with friends can be psychologically comfortable for distance learning purposes. Both teachers and students have the opportunity to create their own educational content, to transform it, to rethink it, to discuss it in different formats (text, documents, videos, drawings, emoticons, etc.). Some social networks have applications or the possibility to integrate external components for educational purposes.

Mobile learning, a new learning technology, defined as an approach to learning, in which mobile electronic devices create a mobile educational environment where students can use them as a means of accessing educational materials contained on the web, anywhere, anytime, is based on the intensive use of modern mobile devices and technologies. It is important for the use of mobile technologies in the professional training is that, compared to e-learning and distance learning, mobile learning gives the learning subject more “degrees of freedom” – higher interactivity, greater movement freedom, more technical means (Ultra-Mobile PCs, tablet PCs, portable laptops, PDAs, audio players for recording and listening to lectures, multimedia guides to museums, multimedia gaming consoles, e-books, mobile phones, smartphones and many more) (Semerikov, Striuk & Moiseienko, 2012).

The use of Artificial Intelligence (AI) technologies in the training of future teachers in Ukraine is rather a promising direction than a realized one. The most examined issue of this field is adaptive learning (P.I. Phedoruk, Y.G. Nosenko). Foreign scholars see AI in education in: monitoring and analyzing data, including big data, creating and validating teaching and learning practices (K. Porayska-Pomst); creating more advanced natural user interfaces based on voice recognition and natural language usage; developing online learning through the improvement of adaptive learning software and research processes towards more intuitive interaction with students; improving approaches to competence-based learning through an AI variety capable of assessing specific skills and providing individual feedback (B.S. Adams, M. Cummins, A. Davis, A. Freeman, C. Hall Giesinger, V. Ananthanarayanan).

Nowadays, providing students with such methodological and educational materials that have the ability to identify, illustrate and present structured information plays a crucial role in the professional training of future teachers. This is achieved through the use of multimedia technologies. The visualization of educational information, which involves converting abstract data and submitting it to a form to improve students' perception and understanding is important for the effective professional development process of future teachers through multimedia. It is appropriate to use corresponding ICT tools, in particular, to create different types of graphs (line charts, bar charts, pie charts, plane charts, doughnut charts, radar charts) and diagrams (square diagram, cycle diagrams, Sankey diagrams, Gantt charts, Venn diagrams), students should be offered to study and teachers to such computer and web-based applications like Datawatch Panopticon, Tableau Smart Art, Microsoft Office, Plant Simulation, Gantt, Tom'sPlanner, Ganttify, Hohli, Creately, Many Eyes, Mapalist, Knoema, etc. To create infographic visualizations for the purpose of the representation of large data arrays it is expedient to use Adobe Photoshop, Inkscape or online services Piktochart, Easel.ly, Infogr.am, Visual.ly. With the help of Internet technologies it has become possible to create and publish interactive visualizations to display data that changes from time to time depending on data coming from other Internet resources. The easiest tools to build them are Google Forms, Google Sheets, and Google Fusion Tables, but professional rendering is done using PHP frameworks and jQuery packages and libraries.

The information visualization focuses on the use of computer support tools for presenting or delivering training material to future teachers, and the knowledge visualization is aimed at generating ideas and creating new knowledge. With the help of special ICT tools, the work of future teachers in visualization of knowledge will help to overcome the information overload, the analysis

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and generalization of the concepts and phenomena being studied, the design and planning of their activities. One of the effective tools of visual presentation and recording of knowledge (ideas) is an intellectual map that will help students in any educational activity: preparation for exams, fixation of thoughts during brainstorming, preparation of presentations, note making, project work and others. Therefore, students should learn and use software and online resources for their creation in their educational and future professional work, such as Mind Manager, Mind Manager, Bubbl.us, FreeMind, MindMeister, etc.

Among the technologies of visual knowledge representation scribing is emphasized, it operates with bright images, drawings, simple schemes, etc. to accompany theoretical training materials. Analyzing scribing as an instructional strategy, P. Harless identifies the following advantages of this technology: 1) scribing extends the potential of whole-class discussion, and the added benefits of scribing dependence on technology; 2) with a tablet, scribing produces a permanent digital record that can be viewed at any time; 3) students focus on ideas rather than the speaker, the scribe, or the teacher; 4) scribing motivates all students to deepen their understanding of concepts, facts, and procedures; scribing naturally encourages students to talk to one another rather than the teacher, requires them to clarify their thinking, and provides immediate feedback. Like discussion, scribing can be challenging, even stressful, yet it nonetheless captures students' interest and builds their confidence (Harless, 2011).

