

**НАЦІОНАЛЬНА АКАДЕМІЯ ПЕДАГОГІЧНИХ НАУК УКРАЇНИ
ІНСТИТУТ ПЕДАГОГІЧНОЇ ОСВІТИ І ОСВІТИ ДОРΟΣЛИХ
ІМЕНІ ІВАНА ЗЯЗІОНА**

**ХМЕЛЬНИЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ЦЕНТР ПОРІВНЯЛЬНОЇ ПРОФЕСІЙНОЇ ПЕДАГОГІКИ**



**ПОРІВНЯЛЬНА
ПРОФЕСІЙНА
ПЕДАГОГІКА**

12(1)/2022

Науковий журнал

**ПРИСВЯЧЕНО 60-Й РІЧНИЦІ ХМЕЛЬНИЦЬКОГО
НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ**

Київ – Хмельницький
2022

Порівняльна професійна педагогіка № 1 (Т. 12), 2022 : наук. журнал / голов. ред. Н. М. Бідюк. – Київ. – Хмельницький : ХНУ, 2022. – 130 с.

*Журнал включено до міжнародних наукометричних баз (Baidu, CEJSH, Journal TOCs, ResearchGate, Scilit, Google Scholar, WorldCat та ін.)
Перерестровано і включено до переліку наукових фахових видань України у галузі «Педагогічні науки» (категорія Б)
(Наказ МОН № 886 від 02.07.2020)
Офіційна вебсторінка журналу: <https://angl.khnu.km.ua/page.aspx?r=5&p=1>*

ISSN 2308-4081

Засновники:

Національна академія педагогічних наук України
Інститут педагогічної освіти і освіти дорослих імені Івана Зязюна
Хмельницький національний університет
Центр порівняльної професійної педагогіки

НАУКОВА РАДА

Голова:

Кремень В. Г. – д. філос. н., проф., дійсний член НАН і НАПН України, Президент НАПН України

Члени:

Матвієнко О. В. – д. пед. н., проф., Київський національний лінгвістичний університет
Ничкало Н. Г. – д. пед. н., проф., дійсний член НАПН України, акад.-секр. Від-ня проф. освіти і освіти дорослих НАПН України
Скиба М. Є. – д. тех. н., проф., чл.-кор. НАПН України, Хмельницький національний університет
Хомич Л. О. – д. пед. н., проф., Ін-т пед. освіти і освіти дорослих імені Івана Зязюна НАПН України

РЕДАКЦІЙНА КОЛЕГІЯ

Головний редактор:

Бідюк Н. М. – д. пед. н., проф., Хмельницький національний університет

Заступник головного редактора:

Авшенюк Н. М. – д. пед. н., проф., с. н. с., Ін-т пед. освіти і освіти дорослих імені Івана Зязюна НАПН України

Відповідальний секретар:

Садовець О. В. – к. пед. н., доц., Хмельницький національний університет

Технічний секретар:

Лапшина О.О. – к. пед. н., доц., Хмельницький національний університет

ЧЛЕНИ РЕДАКЦІЙНОЇ КОЛЕГІЇ

Гуревич І. Р. – д. філол. наук, проф., Інститут обробки знань Дармштадського технічного університету, Німеччина
Десятов Т. М. – д. пед. н., проф., Черкаський національний університет ім. Б. Хмельницького
Іконнікова М. В. – д. пед. наук, проф., Хмельницький національний університет
Козубовська І. В. – д. пед. н., проф., Ужгородський національний університет
Лещенко М. П. – д. пед. н., проф., Університет ім. Я. Кохановського в м. Кельце
Лук'янова Л. Б. – д. пед. н., проф., Ін-т пед. освіти і освіти дорослих імені Івана Зязюна НАПН України
Огієнко О. І. – д. пед. н., проф., Сумський державний педагогічний університет імені А. С. Макаренка
Пазюра Н. В. – д. пед. н., проф., Київський національний авіаційний університет
Петрук Н. К. – д. філос. н., проф., Хмельницький національний університет
Пуховська Л. П. – д. пед. н., проф., ДЗВО "Університет менеджменту освіти" НАПН України
Скиба К. М. – д. пед. н., проф., Хмельницький національний університет
Третько В. В. – д. пед. н., проф., Хмельницький національний університет
Шльосек Ф. – д. хабіліт., проф., дир. Інституту педагогіки Академії спеціальної педагогіки імені Марії Гжегожевської, іноземний член НАПН України, голова наукового товариства «Польща–Україна», Польща
Шнядковскі М. – д. хабіліт., проф., проф. кафедри методів і технік навчання факультету основ техніки Люблінської політехніки, Польща

*Свідоцтво про державну реєстрацію друкованого засобу масової інформації
серія КВ № 17801-6651Р від 29.03.2011*

*Рекомендовано до друку рішенням Вченої ради Хмельницького національного університету
(протокол № 18 від 30.06.2022)*

© Інститут педагогічної освіти і освіти дорослих імені Івана Зязюна НАПН України, 2022
© Хмельницький національний університет, 2022

**NATIONAL ACADEMY OF PEDAGOGICAL SCIENCES OF UKRAINE
IVAN ZIAZIUN INSTITUTE OF PEDAGOGICAL AND ADULT
EDUCATION**

**KHMELNYTSKYI NATIONAL UNIVERSITY
CENTER OF COMPARATIVE PROFESSIONAL PEDAGOGY**



**COMPARATIVE
PROFESSIONAL
PEDAGOGY**

12(1)/2022

Scientific Journal

**DEDICATED TO THE 60TH ANNIVERSARY OF KHMELNYTSKYI
NATIONAL UNIVERSITY**

Kyiv – Khmelnytskyi
2022

Comparative Professional Pedagogy (2022), Volume 12, Issue 1: Scientific Journal [Chief. ed. N. M. Bidyuk].
Kyiv–Khmelnyskyi : KhNU. – 130 p.

*The journal is abstracted and indexed in international scientific services
(Baidu, CEJSH, Journal TOCs, ResearchGate, Scilit, Google Scholar, WorldCat etc.)
Re-registered as a professional medium in Ukraine in "Pedagogical Sciences" field (category B)
(Order № 886 as of 02.07.2020 of the Ministry of Education and Sciences of Ukraine)
The official webpage of the journal: <https://angl.khnu.km.ua/page.aspx?r=5&p=1>*

ISSN 2308-4081

Founders:

National Academy of Pedagogical Sciences of Ukraine
Ivan Ziaziun Institute of Pedagogical and Adult Education
Khmelnyskyi National University
Center of Comparative Professional Pedagogy

SCIENTIFIC BOARD

Head:

Kremen V. G. – Dr. Sc. in Philosophy, Full Member of NAsC and NAPS of Ukraine, President of NAPS of Ukraine

Members:

Khomych L. O. – Dr. Sc. in Pedagogy, Full Prof., Ivan Ziaziun Institute of Pedagogical and Adult Education of NAPS of Ukraine

Matviyenko O. V. – Dr. Sc. in Pedagogy, Full Prof., Kyiv National Linguistic University

Nychkalo N. G. – Dr. Sc. in Pedagogy, Full Prof., Full Member of NAPS of Ukraine, Academician Secretary of the Department of Professional Education and Adult Education of NAPS of Ukraine

Skyba M. Ye. – Dr. Sc. in Technology, Full Prof., Corresponding Member of NAPS of Ukraine, Khmelnytskyi National University

EDITORIAL BOARD

Editor-in-chief:

Bidyuk N. M. – Dr. Sc. in Pedagogy, Full Prof., Khmelnytskyi National University

Deputy editor-in-chief:

Avshenyuk N. M. – Dr. Sc. in Pedagogy, Full Prof., Senior Staff Scientist, Ivan Ziaziun Institute of Pedagogical and Adult Education of NAPS of Ukraine

Executive Secretary:

Sadovets O. V. – PhD in Pedagogy, Associate Professor, Khmelnytskyi National University

Technical secretary:

Lapshyna O. O. – PhD in Pedagogy, Associate Professor, Khmelnytskyi National University

EDITORIAL BOARD MEMBERS

Gurevych I. R. – Dr. Sc. in Philology, Prof., Knowledge Processing Institute of Darmstadt Technical University, Germany

Desiatov T. M. – Dr. Sc. in Pedagogy, Full Prof., B. Khmelnytskyi Cherkassy National University

Ikonnikova M. V. – Dr. Sc. in Pedagogy, Full Prof., Khmelnytskyi National University

Kozybovska I. V. – Dr. Sc. in Pedagogy, Full Prof., Uzhgorod National University

Leshchenko M. P. – Dr. Sc. in Pedagogy, Full Prof., The Jan Kochanowski University in Kielce

Lukyanova L. B. – Dr. Sc. in Pedagogy, Full Prof., Ivan Ziaziun Institute of Pedagogical and Adult Education of NAPS of Ukraine

Ohiyenko O. I. – Dr. Sc. in Pedagogy, Full Prof., A. S. Makarenko Sumy State Pedagogical University

Paziura N. V. – Dr. Sc. in Pedagogy, Full Prof., National Aviation University

Petruk N. K. – Dr. Sc. in Philosophy, Full Prof., Khmelnytskyi National University

Pukhovska L. P. – Dr. Sc. in Pedagogy, Full Prof., the University of Education Management of NAPS of Ukraine

Skyba K. M. – Dr. Sc. in Pedagogy, Full Prof., Khmelnytskyi National University

Tretko V. V. – Dr. Sc. in Pedagogy, Full Prof., Khmelnytskyi National University

Shlyosek F. – Dr. hab., Full Prof., Director of the Institute of Pedagogy of the Maria Grzegorzewska Academy

of Special Education, foreign member of NAPS of Ukraine, Head of scientific society "Poland–Ukraine", Poland

Szniadkowsky M. – Dr. hab., Full Prof., Prof. of the Department of Methods and Techniques of Teaching, Faculty of Engineering, Lublin Polytechnic, Poland

*Certificate of the State registration of a published mass medium KB series № 17801-6651P as of 29.03.2011
Recommended for print by the decision of the Scientific Board of Khmelnytskyi National University
(Protocol № 18 dated 30.06.2022)*



CONTENTS

Svitlana Hryshchenko, Irina Buzhina ORGANIZATIONAL AND PEDAGOGICAL FORMS OF SOCIAL CARE FOR ORPHANS IN CHINA AND UKRAINE.....	7
Olena Terenko HISTORICAL AND PEDAGOGICAL PECULIARITIES OF ADULT EDUCATION DEVELOPMENT IN THE USA IN EARLY 20 TH CENTURY	15
Elena Zhizhko, Gali-Aleksandra Beltrán EDUCATION FOR PEACE: LATIN AMERICAN CONTEXT	23
Irina Buzhina, Oleksandr Vorokhaev UKRAINIAN AND CANADIAN EXPERIENCE IN IMPLEMENTATION OF HEALTH CARE IN THE PROFESSIONAL TRAINING SYSTEM OF FUTURE PRIMARY SCHOOL TEACHERS	41
Natalya Bidyuk, Olha Babich, Alina Fast PECULIARITIES OF POLICE CORPS OFFICERS' PROFESSIONAL TRAINING AT THE POLICE CORPS ACADEMY OF THE SLOVAK REPUBLIC.....	49
Liliya Baranovska, Nataliia Zhuravel TRENDS IN THE DEVELOPMENT OF HIGHER EDUCATION IN AUSTRALIA.....	61
Olesia Sadovets PECULIARITIES OF APPLIED LINGUISTICS TRAINING AT THE UNIVERSITIES OF THE USA.....	70
Halyna Lysak IMPLEMENTATION OF IMMERSIVE TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING: ANALYSIS OF FOREIGN AND DOMESTIC (UKRAINIAN) EXPERIENCE	78
Alla Shtepura MAIN CHARACTERISTICS AND STEREOTYPES OF GENERATION Z: ANALYSIS OF FOREIGN EXPERIENCE	86
Катерина Дубініна ПРОБЛЕМА ВИВЧЕННЯ РОСІЙСЬКОЇ ЛІТЕРАТУРИ В КУРСІ ІСТОРІЇ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ В УКРАЇНІ НА ТЛІ РОСІЙСЬКО-УКРАЇНСЬКОЇ ВІЙНИ 2022 РОКУ: ПОРІВНЯЛЬНИЙ АНАЛІЗ ІЗ ДОСВІДОМ ІЗРАЇЛЯ У ФОРМУВАННІ ПРОГРАМ ЛІТЕРАТУРОЗНАВЧИХ ДИСЦИПЛІН ІЗ ВКЛЮЧЕННЯМ НІМЕЦЬКОЇ ЛІТЕРАТУРИ.....	94
Vitaliy Yudenok THE ISSUE OF FUTURE TEACHERS' ASSESSMENT COMPETENCE IN FOREIGN COUNTRIES AND IN UKRAINE	104