In addition to multimedia learning tools (software, presentations, textbooks), scientists also highlight cloud technologies and Google Glass technologies as modern learning technologies (Kuchai, 2015). In particular, Google Glass in Teacher Training can be used to: create first-person video guides for a collective class experience in real time; documenting lessons that require demonstration and hands-on experience, using the augmented reality feature of Google Glass on class trips/excursions or historic tours to display facts or figures about relevant buildings or landmarks instantly; student hobbies Science in everyday life and share with the classrooms; one-on-one trainer and assessor sessions; learn new languages using the Google Translate Translator / Real Time Language Translation; create timetables / schedules for teachers; create mini-documentaries to enhance storytelling in the classroom; facial recognition to help teachers identify their students; evaluation of teachers without the physical presence of an observer in the classroom; connect with other educators from different parts of the world via Google Hangout; create a Teacher's View online to watch a colleague's lesson and offer real-time suggestions that appear in the teacher's eye-line; transfer videos and images to student's tablets / devices for show-and-tell; display academic information for instructors, allowing them to craft lessons to experiences students have had, making lessons more personal and memorable; real-time searching and cross-referencing; provide accessibility modules for people with visual and physical disabilities.

Google Glass technologies will also be appropriate for: observing children for signs of a learning disability as they work in their classroom with their teacher; live eye examination demonstrations; using Augmented Reality Feedback System: a HUD that lets teachers know when their students are falling behind; using Google Now for personalized search and retrieval on cards that are tailored to personal learning needs (based on repeated use); using interactive, augmented, reality-based problem-solving games inside the classroom; recording role-plays or public speaking exercises without the "observer effect"; creating instant homeschool connections via Tumblr to share with the rest of the family; recording lessons from the teacher's perspective and editing together with views from the student perspective as a tool for revision and reflection; for virtual communication between groups of students; virtual connections, despite splitting into lab, library and field teams; send messages information to parents, such as progress reports; interacting with instructors and peers in a classroom setting via online learning; YouTube education for distance learning; sending questions via SMS to Google Glass by students who are reluctant to ask aloud questions in lectures; using Ggroup tutorial lessons like Google Hangouts with teachers to clarify

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any points or questions that may have been missed or coordinate with teachers on homework (TeachThought, 2018).

Nowadays, with the proliferation of mass open distance courses (MISC) (Sysoieva & Osadcha, 2019; Kukharenko, 2012), it is advisable to include them in the training of future teachers and to develop methods for the professional training of future teachers with their help. After all, the use of MISCs does not put any limits for the teacher and the student in the content of training. There are students who have enough theoretical material provided by the teacher, and there are students who quickly learn the proposed material and want to deepen their knowledge of the subject. The propositions of MISCs, which can be found on the Internet, are so large and varied, that the teacher may offer students the opportunity to learn a variety of courses on different platforms, including in the English language, according to their individual requests.

The leading MIPC service providers abroad are Coursera (4254 courses), edX (2788), FutureLearn (1178), Swayam (1003), Canvas Network (582), France Université Numérique (557) (List of 43 providers offering MOOCs, 2019), and MIT OpenCourseWare, a Massachusetts Institute of Technology project that publishes 2400 courses with open access materials for all institute courses. In Ukraine, there are also online education platforms for teacher training and retraining: Prometheus, Ukrainian public project of mass open online courses, EdEra online education site, Lesson educational project site, Open University of Maidan civic education platform, British Council Ukraine resources to learn or improve English, to improve knowledge of a wide variety of subjects, and to communicate with students from all over the world.

Taking into consideration the diversity and ongoing development of ICTs, it should be supposed to use them in the training of future teachers through the application of the system of information and technological support in the professional training of future teachers at a pedagogical university (Osadchy, 2013). The developed and implemented system includes such subsystems: professional and pedagogical, technical, managerial, criteria and productive ones. The professional and pedagogical subsystem reflects the improvement process of the professional training of teachers using appropriate traditional and computer-oriented forms, methods and means of training and controlling students' progress, the selection of innovative and diverse contents of information science disciplines for the professional training of teachers in different fields. The technological subsystem represents the application, development and implementation of informatization tools of the educational process of a pedagogical university and information resources which create an information environment for the university. The managerial subsystem displays the functioning of information technology system management at the management and subject-subjects levels, that supposes the participation of educational institution managers, IT-specialists, employees, teachers and students in the implementation and application of the system. Criteria and productive subsystem is based on the criteria and indicators, which are used to monitor the status of professional training and the result of implementation of information and technological systems. Each of these subsystems has their own structural units which are linked to each other by connections and mutual impacts, the property of subordination and integrity and have the only purpose to provide the high level of the professional training of future teachers taking into account their fields of study and specialities according to the world and European standards of the informatization of the educational process and the introduction of ICT into the professional training of future teachers. The functioning of such a system should provide its constant updating according to changes in the field of information technology and pedagogical innovations.

## CONCLUSIONS

On the basis of the analysis of scientific works on modern information and communication technologies in education and generalization of the ways of application of modern information

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and communication technologies (Internet, social services and networks, mobile, multimedia and cloud technologies, technologies of artificial intelligence) in the professional training of future teachers, expediency of their systematic use through implementation and improvement of the developed system of the information and technological support in the professional training of future teachers at pedagogical university.

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**DEVELOPMENT  
OF  
A PERSONALITY**

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# EXPRESS-METHOD OF THE STUDY OF THE SEDIMENT OF PROSOCIAL BEHAVIOR OF ADOLESCENTS

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**Abstract.** The problem of diagnosing of the formation of prosocial behavior of adolescents - students of the institution of secondary education is considered. The rapid method "Prosocial behavior by pupils' eyes" of research on the formation of adolescents of prosocial behavior, developed by the scholars of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine, is presented. Prosocial behavior in the article is defined as a system of actions and deeds of an individual, due to the conscious adoption of socially significant norms and values, the ability to constructively solve interpersonal and group conflicts, the unresponsiveness to risky ways of polysubject interactions, and the ability to self-fulfillment in various types of socially significant activities. This definition applies to pupils of all ages of different social groups. On the basis of the analysis of psychological and pedagogical literature and educational practice, criteria, indicators and levels of

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*formation of prosocial behavior of adolescents of vulnerable categories were determined and an express method of research of the formation of prosocial behavior of adolescents-pupils of a secondary school was elaborated, which would facilitate the optimization of educational influences. The proposed rapid method of research on the formation of prosocial behavior is considered as a preliminary diagnostic tool, useful for planning and correction of educational work in a secondary education institution.*

**Key words:** *adolescents; adolescents of vulnerable categories; express methodology; institution of secondary education; prosocial behavior.*

## INTRODUCTION

The modern stage of the modernization of the education system is characterized by increased attention to the growing personality, its prosocial, in other words, aimed at achieving his own and social well-being, interaction with the surrounding world, as well as the search for effective psychological and pedagogical forms and methods that would ensure the education at adolescents of socially significant moral-spiritual values. It is particularly important in working with vulnerable categories of adolescents, as positive relationships in the family and school, the favorable and friendly atmosphere of the educational environment, and the involvement of constructive social relationships in the system improve the character of their behavior. The research of the current state of formation of socio-behavioral behavior of pupils will contribute to the successful resolution of this problem. The lack of a comprehensive methodology of the research of the formation of adolescent's prosocial behavior conduct necessitated its elaboration.

## LITERATURE REVIEW

The researches of scholars S. Lindenberg (Lindenberg, 2006), V. Zanden (Zanden, James, 1987), S. Schwartz (Schwartz, 2010), V. Kunitsina (Kunitsina, 2011), N. Kukhtova (Kukhtova, 2012, 2017) and others prove a significant difference of social behavior from the pro-social, consisting in the more expressed altruistic burden of the latter. According to results of the fundamental research of the Laboratory of Physical Development and Healthy Lifestyle of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine, carried out during 2014-2016, prosocial behavior plays a significant role in intra-group interaction and interpersonal relationships (Kirichenko, Yezhova, Necherda, Tarasova, & Demyanchuk, 2016).

Some problems of personality vulnerability became the subject of scientific research of Ukrainian scholars T. Alekseyenko, I. Zvereva, A. Kapskoy, L. Myshchyk, Zh. Petrochko. The issues of the socialization of adolescents and the difficulties of social and pedagogical work were reflected in scientific works of classics of the pedagogical thought I. Kon and A. Makarenko, as well as of modern scholars S. Belicheva, V. Bocharova, A. Lazareva, T. Pushkina, M. Savina, Kh. Sakata, N. Terentyeva and others. Scientific works of national scholars I. Bech, Y. Babansky, O. Bezpalko, S. Goncharenko, G. Klovak, S. Maksimenko, O. Rudnitsky, S. Sysoevoy, M. Fitsuli, Yu. Shadsky and foreign researchers J. Glass, V. Zagvyazinsky, A. Kiveryalga, J. Myers, P. Obraztsova and others are dedicated to different methods of psychological and pedagogical research of pupils of certain social groups and age categories.