Наталія Ратушняк, Наталія Синюк
МІЖНАРОДНА СПІВПРАЦЯ УКРАЇНИ ЯК ЧИННИК РЕАЛІЗАЦІЇ
ОСВІТНІХ РЕФОРМ У ЗАКЛАДАХ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ
(НА ПРИКЛАДІ ПРОГРАМИ ПІДТРИМКИ ОСВІТНІХ РЕФОРМ
В УКРАЇНІ «ДЕМОКРАТИЧНА ШКОЛА»)..... 110

ІНФОРМАЦІЙНІ ПОВІДОМЛЕННЯ

ПРАВИЛА ОФОРМЛЕННЯ І ПОДАННЯ РУКОПИСІВ 118



DOI: 10.31891/2308-4081/2022-12(1)-1

Doctor of Sciences in Pedagogy, Full Professor, **SVITLANA HRYSHCHENKO**
Taras Shevchenko National University “Chernihiv Collehium”,
Address: 53 Hetman Polubotko St., Chernihiv, 14013, Ukraine
E-mail: intensiv3000@meta.ua
ORCID 0000-0002-7981-3578

Doctor of Sciences in Pedagogy, Full Professor, **IRINA BUZHINA**
Kostyantyn Ushynskiy South Ukrainian National Pedagogical University
Address: 26 Staroportofrankivska St., Odessa, 65020, Ukraine
E-mail: bugina.irina@gmail.com
ORCID 0000-0002-7455-2794

ORGANIZATIONAL AND PEDAGOGICAL FORMS OF SOCIAL CARE FOR ORPHANS IN CHINA AND UKRAINE

ABSTRACT

The article analyzes the organizational and pedagogical forms of social care for orphans in the People’s Republic of China: children’s villages-communes, Children’s Towns – SOS, boarding schools, boarding schools of religious orientation. It is proved that the commune-settlement named after V. Korolenko was taken as a model for the creation of children’s settlements-communes. Children’s villages are located in the countryside, in nature. In children’s villages there are children of different ages (from 3 years to 16–18), who must take care of each other. Children’s villages are considered a personnel reserve for China’s agricultural sector. SOS Children’s Villages is a charity project to support orphans, children left without parental care and children at risk of losing their families. It is a charitable organization that exists solely at the expense of sponsors. The organization is united in a mini-community of 11–15 houses, in each of which live 6–8 children of different age together with the SOS-mother. In China, there are boarding schools organized by local communities opened at the initiative of the local community in rural economically backward areas. Subjects taught in the boarding schools are Chinese, Local Language, Mathematics, Basics of Agriculture or Handicrafts, Basics of Politics and Laws of the People’s Republic of China. Children between the age of 5 and 12 live permanently on the boarding school, and older children attend Sunday lessons and receive additional education in their free time.

The purpose of the article is to theoretically analyze the organizational and pedagogical forms of social care for orphans in the People’s Republic of China.

As a result of the analysis of scientific works dedicated to the problem of social care for orphans in the People’s Republic of China, we can state that the main forms of social care for orphans in China are: children’s villages, “Children’s Towns – SOS”, boarding schools, orphanages and boarding schools with a religious orientation.

Keywords: *orphans, children’s settlements-communes, SOS Children’s Villages, system of social care, boarding schools.*



ОРГАНІЗАЦІЙНІ ТА ПЕДАГОГІЧНІ ФОРМИ СОЦІАЛЬНОГО ПІКЛУВАННЯ ПРО ДІТЕЙ-СИРИТ В КИТАЇ ТА УКРАЇНІ

АНОТАЦІЯ

У статті проаналізовано організаційно-педагогічні форми соціального піклування про дітей-сиріт в Китайській Народній Республіці: дитячі селища-комуни, Дитячі містечка – SOS, школи інтернатного типу, школи інтернатного типу релігійної спрямованості. Доведено, що за зразок створення дитячих селищ-комун була взята комуна-поселення імені В. Короленка. Дитячі селища розташовані в сільській місцевості, на природі. В дитячих селищах знаходяться діти різного віку (від 3 років до 16–18), які повинні піклуватися один про одного. Дитячі селища вважаються кадровим резервом для аграрного сектору Китаю. «Дитяче містечко – SOS» (англ. SOS Children's Villages) – це благодійний проєкт з підтримки дітей-сиріт, дітей, які залишилися без піклування батьків, і дітей, яким загрожує втрата сім'ї. Це благодійна організація, яка існує виключно на кошти спонсорів. Організація об'єднана в міні-комуни 11–15 будинків, у кожній з яких живуть 6–8 дітей різного віку разом з SOS-мамою. В Китаї існують школи інтернатного типу, організовані місцевими громадами, які відкриваються за ініціативою місцевої громади в сільських економічно відсталих районах. Предмети, які викладаються в інтернаті: китайська мова, місцева мова, математика, основи землеробства або ремесла, основи політичного ладу та законів Китайської Народної Республіки. Діти віком від 5 до 12 років постійно проживають на території інтернату, а старші діти відвідують недільні уроки й отримують додаткову освіту у вільний від роботи час.

Мета статті – теоретично проаналізувати організаційно-педагогічні форми соціального піклування про дітей-сиріт в Китайській Народній Республіці.

Унаслідок аналізу праць вчених, що вивчали проблему соціального піклування про дітей-сиріт в Китайській Народній Республіці, можемо констатувати, що основними формами соціального піклування про дітей-сиріт в Китаї є: дитячі селища-комуни, «Дитячі містечка – SOS», школи інтернатного типу, дитячі будинки та інтернати, що мають релігійну спрямованість.

Ключові слова: діти-сироти, дитячі селища-комуни, Дитяче містечко – SOS, система соціального піклування, школи інтернатного типу.

INTRODUCTION

At the beginning of the third decade of the 21st century, it is important to analyze the main forms of social care for orphans in the People's Republic of China. Chinese science and government do not recognize the country's problem of social orphanhood, although the number of children who due to various circumstances, such as parental divorce or unemployment, are not raised in a biological family ranges from 15% (in large cities) to 65 % (in provinces) (Wang, 2008).

Under Chinese law, only children whose parents have died are officially recognized as orphans. The People's Republic of China reserves the right to build its own policy on orphans based on its own historical traditions and economic situation (Lian, 2010).

N. Zhgun in his scientific works analyzes the specialization among graduates of Chinese pedagogical institutions of higher education (primary school teachers, high school teachers, social educators) (Zhgun, 2012). Chinese practice of training young teachers involves their 2-year internship as a junior teacher. Their responsibilities include attending



lessons in the subject, maintain supervisory documentation on the psychological and pedagogical situation in the classroom, perform the duties of a teacher's assistant for selection and practical development of lesson materials, and conduct educational work with students. All of them can be fully attributed to the institutions working in the field of social care for orphans in the People's Republic of China.

THE AIM OF THE STUDY

The purpose of the article is to theoretically analyze the organizational and pedagogical forms of social care for orphans in the People's Republic of China.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of studying organizational and pedagogical forms of social care for orphans in the People's Republic of China is the subject of research by a Chinese scholar professor Wang Itao (2008) on the organization of education for "children raised" (analogous to the Ukrainian term "social orphans"). Important for our study is the scientific research of Wang Xuetai (2006), who reveals in his works the main directions of Chinese education and upbringing. Among Ukrainian researchers, the scientific works of the team of M. Yevtukh, M. Nosko, S. Hryshchenko (2016) on the study of care for orphans and their education and upbringing in orphanages in modern China should be singled out. Also, important are the studies of N. Zhgun (2012) on the organization of the system of training future teachers for educational work at school and scientific research of modern Ukrainian scientist L. Kalashnik (2013, 2014) on the system of education and upbringing of orphans in modern China Republic.

According to the Ukrainian scientist S. Gala, it is important to study the experience of reforming Chinese higher education (Gala, 2011), which allows us to characterize important aspects of teacher training to work with social orphans. Many domestic scholars study the development trends of school education in the EU, USA and China at the present stage (Lokshina et al., 2021).

Ukrainian scientists T. Zavgorodnya and I. Strazhnikov in their works studied the main problems of education and training in China in their scientific research (Zavgorodnya & Strazhnikova, 2019). Among the documents regulating education and upbringing of orphans in Ukraine in our study we rely on theses on the protection of children in need of special attention of society (Child Protection, 2018). We also consider important the works of L. Slyusar on the current state of the problem of social orphanhood in Ukraine and ways to solve it (Slyusar, 2014).

The research was carried out with the use of general scientific methods (study, analysis and synthesis of reference, overview of scientific educational print and on-line sources), as well as systematization and generalization.

RESULTS

The term "people's commune" appeared in the Chinese press in early July, 1958. The commune was conceived as a universal form of social organization of society in China in the middle of the twentieth century. It was planned to spread to both rural and urban areas. During the same period, modern children's villages appeared, mostly on the site of former agrarian communes. In that area there was an infrastructure for coexistence and work of groups of people.

V. Korolenko's commune-settlement was taken as a model. On the initiative and with the help of V. Korolenko in Poltava in October 1918 the charitable public organization "League for the Salvation of Children" was founded. The tasks of this organization were to take care of orphans and homeless people, save them from hunger, promote physical,



mental, moral education, and develop issues of legal and social protection of children. “To solve these problems, the Salvation League was to supply children with food and clothing, organize shelters, colonies, hospitals, schools, sanatoriums, nurseries and kindergartens, open reference labor offices” (Yevtukh et al., 2016).

The League declared the creation of agricultural and industrial children's communes as a form of work with children. In the People's Republic of China, the creation of children's settlements-communes is considered a promising form of maintenance for orphans. The advantage of this model of care for orphans over the traditional boarding school is that children's villages are located in rural areas. Children live in nature, in a clean ecological zone. It was also considered positive that children do not see all the temptations offered by the city that lead to an increase in juvenile delinquency in the country. Children are surrounded by their peers, and therefore, they do not develop a complex of inferiority in relation to their own orphanhood. Important is the fact that in children's villages there are children of different age (from 3 years to 16-18), who are to take care of each other. According to Chinese educators, this is what instills in children responsibility for the younger ones, the ability to live and build relationships in the team. Researchers claim that children's villages are located in rural areas and children, working on the land from an early age, get used to agriculture and remain working in the agricultural sector. Sometimes children's villages are under the patronage of law enforcement agencies (Ministry of Emergency Situations, Ministry of Internal Affairs, and Army). It should be noted that as a result, these structures receive a highly motivated personnel reserve.

Our scientific research has shown that the form of social care for children in the form of children's villages is not a purely Chinese invention. As a form of work with children, staying in children's villages is also common in correctional institutions in Norway, Finland, Germany, but is used mostly in the penitentiary practice of these regions. So-called “difficult” adolescents, who do not pose a threat to society, may be temporarily housed in special educational centers, which are usually located in remote regions of the country. There, these children are placed in the conditions of “self-survival”, when they have to take care of their own lives, find a common language between themselves and the locals, and so on. It is believed that being in such centers has a positive effect on the values of adolescents, their self-esteem and behavior. Norwegian social services also use stays in such Centers as a measure to influence the family as a whole. The idea of social partnership is quite successfully implemented in the practice of social care for orphans in the People's Republic of China. All institutions described in our study are part of the state system of social care for certain groups of the population as social partners.

Ukrainian scientist L. Kalashnyk states that “in addition to the craft specialty, children's villages usually develop creative abilities in their pupils. The most prominent teachers, artists, musicians, high-ranking civil servants consider it a matter of honor to give lectures and hold master classes in children's villages. In total, 8,750 orphans are brought up in children's settlements-communes (there are currently 15 of them in the People's Republic of China). Their lives are built on the principle of being in a labor camp: children are divided into groups according to their age, share meals in canteens, live in dormitories. Each detachment is assigned an agricultural plot, the harvest is collected to feed the Communards, and the surplus is sold. Children from 4–5 to 14–15 years old are brought up in communes. To ensure the proper level of education in the villages there are schools that give graduates certificates of state education” (Kalashnik, 2014).

However, it should be noted that the level of education provided by schools in communes is quite low and does not allow its graduates to continue their studies.



Usually, there are also craft shops in the villages, which provide the commune with everything they need and give the pupils basic knowledge and skills in working specialties. In recent years, there has been a practice of using agricultural settlements-communes for the needs of the penitentiary system in cases where the juvenile offender is not a threat to society, as well as to influence difficult adolescents.

Important for our study is the fact that children's villages are considered a human resource reserve for China's agricultural sector. Accustomed to working on the land from an early age, the former Communards, with extensive practical experience, remain almost 100 % in the countryside. In the modern People's Republic of China, children's settlements are created not only by the state, but also by local communities and non-governmental organizations. Over the past 10 years, there have been children's villages designed by Home of Hope, Shepherd's Field Children's Village, and Research-China.org. For the most part, these children's settlements, based on the principle of children's lives, copy children's settlements created by the state, but there are some differences. We must state that "such institutions are financed by donations from both Chinese and foreign citizens and organizations". Researchers of the problem also state that "not only orphans are admitted to such a village, but all children who find themselves in difficult life circumstances". The Government of the People's Republic of China does not object to this form of child care, but notes that "such shelters and orphanages are a forced transitional form of state care for orphans, which today has the right to exist in economically backward regions" (Yevtukh et al., 2016; Kalashnik, 2014).

As a form of social care for orphans in the People's Republic of China, within our scientific research we will consider "SOS Children's Villages" – a charity project to support orphans, children left without parental care, and children at risk of losing their families (Yevtukh et al., 2016).

The independent, non-governmental international development organization of the same name works to meet the needs and protect the interests and rights of children. The acronym SOS in the name of the organization is an abbreviation of the phrase "social support", which also corresponds to the international symbol of the SOS danger signal and symbolizes the urgent need of the most vulnerable members of society – children – for help and protection. The international form of the organization, "SOS Children's Villages" – "SOS-Kinderdorf International" – was founded in 1960, after national associations were established in France, Germany and Italy in addition to the basic Austrian one. "SOS Children's Villages" is a charity that exists solely at the expense of sponsors, but accepts not only monetary donations, but also material (children's furniture, appliances etc.). "SOS Children's Villages" is a group of 11–15 houses united in a mini-community, in each of which 6–8 children of different age live together with SOS-mother. As in a normal family, the SOS-mother takes care of and raises children, teaches them everything she can and what they need in independent adult life – from cooking and cleaning the house to budget planning and shopping. Children from "OS Children's Villages" go to regular kindergartens and study in regular schools, which help them to adapt to society at an early stage. In addition, each of the two houses has an "aunt" – a nanny, mother's assistant. To become a "mother" in a children's camp, that is to take responsibility for several children living in one of these institutions, candidates must undergo special introductory courses lasting 7 months. First, the woman is offered to work as an aunt. Women are paid and have days off for their childcare work. Mom and aunt take turns on weekends and holidays. Another important difference between "SOS Children's Villages" and traditional children's orphanages or family-type orphanages is the attention to the child's biological family. It is



important that siblings are never separated, as is often the case with the distribution of orphans of different age in orphanages. Children's connections with the biological family are also maintained: relatives can visit them and spend time with them in the SOS Children's Campus. The first "SOS Children's Villages" opened in Imst (Austria) for children who lost their parents during World War II. The founder of the organization and the first town is Hermann Gmeiner (1919–1986). The first prominent supporter of the ideas of "SOS Children's Villages" was Beatrice von Boch, a Briton of German descent, the wife of the largest shareholder of the concern for the production of ceramics "Villeroy&Vosn". In 1959, she donated part of her personal fortune to the organization of the first children's town "SOS Kinderdorf" in Germany. She also used her husband's political connections to promote the idea of "SOS Kinderdorf" among both British and German industrialists and local government. Today, there are more than 500 "SOS Children's Villages" in 133 countries around the world, as well as 1,500 different programs and projects to help children in difficult life situations (including humanitarian disasters), strengthen the family and prevent social orphanhood. Under the auspices of the Project there are SOS Youth Homes, programs to strengthen family relationships, help families from different risk groups, train foster parents and help orphanage graduates, protect the rights of orphans and SOS KDI educational programs, launch 192 schools in in all developing countries, medical centers and programs for homeless children, child soldiers and victims of disasters. The first Chinese orphanages under the "SOS Children's Villages" project were established in Tianjin and Yantai (Shandong Province) in 1985. In the last 20 years, thanks to the joint efforts of the Chinese government and the international organization "SOS Children's Villages", the organization of such orphanages and compact living of such families has grown into the construction of children's camps, which currently number 9 and raise more than 1,500 orphans.

According to statistics, among the orphans living in the "SOS Children's Villages", about 300 have reached adulthood, and the rest are still in school. The children's camps of the Children's Campus SOS differ in their organization from the children's settlements-communes traditional for the People's Republic of China because they are actually family-type orphanages (families with one parent in which all children in the family must be of the same sex). There are now boarding schools organized by local communities in almost all around China. As a rule, such orphanages and boarding schools are opened at the initiative of the local community (self-government bodies) in rural underdeveloped and economically backward areas, among settlements of national minorities, as well as where communication with large and medium-sized cities is difficult. The rural community may decide to establish a boarding school for children from remote areas, single-parent families and those families who are in a difficult economic situation. Such boarding schools are fully funded by the community or donated. Children are recommended by the local community to enter the boarding school. As a rule, an enthusiast who has a basic higher pedagogical education runs the boarding school. The teaching staff is formed of graduates of pedagogical educational institutions (not lower than the level of a pedagogical college). They are natives of this area who entered educational institutions out of competition, belong to a local community and graduated from education department of the appropriate level. Vacancies are willingly filled by graduates of higher education institutions, who, after 3–5 years of work in such a school, will have great employment benefits in more prestigious areas of China. Once a decision has been made to establish a boarding school, the community must obtain permission to open a boarding school at the appropriate level and apply for school staff. The list of subjects taught in such boarding



schools is usually not large – Chinese, Local Language, Mathematics, Basics of Agriculture or Handicrafts, Basics of Politics and Laws of the People’s Republic of China. If a parent or community wants a full course of school subjects for a particular child, the child is sent to the nearest public school. As a rule, children aged 5 to 12 live permanently on the territory of the boarding school, and older children attend Sunday lessons and receive additional education in their free time.

There are also orphanages and boarding schools in the People’s Republic of China. Today, there are officially only two children’s educational institutions in China that have a strong religious orientation – the Tibetan Children’s Town and the Shelter for Orphans of the Temple of the Heart of God. In 1959, Dalai Lama, the spiritual leader of Tibet, fled into exile in the Indian city of Dharamsalu, accompanied by 100,000 of his followers, many of whom left children in their homeland to follow their spiritual leader. Dalai Lama established a shelter for such children, the Tibetan Children’s Village, and made his sister, Jetsun Pemu, known as the “Mother of Tibet”, responsible for the settlement. In this “resort of Tibetan culture and tradition” and its branches (some of which are located abroad), more than 7,000 children live and study the Tibetan language and beliefs, as well as professions and crafts. The Church of the Sacred Heart belongs to the Anglican Church and was built in 1869 in the village of Damin, Handan District, Hebei Province. The same year, a shelter was opened at the Temple for orphans and children of peasants who wanted to send their children to school. The only condition for entering the school was acceptance of the Catholic or Anglican faith. The institution in the village of Damin continued to operate even during the Cultural Revolution (it served as a “business card” that proved the loyalty and religious tolerance of the New Chinese government). Today, Damin religious boarding school educates 25 orphans who complete their schooling, take exams and remain in theology for further work as pastors, where they work with Chinese Diasporas. Representatives of the Anglican Church in the People’s Republic of China elect new students to the school (Kalashnik, 2013).

However, many schools and boarding schools organized by local communities also pay close attention to the religious and traditional beliefs that exist in the area. The government is loyal to such manifestations, considering them part of the campaign to ensure constitutional norms of religious freedom and the preservation of life and beliefs of national minorities of the People’s Republic of China.

For our study, the thesis defended by the Chinese researcher Wang Xuetai, is very important. He states that “education reforms in the late 80s – early 90s of the 20th century make the pedagogical science of China meet the need to create a unique system of education, which would take into account three important factors: borrowing international experience, maximizing the use of traditional Chinese pedagogy and taking into account the official ideology of the country. The main focus in the country is not on training but on education, as the priority is still to master the vast majority of the population in working professions” (Xuetai, 2006).

CONCLUSIONS

In the result of the analysis of scientific works dedicated to the issue of social care for orphans in the People’s Republic of China, we can state that the main forms of social care for orphans in China are children’s villages, “SOS Children’s Villages”, boarding schools, orphanages and boarding schools with a religious orientation.

We consider the study of the system of upbringing orphans with the use of traditional pedagogy to be the prospects of further scientific research.



REFERENCES

1. Sjujetaj, V. (2006). *Fasjan' lin i gje Chzhungo* [Get to know another China]. Pekin: Chzhungo danan' chubanynje. (in Chinese)
2. Dzhghun, N. M. (2012). *Pidghotovka majbutnikh uchyteliv do vykhovnoji roboty v universytetakh Kytajsjskoji Narodnoji Respubliky: [Preparation of future teachers for educational work in universities of the People's Republic of China]* PhD Thesis. Kharkiv, 243 s. (in Ukrainian)
3. *Zakhyst ditei, yaki potrebuuiut osoblyvoi uvahy suspilstva [Protect children in need of special public attention]* (2018). Statistical bulletin. Kyiv: Derzhstat Ukrainy. (in Ukrainian)
4. Zavorodnia, T., Strazhnikova, I. (2019). Ukrainski pedahohy pro problemy vykhovannia i navchannia v Kytai. [Ukrainian teachers on the problems of education and training in China]. *Molod i rynek [Youth and the market]*, 12 (179), 29–34. (in Ukrainian)
5. Hala, S. V. (2011). Iz dosvidu reformuvannia vyshchoi osvity Kytaiu. [From the experience of reforming China's higher education]. *Ekonomika ta derzhava [Economy and state]*, 8, 52–54. (in Ukrainian)
6. Jevtukh, M. B., Nosko, M. O., Ghryshhenko, S. V. (2016). *Socialjna robota v zarubizhnykh krajinakh. [Social work in foreign countries]*. Kyjiv: SPD Chalchynsjka N.V. (in Ukrainian)
7. Kalashnyk, L. S. (2013). Orghanizacijni aspekty pedagoghichnogho ta socialjnogho pikluvannja pro ditej-syrit u KNR. [Organizational aspects of pedagogical and social care for orphans in the People's Republic of China]. *Novyj Koleghium – New Collegium*, 1, 35–38. (in Ukrainian)
8. Kalashnyk, L. S. (2014). *Systema socialjnogho pikluvannja pro ditej syrit u KNR: [The system of social care for orphans in the People's Republic of China]*. Kharkiv: FOP "Roghozhnykov O.V." (in Ukrainian)
9. Sliusar, L. I. (2014). Suchasnyi stan problemy sotsialnoho syrytstva v Ukraini ta shliakhy yii vyrishennia. [The current state of the problem of social orphanhood in Ukraine and ways to solve it]. *Sots.-ek. problemy suchas. periodu Ukrainy [Socio-economic problems of the modern period of Ukraine]*, 5(109), 468–477. (in Ukrainian)
10. Lokshyna, O.I., Hlushko, O. Z., Dzhurylo, A.P. (2021). *Tendentsii rozvytku shkilnoi osvity v krainakh YeS, SShA ta Kytai: [Trends in school education in the EU, USA and China]*. Kyiv: KONVI PRINT. (in Ukrainian)
11. Lian, K. (2010). New Law Supports Family Planning. *Beijing Review*, 7, 17–20.
12. Wang, Yitao. (2008). *Rural education and Social. Mobility of the Peasants: a case study in Yigxiang*. Qingdao: Social Sciences Academic Press.



DOI: 10.31891/2308-4081/2022-12(1)-2

Doctor of Pedagogical Sciences, Associate Professor, **OLENA TERENKO**
Anton Makarenko Sumy State Pedagogical University
Address: 87 Romenskaya St., Sumy, 40002, Ukraine
E-mail: eterenko@ukr.net
ORCID 0000-0003-1427-921X

HISTORICAL AND PEDAGOGICAL PECULIARITIES OF ADULT EDUCATION DEVELOPMENT IN THE USA IN EARLY 20TH CENTURY

ABSTRACT

The aim of the article is to analyse historical and pedagogical peculiarities of adult education development in the USA in the early 20th century in the context of reforming educational system of Ukraine. For fulfilment of the mentioned aim the following methods have been applied: a system of general theoretical methods (analysis, synthesis, comparison, abstraction etc.), and concrete scientific methods, namely term analysis and historical genetic analysis. Functioning of moonlight schools has been depicted. Determinants of the development of adult education in this period, in particular, such historical events as World Wars, the period of prosperity, the Great Depression and socio-economic factors have been singled out. The influence of industrialization and the introduction of new agricultural technologies on adult education has been presented. Legislative basics of adult education have been singled out, namely: Smith-Hughes Act (1917), which was aimed at vocational training at schools and colleges; George-Reed Act (1929), which emphasized the training of specialists in the field of home economics and agriculture; George-Deen Act of Vocational Education (1935), which provided additional funding for programs in agriculture, home economics, and industry; George-Barden Act (1946), which was flexible in the distribution of funding for education, provided money for teacher training; Bill of Rights (1944), called the Soldiers' Bill of Rights because it dealt with loans for education and housing for demobilized soldiers; Employment Act (1946). Results of the conducted research work give opportunity to state that American experience in the field of adult education can help to create harmony between national traditions and world achievements on the basis of humanism and democracy; to give high quality educational service to adults, synchronize national system of adult education with world tendencies, provide conditions for adult education development and its influence on economic development of state.