An analysis of modern literature on adolescent education testifies that prosocial behavior is not a target for working with adolescents in general and vulnerable categories in particular. The school "is weakly oriented to the formation and development of a full-fledged personality, individual qualities of pupils, consideration, disclosure and realization of their natural inclinations and abilities. In pedagogical practice, there is a multi-directional, but unsystematic approach to solving the actual problems of democratization, humanization, and fundamentalization ... of education, personally oriented or developmental education" (Honcharenko, 2008: p. 14).

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The reflection of results of psychological and pedagogical studies of tangential problems and mass educational practice testifies that the effectiveness of the method of research of the formation of prosocial behavior of adolescents can directly depend on the optimal combination of leading ideas of the classical heritage of outstanding teachers and the latest educational technologies, the use of achievements of modern national science and the best examples of foreign humanist pedagogy.

The analysis allows us to conclude that in the process of diagnosing prosocial behavior and prosocial personality characteristics, only one of its aspects became often the focus of measurement. Only in some researches, there are attempts to study prosocial behavior as a complex phenomenon.

Most of the questionnaires aimed at the diagnosis of the value-semantic sphere of personality allow to evaluate the individual components of the prosociality (value orientations, social settings, motivational features, etc.) (Carlo, Crockett, Randall, & Roesch, 2007; Eisenberg, Carlo, Murphy, & Van Court, 1995; Il'in, 2013). Among the widely used ones, one can note the well-known methodology of O. Potiomkina (Rajgorodskij, 1998), who proposes a methodology for diagnosing social and psychological settings of a person, aimed at identifying "procedural-effective" purposefulness and orientations at "altruism-selfishness". The researcher S. Nartova-Bochaver elaborated the author's questionnaire "Motivation Assistance", according to this tool she studied the motivation of helping behavior in the senior school age. For studying the real manifestations of prosocial behavior, an additional sociometry was used (Il'in, 2013).

At the same time, in some researches one can find the application of an integrated approach that allows measuring each component of the prosociality by means of separate methods. For example, I. Mangutov uses the modified version of the method of revealing the motivational structure of the activity of V. Henniga to measure the motivational component of altruism. The author measures behavioral component using expert judgments. Among the currently available English-language techniques, it is necessary to pay attention to the shortened version of the Prosocial Personality Battery (PSB), which consists in four scales: social responsibility, empathy, moral judgments, altruism (self-esteem) (Penner, Fritzsche, Craiger, & Freifeld, 1995) and the PROM methodology proposed by N. Eisenberg et al. (1995) for measuring moral judgments regarding prosocial behavior. This methodology was adapted by O. Ignatskaya (2008) ("Methodology of studying prosocial motives") in 2008.

We believe that since most methodologies were elaborated in the course of psychological science, there is a necessity for their adaptation or elaboration of additional methods for the needs of practical pedagogy.

That is why the purpose of the article is to present the methodology of the research of the formation of prosocial behavior of adolescents – pupils of the secondary school, elaborated by the Institute for Education Problems of the National Academy of Educational Sciences of Ukraine, which will contribute to the diagnosis and identification of specific problems for the planning and correction of educational work with adolescents of vulnerable categories in the institution of secondary education.

## METHODOLOGY

Today, the priority task of educational work with adolescents – pupils of secondary schools we consider the formation of knowledge, motivations and skills of prosocial behavior at them.

The implementation of this task could be facilitated by methodological approaches, which determine the educational strategy of the organization of the educational process, its content, the nature of interaction between teachers and pupils, the choice of methods, devices of educational activities, the role of pupils themselves as subjects and objects of this activity.

The analysis of psychological and pedagogical sources and mass educational practice gives

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grounds to assert that the process of formation of prosocial behavior takes place more efficiently in line with the systemic, environmental, personally oriented, competence, activity, cognitive-behavioral and technological approaches, their comprehension and harmonization are carried out on the basis of the principle of logical completeness. Each of them can play a dominant role in the implementation of educational effects, depending on the tasks of educational interaction and ontogenetic stage of personality development.

The method of researching the formation of adolescent's prosocial behavior is based on the appropriate combination of key ideas of the above-mentioned approaches, multi-vector motivational theories and models of behavior change, such as the Health Belief Model, Theory of Reasoned Action, Theory of Planned Behavior, Social Cognitive Theory, Fisher & Fisher behavior patterns, etc. (Kalinina et al., 2017).