Keywords: adult education, USA, American Association of Adult Education, world war, moonlight schools.

ІСТОРИЧНІ ТА ПЕДАГОГІЧНІ ОСОБЛИВОСТІ РОЗВИТКУ ОСВІТИ ДОРΟΣЛИХ У США НА ПОЧАТКУ ХХ СТОЛІТТЯ

АНОТАЦІЯ

Метою статті є аналіз історичних і педагогічних особливостей розвитку освіти дорослих у США у першій половині ХХ століття у контексті реформування



української освітньої системи. Для реалізації визначеної мети використано такі методи: система загальнотеоретичних методів, а саме аналіз, синтез, абстрагування, порівняння, та конкретно наукові методи, а саме термінологічний аналіз та історико-генетичний аналіз. Описано функціонування шкіл місячного світла. Виділено детермінанти розвитку освіти дорослих у означений період, а саме історичні події: світові війни, епоха процвітання, велика депресія та соціально-економічні фактори. Продемонстровано вплив індустріалізації та новітніх сільськогосподарських технологій на систему освіти дорослих. Виділено законодавчі засади освіти дорослих: Закон Сміта–Хагса (1917), який був націлений на професійно-технічну підготовку у школах та коледжах, Закон Джорджа–Ріда (1929), у якому акцентувалася увага на підготовці фахівців з економіки та сільського господарства, Закон Джорджа–Діна про професійну освіту (1935), у якому передбачалося додаткове фінансування програм з сільського господарства та економіки, Закон Джорджа–Бадена (1946), у якому акцентувалася увага на гнучкості фінансування освіти дорослих та забезпечувалося фінансування підготовки учителів, Біль про права, згідно з яким надавалася фінансова допомога солдатам на отримання освітніх послуг. Виокремлено тенденції розвитку освіти дорослих у США на початку ХХ століття (визнання та затвердження терміну «освіта дорослих»; публікація ґрунтовних праць з питань освіти дорослих; усвідомлення громадськістю ролі та значення освіти дорослих; домінування неформальної освіти дорослих; початок створення законодавчої бази для освіти дорослих; пріоритет загальнокультурних, соціальних цілей освіти; усвідомлення необхідності боротьби з неписьменністю; розширення мережі навчальних закладів тощо). Результати проведеного дослідження дають підстави стверджувати, що американський досвід у сфері освіти дорослих може слугувати джерелом гармонізації між національними традиціями та світовими надбаннями на засадах гуманізму та демократії, сніхронізувати національну систему освіти дорослих зі світовими тенденціями, забезпечити умови для розвитку освіти дорослих та її вплив на рівень економічного розвитку у держави.

Ключові слова: освіта дорослих, США, Американська асоціація освіти дорослих, Світова війна, школи місячного світла.

INTRODUCTION

Globalization and integration have necessitated introduction of lifelong learning concept, according to which adult education is an important factor in social development and training of highly qualified professionals. The application of American experience in the field of adult education is important for Ukrainian pedagogical science, as our country seeks to improve education system in accordance with international standards and is considered a democratic European country. Adult education is not only a tool for self-improvement and self-development, but also a means of forming civil society, as it contributes to the formation of active citizens.

THE AIM OF THE STUDY

The aim of the article is to analyse historical and pedagogical peculiarities of adult education development in the USA in the early 20th century in the context of reforming educational system of Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Ukrainian comparativists such as N. Bidyuk, I. Litovchenko, L. Lukyanova, O. Ogienko, N. Terekhina and foreign researchers such as W. Cook and M. Knowles



studied peculiarities of the American education system functioning. Historical peculiarities of adult education were studied by A. Rose and T. Lidell.

To achieve the goal, we used a number of general theoretical methods, namely analysis, synthesis, abstraction, comparison and generalization, which allow to clarify the state of problem development, to form the starting points and conclusions; specifically scientific methods, namely, terminological analysis, which allows to clarify the definition, reveals the essence of basic concepts, historical and genetic analysis, which allow to trace the genesis of adult education, the method of scientific extrapolation, which allows to develop recommendations for creative usage of American and Canadian experience in Ukrainian education.

RESULTS

Development of adult education in the USA in early 20th century was due, on the one hand, to the rapid intensification of industry and agriculture, and on the other hand due to the large influx of immigrants. For example, in 1900 there were more than 400 industrial trusts in the USA, the country became a leader in technical equipment, as well as a leader in the production of meat, grain and cotton. The country's population reached 96 million, of which 49 million were immigrants, which is 55 million more than in 1870.

Immigration and urbanization have brought new challenges, stimulating the need for adult education as a resource for resettlement and acculturation. At the same time, industrialization and the introduction of new agricultural technologies required a large number of educated skilled workers that also highlighted the need to develop adult education in the early 20th century.

Along with libraries, museums, fairs and exhibitions, the university movement of knowledge dissemination played a special role in raising the educational level of adult population. Its mission was to enable the general public to listen to lectures at the university. Some universities conducted short-term courses, opened farmers' institutes, and summer schools for teachers.

At the end of World War I, the Congress passed the Smith-Lever Act (1914), that provided funding for agricultural colleges, as well as for the establishment of university knowledge networks to provide knowledge about innovation in agriculture, home economics, politics, leadership, etc. (Liddell, 2014). This contributed to the dissemination and support of the dissemination of knowledge by federal, state and local universities. In the 1930s, not only universities but also colleges offered evening courses for their communities and held discussion groups.

The fight against illiteracy is a red line through the development of adult education in the United States, but it has not been systematic. According to T. Cook (1977), the official beginning of the fight against illiteracy can be considered the launch of the illiteracy program, which was opened in 1911 by Cora Wilson Stewart in Kentucky. It was aimed at opening the Moonlight schools. Schools operated only at moonlight nights so that people could easily find their way to school. Volunteer teachers from day schools for children worked at schools. C. Stewart was convinced that adults should not use the same materials as children to learn to read, so she developed a newspaper for adult students with short sentences and lots of repetitions. In teaching writing, she focused on teaching adults to write their own names, believing that it was an effective way to develop what we would now call self-esteem. The success of the moonlight schools contributed to their spread, and in 1914, the governor set up an illiteracy commission, the first in the United States of America (Cook, 1977).



K. Stewart continued to work. After her emotional and thorough presentation at the National Association of Education conference, she was invited to chair the Illiteracy committee, which was interested in the americanization of immigrants and the literacy of illiterate indigenous people. From 1916 to 1926, C. Stewart organized numerous illiteracy activities, led a crusade in Kentucky to eradicate illiteracy, wrote the First Soldier's Book for World War I recruits, and headed the Illiteracy Eradication Section of the General Federation of Women's Clubs, initiated the National Crusade of Illiteracy in 1926 (Nelms, 1997).

The events that affected all spheres of American society were the First (1914–1918) and Second (1939–1945) World Wars and the Great Depression (1929–1933). Adult education was not left out, as it had the potential to respond to challenges in times of crisis.

The First World War hardly affected the United States of America. Its human losses were much smaller than in other countries. And, according to historians, the war contributed to increased investment in industry, reducing the unemployment rate. In 1920, the country became the leader in many positions in the world (Zinn, 2015).

In 1920s, the demand for adult training and personal development grew. This has led to the widespread usage of school facilities, attracting local budgets for adult education. Emily Griffith School of opportunity was opened in Denver, Colorado, offering training for all who wanted to study; Frank Manley's school, which was opened during non-business hours and offered both educational and entertainment programs. The school has become an example of the implementation of the community education model. Adult education centers were opened with educational programs for the vulnerable strata of life: unemployed, immigrants, indigenous peoples, African-American and Latin American minorities, and others, and associations were formed, including the Association of Correspondence Courses (1915).

The rapid development of industry has become a prerequisite for the emergence of corporate adult learning. Although apprenticeships and mentoring remained the basis of professional training, large corporations (Westinghouse Electric, Ford, and General Motors) began to develop in-house courses to develop the professional skills of their employees to meet the requirements and needs of the corporation. Certified courses and programs appeared at the same time. Particular attention was paid to military training.

A significant impetus for the development of adult education was the development of the first standardized intelligence tests for literate, illiterate and non-English-speaking soldiers, sponsored by the American army. Their findings are an objective confirmation that a large number of both Native Americans and immigrants need literacy, language, and Americanization assistance. In response, the government passed Immigrants Act (1917), which prohibited people over the age of 16 who could not read enter the country (Cook, 1977); created “development battalions” for literacy training, in which 5,000 illiterate and non-English-speaking servicemen were trained in 1919 (Stubblefield & Keane, 1994); launched programs for immigrant education, which were offered both in evening and public schools; created the Department of Education for Immigrants (1920) that in 1924 was renamed the Department of Adult Education, as it began to deal with adult education in general (Knowles, 1977).

The development of adult education took place quite intensively during the “era of prosperity”, which lasted 10 years (until 1929) and was characterized by economic growth, improving human welfare and reducing unemployment, migration and urbanization, democratic civic society.

According to our study, adult education movement (Knowles, 1983) covered business and industry, colleges and universities, consulting services, government agencies, social services, centers, unions, libraries, media, museums, private and public schools,



religious institutions and public organizations, associations, etc. This shows that adult education played a significant role in the life of American society and was seen as a tool for adapting and renewing public life. Adult education was especially supported by educational, civic organizations and various associations. The Carnegie Endowment for International Peace, established in 1911, played a key role in the development of adult education in the United States of America. In 1918, experts from one section of the foundation, the section for the culturing of immigrants in American society, conducted a study devoted to the possibilities of adult education in the americanization and assimilation of immigrants. After receiving positive research results, the foundation in the 1920s began funding adult education projects and participated in the formation of educational policy in this field of education, and in 1924 initiated the American Association of Adult Education, headed by Morse Cartwright.

American Association of Adult Education has paid special attention to the development of libraries as an educational institution, a provider of adult education. It initiated and provided financial support for the Targeted Reading project, one of the forms of which was the creation of discussion groups which reflected the needs of both the individual and the community; actively cooperated with teachers for adults, conducted research, implemented projects in the field of adult education, launched a journal of adult education, contributed to the official recognition of the term “adult education”. With its support, the first Department of Adult Education was opened at Columbia University in 1930, which began training teachers for adults.

The American Association of Adult Education actively supported the establishment of public high schools, which were based on the ideas of the Danish philosopher and historian N. Grundtvig about education as “spreading light”, as “awakening to life”, as “enlightenment for life” based on life experience, study of history, epic, language; freedom as the basis of human life, its interaction with others, based on respect, mutual understanding; the living word as a means of knowing oneself, one’s national uniqueness, national spirit, spirituality; belief in the natural talent of people, man as a source of enlightenment. N. Grundtvig believed that the high public school should be a school for life, a light for the people (Kulish, 1984; Ogienko, 2008).

Such schools appeared in the United States of America in 1920s and 1930s. The most famous were the John C. Campbell folk school (1925), the Poconos People's college in Pennsylvania (1924), the Waddington People's college in West Virginia (1927) and the Highlander school in Tennessee; Boston center for adult education (1933), which mission was to support democracy; J. Studebecker's Forum (1935), which focused its activities on forming an active position of community members. For example, the J. Campbell folk school offered classes in art, music, dance, cooking, traditional crafts, and more. The main mission of the school was to gain adult experience of non-formal learning and community life through joyful and lively communication. The Campbell public school will soon celebrate its 100th anniversary. Today, the school holds more than 800 classes that can be attended every day or only on Sundays. It is an adult school that provides accommodation and food. Singing folk songs is a must. Six thousand students of all ages come each year to find the same “bright, creative force”, live communication, experience (O’Keefe, 1986).

Analysis of public schools shows that a significant percentage of its students are marginalized and, therefore, through language and civic literacy, they are involved in community life, feel their opportunities to participate in building democratic society.

Of particular interest is Highlander folk school. Its founder Miles Horton went to Denmark to learn the experience of public schools. This gave him opportunity to



understand their peculiarities, determine the purpose and objectives of future Highlander school. The main purpose of its work was to motivate adults to learn, develop skills and desire to learn, the desire for self-development, self-improvement and awareness of opportunities to solve their own problems and communities. The school offered several programs: “Cooperation”, which was aimed at developing skills of interaction, cooperation, and provided permanent residence of students for six months; “Resolution of social conflicts”, which was practice-oriented; “Life in the community”, which was aimed at discussing and solving community problems, political and economic issues, leisure. Today, Highlander continues to work to promote social justice.

During Great Depression, the government initiated creation of new organizations, passed laws, launched projects and programs aimed at improving educational and professional level of the unemployed and their employment, including: Federal Emergency Relief Act, which emphasized adult education; New Deal program, which was aimed at employing adult teachers; the project “Work”, which was aimed at the the problems of literacy and citizenship, as well as education at the college level; National Department of Youth Affairs, which provided an opportunity to acquire professional skills and abilities of unemployed youth; Civil Corps, which promoted on-the-job training and employment; Student Bureau, which provided an opportunity to master the working professions; opening of information and counseling agencies that provided information on available courses and programs for adults; creation of the Association of Evening Colleges.

In the early 20th century, the Congress passed a number of laws, which, in our opinion, were the basis for creation of legislative support for adult education. They include: Smith-Hughes Act (1917), which was aimed at vocational training at schools and colleges; George-Reed Act (1929), which emphasized the training of specialists in the field of home economics and agriculture; George-Deen Act of Vocational Education (1935), which provided additional funding for programs in agriculture, home economics, and industry; George-Barden Act (1946), which was flexible in the distribution of funding for education, provided money for teacher training; Bill of Rights (1944), called the Soldiers' Bill of Rights because it dealt with loans for education and housing for demobilized soldiers; Employment Act (1946).

During World War II, as in World War I, it was found out that hundreds of thousands of American adults were uneducated and functionally illiterate, that is, their literacy skills were lower than those of a fifth-grader (Cook, 1977). Poorly educated, functionally illiterate adults, according to General D. Eisenhower, commander of the Allied forces during the war, pose a threat not only to national security and economic development in general, but also were a waste of human talent. Therefore, after retiring from the army and taking over the presidency at Columbia University, he launched the Human Resources Conservation Project, which was aimed at developing and preserving the nation's human resources. To support adult education in the 1940s, the “adaptation to life” movement became widespread, offering educational programs and courses for adults without secondary education. At the same time, Tests of general educational development (GED) were worked out to enable servicemen who interrupted their training and went to the front to obtain a certificate of secondary education (Rose, 1990).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the early twentieth century was a very difficult period in the life of American society. Determinants of the development of adult education in this period were definite historical events, such as: World Wars (1914–1918; 1939–1945), the period of prosperity (1922–1929) – stabilization and prosperity, the Great Depression (1929–1933);



socio-economic factors: along with the rapid growth of economy, the development of private business, the emergence of new industries and its renewal, the economic and social crisis of the Great Depression, Roosevelt's program "New Deal"; urbanization, immigration; socio-cultural factors: population migration, acculturation and Americanization, involvement of citizens in solving community problems, civic education, etc.

Trends in the development of adult education in the United States of America in the early 20th century are the following: recognition and approval of the term "adult education"; release of thorough works on adult education; public awareness of the role and importance of adult education; the dominance of non-formal adult education; the beginning of the creation of a legislative framework for adult education; the beginning of teacher training for adults at the university; the emergence of in-house training; dissemination of movements "People's School", "Women's Movement"; priority of general cultural, social goals of adult education with emphasis on community education, education for democracy, education for Americanization and acculturation; low level of adult literacy; awareness of the need to combat illiteracy; expanding the network of educational institutions.

The results of the conducted research show that American experience in adult education will harmonize national traditions and world heritage on the basis of humanism and democracy, provide high quality educational services for adults, synchronize domestic adult education system with global trends, provide effective education.

We consider conducting comparative and pedagogical research on the problem of recognizing the results of non-formal adult education in foreign countries as prospects for further research.

REFERENCES

1. Cook, W. D. (1977). *Adult literacy education in the United States*. Newark, DE: International Reading Association.
2. Knowles, M. S. (1970). *The modern practice of adult education: andragogy versus pedagogy*. New York: Association Press.
3. Knowles, M. S. (1975). *Self-directed learning: a guide for learners and teachers*. New York; Toronto: Cambridge Adult Education Company.
4. Knowles, M. S. (1977). *A history of the adult education movement in the United States*. Melbourne, FL: Krieger.
5. Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Englewood Cliffs: Prentice Hall/Cambridge.
6. Knowles, M. S. (1985). *Andragogy in Action: Applying Modern Principles of Adult Learning*. San Francisco: Jossey-Bass.
7. Knowles, M. S. (1990). *The adult learner: a neglected species* (4th ed.). Houston, London, Paris, Zurich, Tokyo: Gulf Publishing Company.
8. Knowles, M. S. (1995). *Designs for adult learning: practical resources, exercises, and course outlines from the father of adult learning*. Alexandria, VA: American Society for Training and Development.
9. Knowles, M. S., Holton, III E.E., & Swanson, R. A. (2011). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (7th ed.). London; New York, etc.: ELSEVIER Butterworth-Heinemann.
10. Knowles, M. S., & Johnson, E. I. (1995). *Adult education in the United States. Encyclopedia Americana – International edition: in 30 volumes* (Vol.1, pp. 185–190). Danbury, Connecticut: Grolier Incorporated.



11. Liddell, T. (2014). Historical Evolution of Adult Education in America: The Impact of Institutions, Change, and Acculturation. In Management Association, I. (Eds.), *Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications*, 1–15. IGI Global. <http://doi:10.4018/978-1-4666-5780-9.ch001>
12. O'Keefe, L. (1992). *Growing is the Reason for Being: An Experiment in Education at the John C. Campbell Folk School*.
13. Rose, A. D. (1990). Preparing for veterans: Higher education and the efforts to accredit the learning of World War II servicemen and women. *Adult Education Quarterly*, 42, 30–45.
14. Rose, A. D. (1991). *Ends or means: An overview of the history of the Adult Education Act*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.
15. Rose, A. D. (1999). Adult Education as a Means, not an End: United States Policy in the Twentieth Century. *Adult Learning*, 10(3), 4–6.
16. Stewart, D.W. (1987). *Adult Learning in America: Eduard Lindeman and his agenda for lifelong education*. Malabar, Fl.: Krieger Publishing Company, Inc.
17. Stubblefield, H. W. (1981). The idea of lifelong learning in the Chautauqua movement. *Adult Education*, 31, 198–208
18. Stubblefield, H. W. (1988). *Towards a history of adult education in America: the search for a unifying principle*. London: Croom Helm.
19. Stubblefield, H. W., & Keane, P. (1994). *Adult education in the American experience: From the colonial period to the present*. San Francisco: Jossey-Bass.



DOI: 10.31891/2308-4081/2022-12(1)-3

Doctor of Sciences in Pedagogy, Full Professor, **ELENA ZHIZHKO**
Autonomous University of Zacatecas, Mexico,
Address: Torre de Posgrados II, Av. Preparatoria, s/n,
Fracc. Progreso, Zacatecas, Zac., 98000, Mexico,
e-mail: eanatoli@yahoo.com
ORCID 0000-0001-9680-8247

Doctor of Philosophy in Pedagogy, Associate Professor,
GALI-ALEKSANDRA BELTRÁN
Technologic University of Durango, Mexico,
Address: 1000 Poniente, esquina Zaragoza, Durango, 34000, Dgo., México,
e-mail: gali.beltranzh@gmail.com
ORCID 0000-0001-7186-332X

EDUCATION FOR PEACE: LATIN AMERICAN CONTEXT

ABSTRACT

This article presents the results of a pedagogical research, which objective was to find out through a documentary-bibliographic study how education for peace in Latin American research space is currently conceptualized. The authors found that there exist two main lines in the approach to peace education: realist-pragmatic-positivist and idealist-critical. The representatives of the first line (Vera-Poseck, Carbelo-Baquero, Vecina-Jiménez, 2006; Landazábal-Cuervo, Cardona, Ruiz-Manzanares, 2009; Cajigal-Molina, 2017; Caldera-Montes, Aceves, Reynoso-González, 2016, among others) choose to promote the peace culture through different academic and cultural events (courses, workshops, forums, conferences, colloquiums, seminars, festivals, exhibitions, cultural weeks, talks, etc.), which purpose is basically to explain to the population the negative effects of conflict, violence and the benefits of “living in peace and harmony”. They conceptualize peace education from the positivist position, pragmatic pedagogy, educational technology, resilience pedagogy, among others.

Educational researchers who are supporters of the second line (Freire, 2012, Jares, 2001, Pérez-Viramontes, 2018, Quiroga-Trigo, 2012, Savater, 1997, among others) operate from the categories of dialectical philosophy and neo-Marxism, the historical-cultural approach, the critical theory, the radical or critical pedagogy and theories of cultural reproduction, the resistance pedagogy, the pedagogy of the oppressed, the border pedagogy, the complex thinking and pedagogy in complexities, the intercultural pedagogy and cultural relativism. They seek for man to build his own systems of ideas, knowledge, theories, to be a subject from his real perspective, a concrete and contextualized ecosocial minimum (microsystem) related to the whole through intercultural communication and logical pluralism. They consider that the conflict is natural, it is not negative in itself and it has an enormous possibility for development; that violence is not an evil phenomenon but an element of the human condition that needs to be reasonably attenuated by the use of no less natural impulses of cooperation, harmony and peaceful order; that insubordination is a sign of vitality and intelligence, which should be channeled towards social creativity and not towards violence.

Keywords: *education for peace and peace education, Latin American pedagogical space, realist-pragmatic-positivist and idealist-critical approaches to peace education.*



ОСВІТА ЗАРАДИ МИРУ: ЛАТИНОАМЕРИКАНСЬКИЙ КОНТЕКСТ

АНОТАЦІЯ

У статті представлені результати науково-педагогічного дослідження, метою якого було виявити теоретико-методологічні засади, на яких ґрунтується освіта для миру в латиноамериканському дослідницькому просторі. Шляхом документально-бібліографічного дослідження і аналізу іспаномовних наукових джерел автори з'ясували, що у процесі розбудови освіти для миру науковці Латинської Америки спираються на такі підходи як реалістично-прагматичний та ідеалістично-критичний. Представники реалістично-прагматичного бачення освіти для миру (Вера-Посек, Карбело-Вакеро, Весіна-Хіменес, 2006; Ландазабаль-Куерво, Кардона, Руїс-Манцанарес, 2009; Кахігаль-Моліна, 2017; Кальдера-Монтес, Асевес, Рейносо-Гонсалес, 2016 та ін.) розглядають освіту з позицій педагогіки прагматизму, позитивізму, освітніх технологій та вважають, що культура миру усвідомлюється через активну участь у різноманітних освітніх й культурних заходах (спеціальних курсах, майстер-класах, форумах, тематичних конференціях, колоквиумах, семінарах, фестивалях, виставках, тижнях культури, бесідах тощо), мета яких полягає в тому, щоб пояснити учасникам негативні наслідки конфліктів, насильства та переваги «життя в мирі та злагоді».

Прихильники ідеалістично-критичного напрямку в освіті для миру (Фрейре, 2012, Харес, 2001, Перес-Вірамонтес, 2018, Кірога-Тріго, 2012, Саватер, 1997 та ін.) оперують категоріями діалектичної філософії та неомарксизму, спираються на історико-культурний підхід, критичну теорію, радикальну чи критичну педагогіку, теорії відтворення культури, педагогіку опору, педагогіку пригноблених, комплексне мислення, міжкультурну педагогіку і культурний релятивізм. Вони вважають важливим в освітньому процесі, щоб людина навчилася будувати власні системи ідей, знань, теорій, щоб була суб'єктом (а не об'єктом) освіти зі своєю реальною перспективою, конкретним й контекстуалізованим екосоціальним мінімумом (мікросистемою), пов'язаним із цілим через міжкультурну комунікацію та логічний плюралізм. У ідеалістично-критичній освіті для миру конфлікти вважаються природним явищем, яке саме по собі не є негативним, а навпаки дає людині великі можливості для розвитку. Щодо насильства, то воно є компонентом людської психіки, тож завданням освіти для миру є спрямовувати негативні імпульси на виконання позитивних дій за допомогою не менш природних навичок співпраці, гармонії та порядку. Що стосується непокірності деяких учнів, то вона є ознакою життєвої сили та інтелекту, тому її слід орієнтувати на соціальну творчість, а не на насильство.

Ключові слова: освіта для миру, латиноамериканський педагогічний простір, реалістично-прагматичний та ідеалістично-критичний підходи до освіти для миру, виховання через міжкультурну комунікацію та логічний плюралізм.

INTRODUCTION

Today, education for peace is not another option but a need that the school must assume, just as it has to be promoted from different contexts. This topic has been addressed since the works of Jan Amos Comenius and the New School. Also, in the late 20th century – second decade of the 21st century, this issue continues to arouse the interest of researchers at international and national levels and presents a significant theoretical development as well as practical action.