Taking into account the achievements of modern pedagogical science and educational practice on the problem of overcoming adolescent vulnerability, we considered it necessary in the elaboration of the methodology of the formation of prosocial behavior to rely as basic on main principles of the cognitive-behavioral approach. The essence of methods of this approach is the integration of cognitive, behavioral and emotional strategies for changing personality. The term "cognitive" is used because violations in the emotional sphere and behavior often depend on mistakes in the cognitive field (erroneous beliefs, settings, incomplete or distorted information about the person and the environment, false predictions and evaluation of future events and consequences).

A person, especially a young age, may misinterpret life stresses, judge himself too strictly, make false conclusions, and have negative perceptions about himself. It means that it is necessary to assist such person to evaluate himself and others more realistically, to critically analyze life situations and their possible consequences; to realize and evaluate his thoughts and attitude towards himself, others, situations; get rid of the so-called "errors of logic", in other words, violations of cause-and-effect relationships, learn how to cope with stress and choose safe strategies and forms of behavior.

One of the important principles of this approach is the notion that human behavior is determined by both external and internal factors. Elaboration of the necessary behavioral skills plays a significant role in the behavioral approach. It emphasizes the importance for forming a certain type of behavior of persistent characteristics of the personality, such as motivation, instructions and belief.

While elaborating the research methodology, we paid particular attention to behavioral change models (Fisher & Fisher) - one of theories that explains from what the behavior depends on, which a person chooses in certain situations, how and why he can change that behavior. Within this model, there are three main interrelated components that influence each other at different levels: 1) information - affects the reduction of risk associated with motivation and causes skills and behavior; 2) motivation - is related to information and determines skills and behavior; 3) skills - due to information and motivation, affect behavior. Thus, the formation of maximum safe behavior is possible only with the combination of all three components and their sufficient power (Kalinina et al., 2017).

## MAIN RESULTS

Based on results of previous fundamental research (Kirichenko, Yezhova, Necherda, Tarasova, & Demyanchuk, 2016, p. 13), we understand as prosocial behavior the system of actions and deeds of the individual, due to the conscious adoption of socially significant norms and values, the ability to constructively solve interpersonal and group conflicts, the unresponsiveness to risky ways of polysubject interactions, the ability to self-fulfillment in various types of socially significant activities. This definition applies to pupils of all ages of different social groups.

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However, we note that the educational work with adolescents of vulnerable categories, the formation of prosocial behavior at them in particular, should take into account the socio-psychological characteristics of this group of pupils. Today, adolescents of vulnerable categories include those individuals aged 11-15 years, who due to certain circumstances of their lives are more exposed and suffer from effects of negative external influences of the environment (Kirichenko, Necherda, & Tarasova, 2017: p. 172). They may be orphans or children from incomplete families, in particular, from the families of ATO dead soldiers; children from working-class families; children from temporarily displaced families; children from the families of “Chernobyl”; pupils from families who have been in difficult life circumstances (DLC) (drinking, prostitution, alcohol or drug dependence of one or two parents, difficult material condition of the family, in particular, because of the loss by parents of work, difficult health of one or more family members) etc.

Such teenagers are distinguished by a higher degree of susceptibility to the negative effects of the environment and the proximate social environment. Significant part of them is characterized by increased suggestibility, inclination to uncritical imitation, lack of reflection, underdevelopment of ethical concepts, poverty of value orientations, coarseness, both in relations with peers, and in relationships with adults, teachers in particular. Quite often, at such adolescents, there are egocentrism, increased anxiety, extreme self-esteem (maximal positive or maximally negative), inability to find a way out of conflict situations, the predominance of protective mechanisms governing human behavior, concerning others. At the same time, among the adolescents of vulnerable categories, there are pupils who are also well-intellectually and socially developed. At them, negative behaviors serve as a means of raising authority among peers, demonstrating their independence, experience, and adulthood.

Taking into account the mentioned socio-psychological features of adolescents of vulnerable categories, it is expedient to clarify the definition of prosocial behavior as a system of actions and deeds of the person, caused by the conscious adoption of socially significant norms and values, the desire and ability to constructively solve interpersonal and group conflicts, the irresponsibility to risky ways subject-subject interactions in order to prevent and overcome negative phenomena in the children's and youth environment, the ability to self-realization in the social significant activities.