THE AIM OF THE STUDY

In this work, we set out to analyze through a documentary-bibliographic method (or sophisticated literature review), how education for peace in Latin American research space is currently conceptualized. It is important to note that the results of the documentary-bibliographic study (or sophisticated literature review) that are presented in this article, are part of a research project called “The construction of a culture for peace from education” registered under the key UAZ-2019-37944 at the Autonomous University of Zacatecas, Mexico.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The documentary-bibliographic method (or sophisticated literature review) is an obligatory part of any scientific research that is explained by the fact that the integrity of science consists in the point that it always starts not only from the knowledge of reality, but also from the existing scientific knowledge; it is the product of earlier scientific activity and the method of later scientific activity (Volkov, 1980).

This method allows elaborating new understandings and interpretations that theorists and researchers have built; it gives rise to a recreation of existing developments in an area, topic or problem of knowledge; favors the identification of trends and gaps in knowledge; encourages the approach of perspectives and lines of work in the field under study (Londoño-Palacio, Maldonado-Granados, Calderón-Villafañez, 2016, p. 27). According to Ladrón-de-Guevara, “[...] each investigation takes into account previously constructed knowledge. Therefore, each investigation is part of the already existing theoretical structure” (Ladrón-de-Guevara, 1978).

Moreover, in words of D. Boote and P. Beile in their article “Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation” (2005), “[...] sophisticated literature review is the foundation and inspiration for substantial, useful research. The complex nature of education research demands such thorough, sophisticated reviews”.

Hence, it is pertinent to carry out the analysis of existing research, confront the results and opinions, classify the works by stages, approaches and theories used to deal with the same topic, generalize and extract the data that support the investigation. The limitations of this method are related to the time and space of the research and hence, a strict organization and work discipline of the research group. There were also some difficulties in acquiring the necessary bibliographic material.

The choice of bibliography for the analysis traced the following steps. In the first place, the heuristic phase: the greatest possible and pertinent information on the subject of education for peace in the Latin American region was collected. The search criteria were expressed in keywords, the proper combination of which allowed the identification of the sources. This information was recorded in files, which allowed to study and interpret the selected bibliography; select the fundamental points and systematize the information (classify the types of text, the authors, the frames of reference, the concepts, establish convergences and divergences).

The next phase was exploratory and consisted of analytical and comprehensive reading of the texts. The information was sought in high-impact journals such as *Espacio público*, *Cuadernos de pedagogía*, *Revista Historia de la Educación Latinoamericana*, *Revista de Paz y Conflictos*, *Thémata: Revista de filosofía*, *Universitas. Revista de Filosofía*, *Derecho y Política*, *Revista del Colegio de Estudios de Posgrado de la Ciudad de México*, *La Revista Iberoamericana de Educación*, among others. In addition, we analyzed the books of prominent researchers such as P. Freire, F. Savater, Z. Bauman, S. Herrero-



Rico, A. Ocejo, V. Hernández, G. Pérez-Viramontes, E. Blanco-Bosco, G. Dietz, among others, and government documents, those of NGOs, educational materials and manuals, presentations at conferences and seminars. The third phase was descriptive, which presupposed extracting the units of analysis from the documentary material, the pertinent data, and submitting them to a review, review, and description process. Finally, the formulation or generation of basic ideas and indicators was carried out from the information found.

The original thesis or argument of this work is that the authors consider that in the educational field of Latin American two main positions about peace education exist: realist-pragmatic-positivist and idealist-critical.

The article is made up of the introduction, three sections (“Conceptualization of peace in contemporary studies”, “Education for peace in Latin America” and “Latin American researchers about the notion of peace education”), conclusions and the list of bibliography. The first section (or preparatory/foundation section) served to analyze different theoretical positions regarding the concept of “peace” and to understand the complexity of this phenomenon.

The second section explores the actions of the Latin American governments (and in more detail the Mexican government as an illustration of the efforts undertaken that concern the entire region) and the NGOs relating to the implementation of the peace culture in Latin America. The results obtained from this analysis allow to visualize important actions in favor of peace. However, these actions did not reduce the violence in the region, the high rates of insecurity, armed conflicts, homicides, etc. which prevail in these countries. Given such situation, Latin American researchers try to find alternatives to the “traditional” solutions to the problems of violence. Many of them conceptualize education for peace from the idealist-critical point of view. Therefore, in the 21st century Latin American scientific pedagogical space, two positions are maintained regarding education for peace: official (realist-pragmatic-positivist) and alternative (idealist-critical).

RESULTS

The revision of peace education literature allows us to maintain that the phenomenon of peace has been analyzed by thinkers since antiquity. Thus, Aristotle speaks about moderate peaceful and *jus ad bellum*; the Roman *pax* was around the stability of the Roman Empire and its maximum territorial expansion at the cost of other nations. Peace in Christianity supposed “the love to others”, austere life and delivered to others. In the 17th century, the Father of Pedagogy Comenius considered that peace can be achieved through the moral, political and Christian renewal of humanity, he called for a harmonious human with himself, with others and with the surrounding world. In the 18th century, the great French philosopher Rousseau acclaimed peaceful coexistence, respect of free citizens. In the same century, the eminent German philosopher Kant discerns peace as a legal prevention of violence and injustice. In the 19th century, Mexican President Benito Juarez proclaims that peace is respect for foreign law. In the 20th century, as of the First and Second World Wars, peace was considered as opposed to the conflict, the war. In the 1960s, Johan Galtung develops his theory about structural violence. In the 1990s, international organizations suggest that peace culture presupposes the compliance of human rights, democracy, disarmament, human development. In the 21st century, there persists the approach of the peace culture as opposed to the conflict, the war. At the same time it arises a new conceptualization of the culture for peace. This perspective is based on complex thought, intercultural communication and logical pluralism.



In contemporary studies on peace, the following versions of this phenomenon are visualized: direct peace, which is the non-violent resolution of conflicts; cultural peace, which refers to the existence of minimum values that are shared; the structural peace that is the one concerning the profile structure to achieve a minimum level of violence and the maximum social justice; and intercultural peace conceived from the complex thinking and the cultural relativism approach. Likewise, the concepts of positive peace, negative peace, imperfect peace and impossible peace are built.

The positive peace is the most genuine, since it is not only opposed to the absence of war or any kind of armed confrontation, but it contrasts segregation, violence or dictatorship that frees the development worthy of individuals. Ideally, it is established in all orders and existential realities. Negative peace, on the other hand, was coined in early 20th century and refers to non-aggression between states. The peace is substantially negative when determined as the absence of warlike conflict. Imperfect peace is one that brings together all the practices and places where problems are regularized peacefully (Salazar-Mastache, 2009).

Impossible peace was built by the most Latin American states with a desire to exclude the ethnic and cultural diversity of the country, and thus erect an analogous nation where multiplicity was only part of tradition. Therefore, impossible peace has been extremely segregational with indigenous people, because it has denied them their fundamental rights as: the right to territory, self-government, to possess legal and regulatory systems, to have their own education, language and culture, and above all, the right to be part of a pluricultural society (Salazar-Mastache, 2009).

In the late 20th century, the concept of interculturality and intercultural peace was created. This happened due to the problems of multiple global context, with Europe where multi-ethnic populations coexist because of migration and America where survive autochthonous, aloctonous (those who have come from another part) and mestizas groups. This concept arises to interlace bridges of mutual consensus with a pretension to generate respect, acceptance and empathy between different groups, which is of vital importance, since the acts of racism and xenophobia continue to be present in the populations.

The interculturality is defined as the interrelation and impartial interaction between numerous approaches and social, political, economic and cultural experiences. Interculturality involves a profound renewal of the dominant structure to build a truly equitable nation. Likewise, it seeks articulate ethnic, class, gender, regional option and sexual preference contrasts, among others, without a hegemonic center that is constituted as a point of universality. To prosper in the formation of an intercultural society it is inescapable to begin by recovering minimum values of coexistence such as respect, cordiality and tolerance. Similarly, the construction of interculturality involves enormous challenges, such as the improvement of a type of citizen that exceeds the conception of parity of the individuals before the law, because equality does not exist, since society is established on a basis of inequality (Quiroga-Trigo, 2012).

Another challenge is the recognition of the differences between human beings in its broadest sense, because it is not only about observing expressions of adjective nature. For this to be carried out, first the human will have to have a full encounter with the Other so that “[...] an experience of admiration or amazement that makes discovering the alterity of nature and the intersubjective presence of other human beings. This discovery of land belonging can be a symptom of fragility that is afraid” (Martínez-Guzmán, 2015).

The way to react to fear that causes that collision is through the acts of coercion, for example, the knowledge sealed by the white, Western, adult and masculine race



becomes the only valid. In this sense, that Other that is perceived as a stranger, a foreigner, thus, there emerges the differentiation and symbolic construction of the enemy. Therefore, fear of alterity causes violence. Another way to respond to fear is that people assume their humility, fragility and the relational and intersubjective nature of human relations, and promote policies based on that relational nature.

In early 21st century, investigations for peace resume the “interculturality” concept and make up intercultural peace, which is used to help understand multicultural and intercultural discourse. Interculturality represents an opportunity to respond to the challenge of establishing links between cultures with respect to them to coexist and enrich each other. Thus, “[...] peace and interculturality are related, complements and feedback at the same time, so we intend from different peace (negative, positive and neutral) lead the interculturality to school” (Jiménez-Baulista, 2016).

From this tenor, intercultural peace is conceptualized as an active involvement to reduce cultural and symbolic violence, based on a new redefinition of economic policy imposed by capitalism, of education, so that it contributes to the school that teaches individuals to think critically and particularly, constructing and reconstructing the way of thinking: their epistemological, axiological, ontological, anthropological and sociopolitical beliefs (Jiménez-Bautista, 2016).

Then intercultural peace constitutes, apparently, an effective project to abate the contexts of violence and generate a solidary citizenship, because it focuses on social reorganization that sponsors the disappearance of votes of power and articulates pluricultural and multiethnic societies so that they can coexist in peace. For the case of Latin America, it represents an opportunity to travel towards authentic coexistence and understanding not only between cultures and ethnic groups, but also between classes, races, collectives, etc.

In relation to the foregoing, it is worth mentioning that the challenge of the construction of intercultural peace in Latin America is quite complicated, since, according to the Canadian philosopher Will Kymlicka, currently in the region prevails multiculturalism (or multisociety relationships), which accepts diversity only to the extent that it does not affect the pre-eminence of particularism from the hegemonic sectors presented as universalism. It does not propose a transformation of the power relations and leaves the situation of poverty and exclusion of marginalized populations (indigenous, poor, women, etc.) (Tapia, 2002).

It is necessary to specify that multiculturalism, which is characterized by the existence of several groups with different cultural codes that do not necessarily interact with each other, or interact partially, not equitably, is one of the most elementary levels of modern social organization. It follows the second level, the pluriculturalism or recognition of the heterogeneous nature of society, in which different actors have different cultural codes; it is based on the principle of respecting differences, but criticizing the inequalities and violation of human rights. Likewise, the interculturality is at the summit of human relations.

In the words of the Bolivian sociologist María-Soledad Quiroga-Trigo (2012), interculturality is not a current reality, but a project to develop that implies a deep transformation of power, the domination system, and the formation of a genuinely equitable and fair society. It supposes development of a different type of citizenship: intercultural citizenship that should ensure that the individual is not subsumed in the collective and that the collective is not subordinated to the individual, but both are articulated and complemented. It also provides for the recovery of minimum values of coexistence, such as



tolerance, respect, trust between different groups and sectors of society and the acceptance of dissent (Quiroga-Trigo, 2012).

Therefore, in the analyzed literature, the conceptualization of peace (key concept) as something contrary to conflict and violence predominates. Nevertheless, several researchers consider conflict and violence as a natural human condition and call for “directing” this energy towards peace (not fighting it, not “preventing it”). It is where the open debates between the representatives of one and another position begins. So, different methodologies (realist-pragmatic-positivist and idealist-critical) led to different theses about the concept “peace” in the existing literature.

The idea of this section is to show the scope of the Latin American governments in the task of reducing violence and building a peace culture in the region based on the example of Mexico in order to support the thesis that all the efforts undertaken so far, have, unfortunately, not reduced the conflict.

The issue of education for peace in Latin American countries, is still in the process of growth. Only some joint efforts with organizations from other regions can be mentioned. Thus, in 2004, the *Eurosocial* movement invited 21 representatives of the Latin American education institutions to Malaga, Spain, for training them in peace formation. Following this action, the governments of some Latin American countries began to incorporate the elements of the peace culture into their educational programs. For example, the *Secretariat of Public Education* of Mexico, added the following aspects:

1) themes on human rights and non-violent resolution of problems, intended to develop schoolchildren’s skills and moral action capabilities through the reflection and critical analysis of their personalities and surroundings;

2) formation of capabilities that allow students to develop their personal potential, so that it is satisfactory and responsible;

3) fortifying a democratic political culture in childhood, with its active concentration on matters of social interest for the formation of equitable, intercultural and solidarity forms of life (Ábrego, 2010).

Also, in 2000, the program against violence called *Educate for peace for me, for you and all over the world*, was created. From 2000 to 2006, this project was promoted up by the *Secretariat of Public Education* of Mexico and the *United Nations Fund for Children* (UNICEF) to the schools of the marginalized zone of Mexico-city (Ábrego, 2010).

On the other hand, it is important to note that the institutionalization of peace education in Latin American countries has promoted the emergence of civil societies in support of peace. Thus, in Mexico as a response to the failure of local and federal authorities to restrain violence and organized crime, national marches emerged in 2008 and 2011, from which, with the support of various civil organizations, the *Peace with Justice and Dignity* movement was created. As a result, the participating organizations announced, in Ciudad-Juárez, Chihuahua, a *National Citizen Pact against Insecurity* and organized the *Dialogues for Peace* with the Federal Government. Likewise, in 2013 the *General Law on Victims* came into force and the *Executive Commission for Attention to Victims* began its operation, provided for in this Law (Red Nacional de Organizaciones Civiles de Derechos Humanos, 2017).

In 2013, a group of professionals interested in contributing to the construction of peace in Mexico, moved by the situation of violence in the country, created the *Center for Research and Social Action* (CIAS) “Jesuits for Peace”. Among its activities stands out the *Forum for analysis and reflection “Educational approaches, a social perspective”*, organized in



2018 in coordination with the *National Confederation of Private Schools* (CNEP), the *Mexico University Center* (CUM), the *Federation of Private Schools of the Federal District*, the *Latin American Institute of Educational Communication*, the *Mexican Institute of Christian Social Doctrine*, *La Salle University* and the *Ibero-American University*.

The theme of the Forum focused on the reflection of an education that is capable of integrating the individual and social dimensions in an articulated way, in order to become a training process that impacts the harmonious development of people and that permeates the construction of a more just, equitable, inclusive and co-responsible society with its community and the environment. The Forum participants stated that in the face of violence in Mexico, [...] the school has become an important space for the construction of peace, since it can summon a diversity of actors in order to create processes to strengthen coexistence, and begin to spread the skills of problems' resolution for the family, neighbors, work agencies, the government and also the churches, thus creating circuits of inclusive relationships that allow good coexistence (Centro virtual de la pedagogía ignaciana, 2019). Similarly, the speakers expressed the need to create innovative pedagogical strategies to strengthen the construction and exercise of citizenship from the perspective of sensitive education or education through art, in order to promote culture and the collective construction of coexistence agreements.

In 2014, as a result of the disappearance of 43 students from the *Rural Normal School* of Ayotzinapa, Guerrero, again thousands of people in Mexico mobilized to demand the resolution of the case. This event prompted the publication in 2017 of the *General Law on Forced Disappearance of Persons, Disappearance by Individuals* and the *National System for the Persons' Search*.

Currently, the *Federal Register of Civil Organizations* (CSOs) of Mexico includes 2,500 active civil organizations that carry out actions promoting the strengthening of the social and citizen security; about 5,500 CSOs refer to the culture of peace or the issue of violence as part of their corporate purpose, and 160 CSOs carry these concepts (peace against violence) in their names (Red Nacional de Organizaciones Civiles de Derechos Humanos, 2017).

Thus, the activity of the aforementioned civil organizations was one of the triggers that outlined the new national policy. Therefore, the *National Development Plan 2019-2024* of the new Mexican Government (2018–2024), defines great objectives and goals related to the coverage and quality of Mexican education: "Review the plans and programs in all types and levels of the national education system, promoting sustainable, artistic, scientific, technological, financial, environmental, sexual, indigenous, intercultural and community education, which guarantee the right to equality gender, non-discrimination and elimination of violence" (Poder Ejecutivo Federal, 2019).

Likewise, derived from the *National Development Plan 2019–2024*, the *Sectorial Education Program 2020–2024*, education for peace is mentioned among priorities of Mexican educational system, as well as six specific objectives that will guide the Government's efforts in order to achieve an equitable, inclusive, intercultural and comprehensive education are revealed: education must be excellent, pertinent and relevant, focused on learning, with teaching-learning process of different types, with social inclusion and the promotion of healthy lifestyles. It is intended at "[...] promoting different support programs to promote access and the permanence of students from low-income families, for example, with basic, superior and upper medium scholarships, such as a strategy to not leave anyone behind, not leave nobody outside [...] guaranteeing a compulsory education of



quality with relevance, universally, inclusive, public, free and secular as a fundamental human right” (SEP, 2020). It is also noted that education must respond to the needs of the new national and global context, especially at the level of human development.

It is worth mentioning that the document is based on human rights (in particular, quality education) embodied in different international instruments: *Universal Declaration of Human Rights* (1948), *International Covenant on Economic, Social and Cultural Rights* (1966), *Convention on the Child’s Rights* (1989), *Convention on the Elimination of All Forms of Discrimination against Women* (1979), *Convention on the Rights of Persons with Disabilities* (2006), *Agenda 2030 for the Sustainable Development of the General Assembly of the United Nations Organization* (2015). It is also grounded on the rights that recognizes the *Political Constitution of the United Mexican States*: the right to non-discrimination (Article 1); the right to education and the right to enjoy the benefits of the development of science and technological innovation (Article 3); the right to access culture and the right to physical culture and the practice of sport (Article 4); the right to access information and communication technologies (Article 6); the right to freedom of ethical convictions, of conscience and religion (Article 24) (SEP, 2020).

Therefore, according to the example of Mexico, peace education is disseminated by the Government. Likewise, it is necessary to recognize that academic activities related to this objective organized by the Mexican Government are offered free of charge. However, the multiple national and international NGOs that operate in Mexico and Latin America promoting the culture of peace, organize their academic events (courses, seminars, certifications, etc.) to “train peace educators”, charging excessive sums. Among these, the following NGOs can be enlisted: *Pax Humana & EPP Ibero-America*, *COMNAPAZ Mexico*, *Foundation La Paz begins with children AC*, *Education for Peace*, *International Institute Education for Peace*, *Carlos Slim Foundation* among others. The question arises: to learn to live in peace and treat conflicts in a non-violent way, do we have to reimburse the significant amounts of our income? Apart from that, will not this organization be manipulating us at their convenience? Will there be another way of instructing us so that we stop being violent?

In addition, in these academic events, the construction of a “common good” is addressed. For whom will this “common good” be constructed? Is it possible to speak of a “common good”, truth or justice in a world without justice for most and with the only truth of a few (those who are in power), in a world where corruption, inequality, xenophobia prevail?

It is important to note that in spite of all these steps that Latin American governments as well as NGOs undertake, no positive changes are visualized in educational practice, nothing seriously has been specified regarding education for peace: projects and programs simply continue in the inkwell. To contribute to the construction of a pacific future, the Latin American educational researchers handle different proposals. Let’s discuss some of these.

What concerns peace education, *Associated Schools Project* of the United Nations and UNESCO as its modern antecedent, which incorporated education for human rights and disarmament in the 40s of the 20th century (after the World War II), should be mentioned. Later, in the 60s of the 20th century, peace education is enriched with the contributions of Paulo Freire who links education with the nations’ development and overcoming social inequalities, as well as with proposals and social-pedagogical practices of Mahatma Gandhi based on teachings of truth and non-violent action and the development of personal autonomy and disobedience to unfair structures (Zhizhko, 2019).



In the 80s of the 20th century, the peace education turns to practical approaches and emphasizes coexistence within the nearby community (the classroom, school, neighborhood, etc.). Thus, it's perceived as an alternative to violent, excluding and intolerant human behaviors in peaceful relations (Grasa, 2000). In the 90s of the 20th century, the peace education is related to intercultural education. Thanks to new information and communication technologies, contacts are made between different nations and people with diverse experience and access to materials, centers and people working in peace education in very different contexts and situations of conflict and violence. In 1995, the UNESCO General Conference proclaimed the *Declaration and the Integrated Action Plan on Education for Peace, Human Rights and Democracy*, which in its Article 8 states: "education must develop the ability to recognize and accept the values that exist in the diversity of individuals, genders, nations and cultures, and develop the ability to communicate, share and cooperate with others. The citizens of a pluralistic society and a multicultural world must be able to admit that their interpretation of situations and problems follows from their own lives, from the history of their society and from their cultural traditions and that, consequently, there isn't a single individual or group that has the only answer to the problems, and there may be more than one solution for each problem. Therefore, people should understand and respect each other and negotiate on an equal footing with a view to finding common ground. Thus, education should strengthen personal identity and favor the convergence of ideas and solutions that reinforce peace, friendship and fraternity between individuals and nations" (UNESCO, 1995).

Therefore, the conceptualization of peace education has gone from the vision of an instruction in human rights, disarmament, and global responsibility. It involves the understanding of the need for teaching dialogue and attention to the student's integral development; contemplates the improvement of positive, analytical, transformative, conciliatory, tolerant attitudes; the ability to forgive and reconcile, respect the Other, handle aggression, anger, hate. It provides for the acquisition of knowledge for the critical analysis of reality, creativity in the search for solutions, the development of skills to think critically (to know how to process existing information, understand the conflict and prevent it, deal with it, resolve it, know how to mediate, reconcile and generate peaceful solutions to conflicts, know how to empathize with the different divided parts and build peaceful coexistence environments). It calls to form values (freedom, equity, justice, solidarity, cooperation, autonomy, critical reflection, creativity, decision making). It aims to transform society, motivate and create new conceptions of the world.

In the late 20th century – second decade of the 21st century, the Latin American researchers, who study the problems of peace education, traced its main features:

- based on a human rights issue (Nastae, 1986; Tuvilla, 1994, 1998, 2000, 2004; Alba, 1998; Jares, 2002; Blanco, *et al.*, 2007; among others);
- implies educating for global responsibility (Reardon, 1988, 1999; among others);
- achieved by teaching dialogue according to Montessori method (Duckworth, 2006; among others);
- achieved by means of complying with the pedagogical framework of Vigotsky's sociocognitivist model (Vidanes-Diez, 2007; among others)'
- based on philosophy of making peace (Herrero-Rico, 2012; among others);
- presupposes an ethical-political proposal of democratic emancipation carried out on the basis of Freire's popular pedagogy (non-violent popular resistance) (Ospina, 2010, 2015; Ribotta, 2011; Walsh, 2015; among others);



–attained through conflict controlling teachings (Cascón, 2004; Smith, 2011; Hernández-Arteaga, Luna-Hernández and Cadena-Chala, 2017; among others);

–is a way of teaching values (Hernández-Arteaga, Luna-Hernández and Cadena-Chala, 2017; among others).

Since the early 21st century, in Latin American educational thinking, basically two large trends regarding the perception of education for peace are observed. One of them can be called “officialist”. It is the approach in which the key components of an effective peace education are the following: it considers peace as opposed to conflict, violence; it aims to “[...] change violent, exclusive and intolerant human behaviors in peaceful relationships, participate actively and responsibly in the construction of a peace culture acting from one’s own community with non-violent conflict treatment programs” (Grasa, 2000).

This “officialist” tendency about peace education arose in early 20th century, in the context of the World War I, when the need to work for an international understanding that would allow tensions and hostilities between states to be overcome was underlined. At the end of the conflict, an educational movement was produced characterized by the idea of avoiding war, as well as by its strong internationalist component. Likewise, it initiates the mission of “instructing the masses in peace” (or so-called peace education).

Its primordial part is developing of resilience capacity. It is important to note that resilience, the key category of this instructive paradigm, is the capacity of a system, a community or a society exposed to a threat, to resist, absorb, adapt, transform and recover from its effects in a timely and efficient manner, in particular, by preserving and restoring their basic structures and functions through risk management (Vera-Poseck, Carbelo-Baquero, Vecina-Jiménez, 2006; UNISDR, 2017).

The resilience pedagogy epistemologically ascends to system theory, pragmatic pedagogy, active pedagogies, and educational technology and foresees planned and organized teaching in the form of an algorithm and the active use of technological resources (Cajigal-Molina, 2017; Caldera-Montes, Aceves, Reynoso-González, 2016). It is the ideal approach to serve the vigilante capitalism of the early 21st century, since it “cultivates” the “ideal man” according to their needs: a “good citizen”, an “honest and virtuous father of a family” and a follower of the consumerism culture (who does not usually question the actions of governments or people in power).

Thus, the “officialist” tendency about peace education appeared in early 20th century, with international policies on the culture of peace and institutional studies on peace taking their rise in the 1940s. Consequently, we are talking about more than a hundred years of intensive real work and joint efforts (both intellectual and financial investment) of various countries for the sake of building a peace culture in the world, preventing wars and violence. However, the wars continue, the suppressions are more cruel and massive, the weapons are increasingly sophisticated and destructive, the family disintegrates, it is even at risk of disappearing as a social institute, bullying in schools is already common, suicides of young people and adolescents increase, the world, in general, becomes more cruel and ruthless.