The formation of the prosocial behavior of the adolescent is also considered by us as an integral unity of the three components: cognitive, value-motivational, and active:

- cognitive – knowledge about the essence of prosocial behavior, its benefits and consequences for person and society, awareness of the need to act prosocially for the construction of a harmonious society;

- value-motivational – system of social values and attitudes of the person, necessary for constructive interpersonal interaction;

- active-behavioral – the application of the principles of prosocial behavior in daily life practice, ability to cooperate and the ability to show respect and care for others.

For analysis of the current state of the formation of prosocial behavior of adolescents – pupils of secondary schools, we considered it necessary to determine certain criteria for the formation of prosocial behavior.

The criterion, according to the findings of modern researchers, is an ideal sample, a benchmark that defines the higher, most perfect level of functioning of a particular system, in comparison with it one can establish the degree of conformity and the approximation of its real level to the ideal. The criterion is presented as a set of features that make it possible to distinguish one level from another (Sysoieva, & Kristopchuk, 2013). In this case, the indicator of a criterion is a certain quantitative or qualitative manifestation of the characteristic, which determines the assessment or style of measuring the dimension.

In accordance with the abovementioned theoretical positions, the criteria for the formation of

prosocial behavior, we define the following: knowledge of the phenomenon of prosocial behavior, the attitude to the prosocial relations, prosocial actions.

*Knowledge about the phenomenon of social behavior* is a criterion for basic knowledge about prosocial behavior and the process of prosocial thinking, that is, what an adolescent should deliberately operate in order to act prosocially. *Attitude to prosocial relations* – this criterion relates to the spiritual and moral world of an adolescent, those virtues which, based on knowledge about prosocial behavior, he must form and cultivate in himself, value attitude towards people, legal and moral norms, society as a whole and the desire to act prosocially. *Prosocial actions* determine an active life position, prosocial, adolescent adequate behavior to circumstances in society, harmony in his relationship with the world.

All abovementioned criteria for the formation of prosocial behavior are characterized by a number of indicators that reflect certain features, specific characteristics of the selected criteria (Table 1). The criteria and indicators determined by us are interrelated and contribute to the objective statement of the current state of the formation of prosocial behavior of adolescents – pupils of a secondary school.

Table 1

Criteria, indicators and levels of formation of socio-behavioral behavior of adolescents – pupils of a secondary school

Components	Criteria	Indicators	Levels			
Cognitive	Knowledge about the phenomenon of prosocial behavior	<ul style="list-style-type: none"> <li>- knowledge and understanding of the essential features of prosocial behavior;</li> <li>- comprehension of the qualities inherent in a person with prosocial behavior;</li> <li>- awareness of the significance of social behavior for a person and society</li> </ul>	STABLE	MIDDLE	SITUATIVE	INITIAL
Valuable-motivational	Relation to prosocial relations	<ul style="list-style-type: none"> <li>- value attitude to legal norms and rules;</li> <li>- value attitude to other people;</li> <li>- promoting the well-being of the close surroundings (family, friends, classmates) and fellow citizens</li> </ul>				
Active-behavioral	Prosocial actions	<ul style="list-style-type: none"> <li>- the formation of assertiveness skills;</li> <li>- skills of constructive interpersonal and group interaction;</li> <li>- assistance and participation in charitable activities</li> </ul>				

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In accordance with the criteria and indicators we determine the levels of formation of prosocial behavior of adolescents: stable, middle, situational and initial.

*Stable level.* Adolescents of this group are characterized by complete versatile knowledge about the essence of prosocial behavior, awareness of the value of prosocial relations, the absence of conflict relations, negative vocabulary and the imitation of stereotypes, a stable respectful and valuable attitude to another. Such pupils are characterized by self-control, the desire to show the quality of prosocial personality in different life situations; the desire to understand another person and help him, a grasp of the art of reaching mutual understanding during communicative interaction.

In our opinion, the main directions of educational work with pupils of a sustainable level should be focused on practical assistance in carrying out tasks of various kinds, strengthening of internal stability, moral support in mastering new knowledge and in creative activity.

*Middle.* Adolescents in this group know and understand the benefits and manifestations of prosocial behavior are well aware of the qualities inherent in a person with prosocial behavior, but do not pay particular attention to the prosocial behavior for a stranger or certain communities. Such pupils have a positive attitude to the legal norms and rules, to themselves and other people, have a good command of constructive interpersonal and group interaction skills, but signs of prosocial behavior are manifested predominantly in life situations with people in close surroundings. They can treat strangers, fellow citizens indifferently.

Educational work with such adolescents should be aimed at forming their value of life and caring for the well-being of citizens, for their involvement in socially significant activities aimed at the benefit of representatives of various social groups.

*Situational level.* For pupils in this group, there are typical superficial ideas about the value of prosocial relations, a skepticism about the phenomenon of prosocial behavior, situational value attitude to other people, bias and a tendency to follow stereotypes, low initiative, manifestations of conflict, indifferent attitudes towards immoral and asocial behavior of other people, uncertainty of one's own thought, lack of aspirations to understand and accept others, to carry out pro-social actions in everyday life.

We believe that the work with pupils of the situational level of the formation of prosocial behavior should consist in expanding knowledge about the phenomenon of prosocial behavior, increasing the motivation to act prosocially, encouraging the manifestation of skills of prosocial relationships.

*Initial level.* Adolescents in this group have no idea about prosocial behavior as a public value and use insufficiently effective ways of communication; they are characterized by a passive or negative attitude towards compliance with moral or legal norms, demonstrative disrespect, intolerance, intemperance and indifference to other people, and persistent manifestations of conflict, lack of self-possession, self-control and readiness for dialogue, unwillingness to interact. Adolescents are not aware of the moral significance of prosocial behavior, they can not independently find a way out of certain conflict situations, do not want to act for others.

We are convinced that with adolescents who have an initial level of formation of prosocial behavior, educational work should be directed at forming an interest in understanding the needs of prosocial behavior, active participation in charitable activities through involvement in the development and implementation of social projects.

Based on the criteria, indicators and levels mentioned in the table, we elaborated a methodology for researching the level of formation of prosocial behavior of adolescents of secondary school pupils.

For this purpose, a questionnaire was chosen, since this method showed effectiveness during mass surveys. The benefits of the questionnaire consist in the fact that it is economic method of data collection and can be done through a paper form or through Google Forms, which allows you to fill out a questionnaire in an adolescent friendly manner and time, simplifies the analysis and

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processing of data using mathematical statistics. The questionnaire ensures an individual approach to each of the interviewees, creating an atmosphere of trust; is a source of additional information (Sysoieva, & Kristopchuk, 2013: p. 191).

Our proposed rapid method of studying the formation of prosocial behavior is considered as a preliminary diagnostic toolkit. The results of the survey provide information on problem areas in the education of adolescents for the planning and correction of educational work in a secondary education institution. For a more accurate and in-depth analysis of the level of the formation of the prosocial behavior of the adolescent, commonly accepted methods for the study of the personal sphere, for example, the qualities of a person with prosocial behavior, vital values, motives for participation in activities, etc., should also be used (Petrenko, n.d.).

The question “The prosocial behavior in the eyes of pupils” was elaborated in accordance with the methodology and questions of the monitoring and evaluation questionnaire for schools that are child friendly (United Nations Children’s Fund, 2009). The questionnaire consists of three parts:

- 1) 3 open questions concerning the gender, age and location of the institution where the participant is trained; part (appendix);
- 2) questions of some factors of the educational environment where educational work is taken place;
- 3) outlining of indicators of prosocial behavior, which will determine the level of formation of prosocial behavior.

Each part of the questionnaire is analyzed and evaluated separately. The first one concerns personal data. The need to include the question about the gender of the questionnaire is confirmed by the data of María Paz Espinosa, Jaromír Kovářík on peculiarities of the formation of the prosocial behavior of men and women (Espinosa, & Kovářík, 2015). The second part of the questionnaire contains three blocks “Questions about you”, “Questions about your school” and “Questions about your class”, which are similar to the questionnaire “school, which is a child friendly”. The purpose of these blocks is to clarify the features of the educational environment where the adolescent is. We believe that the influence of the educational environment is mediated by friendly relations is one of the determining factors for the formation of adolescent’s prosocial behavior. Therefore, this information is extremely important in order to find ways to optimize the formation of prosocial behavior of adolescents in a secondary education institution.

Each question from the second part of the questionnaire is rated from 1 to 4 points. The minimum amount of points scored for this part is 10 points, the maximum is 40. The higher the amount of points, the better the conditions of the educational environment are ensured, which are important for the formation of adolescent’s social behavior.

The third part of the questionnaire also consists in three blocks relating to indicators of prosocial behavior criteria mentioned in the table. The block “Your awareness” refers to the criterion of Knowledge about the phenomenon of prosocial behavior and aims to find out the understanding and awareness of adolescents of the basic concepts (what is prosocial behavior), the qualities (which qualities person with prosocial behavior is characterized by) and values, norms and rules of interaction (for what human and universal values, norms and rules of constructive interaction are necessary for person) of prosocial behavior. The next block of questions “Your attitude” meets the criterion of Attitude to the pro-social relations. In the course of the survey, the attitude of the adolescent to values, norms and rules that predetermine prosocial behavior are determined; the attitude towards others and the motivation to care for their well-being. A Block Prosocial action completes the questionnaire, its questions relate to the manifestations of prosocial behavior in the life of adolescent. The most important manifestations are assertive actions, constructive interpersonal and group interactions, as well as direct assistance and participation in charitable activities.

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Questions about the third part of the questionnaire are also rated in the range from 1 (Totally Disagree or Never) to 4 points (Totally Agree or Continuously). The minimum amount of points that can be obtained after answering a questionnaire is 9 points, the maximum is 36 points. Empirically, the scale of the formation of prosocial behavior is allotted as follows: the steady level - the number of points from 30 to 36; the middle level - the number of points from 22 to 29; situational level - the number of points from 15 to 21; if the number of points is 14 and less then it corresponds to the initial level of formation of social behavior.

## CONCLUSIONS

Thus, on the basis of the analysis of psychological and pedagogical literature and educational practice, criteria, indicators and levels of formation of prosocial behavior of adolescents of vulnerable categories were determined and an express method of research of the formation of prosocial behavior of adolescents-pupils of a secondary school was elaborated, which would facilitate the optimization of educational influences. The next step might be the elaboration of a similar questionnaire for teachers, which will facilitate the objectification of certain characteristics of the educational environment and assessment of the formation of skills and abilities of prosocial behavior of adolescents.

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**DATES,  
EVENTS,  
NAME  
DAYS**

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# “COMPARATIVE & INTERNATIONAL EDUCATION” CONFERENCE – TEN YEARS IN THE EDUCATIONAL SPACE

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The scientific conference “Comparative & International Education” is held annually by the Department of Comparative Education of the Institute of Pedagogy of the National Academy of Education Sciences (NAES) of Ukraine since 2010.

In 2019, the conference has celebrated its 10<sup>th</sup> anniversary. The ten-year term makes it possible to talk about its success. Designed as a chamber of the scholars of the comparative education units of the NAES of Ukraine, the “Comparative & International Education” conference has transformed into the well-known professional event uniting comparative educators with the whole of Ukraine and abroad.

The “Comparative & International Education” conference is represented by various types of institutions, i.e., institutes of the NAES of Ukraine, classical, agrarian, military, economic, medical, pedagogical, technical, law universities, in-service teacher training institutes, secondary schools, etc.

The centres of comparative education from Sumy (the city of Sumy and Hlukhiv), Ternopil, Cherkasy (Uman) and Chernihiv oblasts are the permanent partners of the conference.

The Scientific and Methodological Institution “National Institute of Education” of the Ministry of Education of the Republic of Belarus, Institute of Educational Sciences (Romania), North-West University of South Africa, Autonomous University of Zacatecas (Mexico) were among the international partners of the conference in different years.

The last two years the conference has been conducted within the framework of the Erasmus Mundus project “Ukraine – EU: Cross-Cultural Comparisons in Educational Research” implemented by the Institute of Pedagogy of NAES of Ukraine.

The graduates of the scientific school of the Department of Comparative Education of the Institute of Pedagogy of the NAES of Ukraine are invariable participants of the conference.

V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine and Viktor Kytasty American Library of the National University of Kyiv-Mohyla Academy provided longstanding information support.

The “longevity” of the conference was ensured by its focus on the topical issues of comparative education. In 10 years, the “Comparative & International Education” conference has become a platform for discussing the achievements and challenges of education internationally.

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The development of the methodology of comparative education – discussion of research methods, formats of comparison, approaches to the presentation of the findings, etc. – was equally important. For this purpose, the conference discussed the methodological guidelines of comparative education studies.

The format of the “Comparative & International Education” conference covering the expert council (which brings together leading comparative education scholars), discussion platforms/ world cafes, briefings of comparative education regional centres, etc., has proved remarkably effective in these years.

Expanding the range of for comparison, introduction of cross-country / regional / global comparisons, research focus on the innovations of the education practices and trends in global education demonstrate the evolution of the “Comparative & International Education” conference. An input to conceptual support of the education modernisation, building the foundation for a high-level education, common movement to the European and world education space remain unaltered.

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