In short, the current context is far from being defined as an environment of peace. We must recognize that we continue to live in a world permeated by violence, cruelty, crime, fanaticism, terror, intimidation. Henceforth, in late 20th century – early 21st century, debates arise among scholars who address the issue of the peace education, and the new “alternative” tendency in the conceptualization of peace education appears. It is based on the idealist-critical philosophical vision.

So, understanding the dynamic, non-linear, multidisciplinary, heterogeneous, multiform and transversal nature of the task of peace culture building from the educational



field (that definitely implies a diversity of challenges), many Latin American educational researchers acquire a different position regarding this phenomenon. This position can be called “alternative”.

The key components of an effective peace education according to this “alternative” position are the following: scholars believe that in order to educate young generations to live in peace, it will be necessary to reconstruct the conceptions of the State and the nation that the Western tradition has erected, as well as review the relations between the State and contemporary societies, analyze the intercultural processes of integration and differentiation that occur in them. Education will only have significance, impact and value when it is critically assumed as a pedagogical-political-social-epistemic-ethical act and as a decolonial pedagogy that seeks to intervene in the “re-founding of society”, as Paulo Freire said (2004). It is about “rethinking its structures that racialize, inferiorize and dehumanize and trace out paths for a different praxis” (Walsh, 2015).

In the opinion of Pérez-Viramontes (2018), to build an authentic and effective education for peace, a cultural disarmament is necessary, which will be done through a global criticism that makes it possible to renounce the embankments in which modern Western culture has entrenched itself, which principles are based on acquired and unalterable values such as freedom, progress, technology, science, the world economic market, etc. Therefore, transcending evolutionary thinking that conceives the evolution of history as a linear process requires deep analysis to deconstruct the myth of the totality of scientific knowledge and thus introduce new levels of values in which the other is recognized with all its cultural, philosophical and experiential universe (Pérez-Viramontes, 2018).

Hence, the mission of education for peace is to originate a true anti-belligerent school idiosyncrasy to form leading, reflective and critically committed citizens in the reconstruction of a world civilization. It is a social practice that arouses values, that tries to raise positive emotions such as empathy, affection, care and respect and encourages the deconstruction of words and concepts related to the subjects (Pérez-Viramontes, 2018).

Likewise, in the proposal by Hernández-Arteaga, Luna-Hernández, Cadena-Chala (2017), education for peace is built on the basis of the possibility of exploring the conflict by channeling it to meet educational objectives, since, following Savater (1997), violence is not an evil phenomenon but an element of the human condition that needs to be reasonably attenuated by the use of no less natural impulses of cooperation, harmony and peaceful ordering (Savater, 1997).

Undoubtedly, a culture without violence will be condemned to suffer from apathy, since every act of change will be promoted through violent mobilization. However, to what level is it adequate if the scenario in Latin American countries is drawn as the epicenter of street and domestic brutality? They are considered as countries where bullying inside schools has escalated to shootings by minors. In this framework, it is essential to educate or re-educate for peace and to learn acts of harmony, empathy, compassion, love and dialogue.

In the opinion of Hernández-Arteaga, Luna-Hernández, Cadena-Chala (2017), it is necessary to use mediation and diplomacy in the face of a conflict, since traditionally in the educational context the conflict has been stigmatized and denied. This is because it is seen as synonymous with mismanagement and the student or teacher is perceived as a troublesome person. In this way, the conflict is presented as an inconvenience that must be prevented. In this situation, it is believed that healthy coexistence is the one that is free of conflicts. However, according to Jares (2001), the conflict is natural, it is not negative in itself, and it has enormous educational potential (Jares, 2001).



Consequently, we must break with archaic ideologies in which the school system is held responsible for the deterioration of social coexistence, since the school is not guilty of evils nor should it be seen as a panacea. Its real challenge is the configuration of spaces for coexistence, which requires a global approach in which different elements of the curriculum are affected. From these assumptions, the following challenges must be addressed to build convivial educational centers: cultivation of intercultural relationships, democratic discipline and democratic school management, introduction of affective education and education for human rights, learning of resolution strategies and skills (Hernández-Arteaga, Luna-Hernández, Cadena-Chala, 2017).

For this educational model to be possible in the Latin American countries, it is important to initiate a deep metamorphosis of what is taught in school, that is, we must rethink the values of the masculine over the feminine and of the victors over the defeated, demystify the history of bronze and the history of the victors. For the first, the Manichean vision of national heroes and villains will have to be demolished. For the second purpose, it is necessary to stop telling the story through “winners and losers” orientations.

In this new model, in the groups of students, teachers and administrators, peaceful relations, mutual understanding and the collective interest over their own must prevail; affective education must occupy a preponderant place, since it is an object with educational value as a development to achieve a respectful and peaceful coexistence. What concerns discipline, it also constitutes an essential part in any educational process, however, it is not a traditional discipline, but one based on self-discipline and mutual respect. Likewise, non-violent conflict resolution is internalized by learning negotiation strategies.

On the other hand, for Blanco (2007) and Herrero-Rico (2012), education for peace must ensure the full exercise of democratic rights and social affinity through participation; the basic competencies for an educated and responsible citizenry; the construction of a scientific culture for all and the cultivation of affective values and attitudes. Equally, it is a process based on a holistic vision of the human being and the world, on equality and non-discrimination, the purpose of which is not the transfer of knowledge, but the collective foundation of the same, from the affirmation and respect for diversity guided by the search for real and potential solutions to the problems that societies must respond to (Herrero-Rico, 2012).

In the same way, Arboleda, Herrera and Prada (2017) define education for peace as a compendium of attitudes, traditions, values and behaviors based on respect for life and the practice of non-violence through education, dialogue and collaboration. For this reason, education for peace is conceived not only as the absence of war or conflict, but as an authentic, dynamic and participatory process in which dialogue and the resolution of controversies originate, in a spirit of understanding and mutual participation (Arboleda, Herrera, Prada, 2017).

Thus, the pedagogy that is based on the construction of a culture of peace encourages changes in the way people and societies relate to each other through social justice practices that circumscribe harmonious relationships of inclusion, tolerance, and respect for the human rights, conciliation, interpersonal and intercultural encounters, among others. Also, it integrates one's own experience with reality, inspires the evolution and overcoming of generational violence and fosters peaceful and creative routes to transform conflicts, examine them, dialogue, debate, help, mediate, recognize individual and collective interests and needs.

Educating for peace represents providing individuals and social groups with sufficient autonomy to be able to discern and reason about reality and freely decide to



defend their own rights and those of others; the approval of discrepancies and divergences in a non-violent way, where the diversity and particularities of different groups that make up the nations are also recognized and valued (Arboleda, Herrera, Prada, 2017).

Likewise, following Ospina (2010), education for peace must be an ethical-political proposal of democratic emancipation carried out from the popular pedagogy. It must be the result of a progressive reform movement determined by the pluralism of institutions and pedagogical projects. Equally, in the words of Freire (2007), their duty is to develop in society the ability to govern and propose a true alternative to capitalism and despotic socialism. In this space, the teacher must assimilate that the insubordination of the student is a sign of vitality and intelligence, which must be channeled to direct it towards social creativity and not towards violence (Freire, 2007).

Following Freire (2012), the ultimate goal of education will be to free oneself from oppressive reality and injustice, its objective will be the radical metamorphosis of reality to modernize it, to make it more human. Education must allow a critical look at the world, the unfinished world. To transform hostile situations of oppression, education must take root in the popular culture. But it is not about encouraging the population to rebel, it is about challenging popular groups so that while working specifically on each one they discover, in critical terms, the violence and deep iniquity that characterizes their specific environment (Freire, 2012).

For his part, Dietz (2012) points out that education for intercultural peace through complex learning aims to educate society as a whole and not only minorities. Similarly, the author makes a rescue of the notion of empowerment. At the same time, he recovers the school space as a focus of action. Regarding the specifically pedagogical task, he points out that this “[...] will consist not only in thematization of the existing heterogeneity in the classroom, but even in taking advantage of it to generate intragroup mechanisms of formulation, negotiation and conflict resolution among the students” (Dietz, 2012).

Concerning intercultural competences, these are mutually acquired through group interaction and will be used to develop cooperative learning. However, this model, focused on generating experiences of interculturality lived jointly by schoolchildren, calls for profound reforms, because “preparing for an intercultural society also requires carrying out profound transformations in the process of construction of knowledge and the norms that define school culture: giving the student a more active role in this construction, teaching to recognize the positive nature of the doubts and conflicts as engines of growth, helping to face high levels of uncertainty and providing experiences that allow living heterogeneity as a source of development and progress. And for education to achieve these reasons, it is necessary to change the traditional method, excessively focused on the activity of the teacher, and give students more power and more responsibility in their own learning” (Dietz, 2012).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the study carried out allows us to maintain that in the Latin American pedagogical space, the peace education phenomenon is analyzed from different epistemological and theoretical positions: rationalism, empiricism, positivism and neopositivism, pragmatism, idealism, and radicalism. However, the specific contribution of this article is that basing on this research we can distinguish two main trends in the approach to peace education: realist-pragmatic-positivist (or “officialist”) and idealist-critical (or “alternative”, “progressive”). The representatives of the first trend visualize peace education from the rational-practical point of view, implementing pragmatic



solutions (sometimes superficial) in conditions of the given current socioeconomic situation. They choose to promote the peace culture through different academic and cultural events (courses, workshops, forums, conferences, colloquia, seminars, festivals, exhibitions, cultural weeks, talks, etc.), the purpose of which is basically to explain to the population the negative effects of conflict, violence and the benefits of “living in peace and harmony”. They conceptualize peace education from the positivist position, pragmatic pedagogy, educational technology, resilience pedagogy, mindfulness pedagogy, among others.

Educational researchers, who are supporters of the second trend, operate the categories of dialectical philosophy and neo-Marxism, the historical-cultural approach, the critical theory, the institutional analysis, the critical curricular approach, the radical or critical pedagogy and theories of cultural reproduction, the resistance pedagogy, the pedagogy of the oppressed, the border pedagogy, the complex thinking and pedagogy in complexities, the intercultural pedagogy and cultural relativism.

The representatives of the idealist-critical position intended to build the new educational ideal: a free, innovative, reflective and self-reflective human being (the one that understands the Other through self-understanding), critical, plural, capable of self-training, self-organization, living in a multicultural environment, knowing how to listen, understand, be sensitive to the experience and condition of the Other, be perceptive with the environment. They seek to build education based on complex thinking that tries to understand the world and form the ability to establish different dimensions with reality; grounded on the ideas of interculturality, which are embodied in a non-discriminatory integrative system; supported by cultural relativism that admits as valid any practice for the sole fact of being the production of a social group; the one that considers the conflict as an indispensable part of the human being and knows how to channel it to create good, initiate dialogue and negotiation; the one that involves the family and society in the educational process.

It is about the new school model where peaceful subjects will be educated, away from the homogeneous idea of culture and ideological hegemony; where humans aware that thought is complex, non-linear, horizontal, will be trained; with individuals who value the dialectical units of the simple and the complex, chance, uncertainty, chaos, disorder, indeterminacy and emergence, who build their own systems of ideas, knowledge, theories, who are subjects from their real perspective, concrete and contextualized related to the totality through intercultural communication and logical pluralism acting when necessary in a non-traditional way and finding alternative steps to fulfill daily or professional tasks, who are citizens capable of critically exercising their citizenship and building a life project.

This new education aims to lead human to “overcome the limits”, transgress the borders to know the Other in their own sense, create “an area on the fringes of the border”, generate the intercultural mechanisms for the formation of their socio-cultural experience; it leads them to the equitable articulation of a different without a hegemonic center.

Our future research should focus on finding out the specific features of education for peace, in particular, through a detailed comparative analysis of the characteristics of the peace education and education for peace in the Latin American educational space.

REFERENCES

1. Ábrego, F. M. (2010). La situación de la educación para la paz en México en la actualidad [The situation of education for peace in Mexico today]. *Espacio público*, Vol, 13, No. 27, México, UAEM. (in Spanish)



2. Arboleda, Z., Herrera, M., Prada, M. (2017). Qué es educar y formar para la paz y cómo hacerlo? [What is educating and training for peace and how to do it?]. *Educación y Pedagogía para la Paz. Material para la práctica*, Bogotá (Colombia), PNUD, OIM. (in Spanish)
3. Bauman, Z. (2013). *Sobre la educación en un mundo líquido [On education in a liquid world]*. Barcelona, Paidós. (in Spanish)
4. Blanco Bosco, E. (2011). *Los límites de la escuela. Educación, desigualdad y aprendizaje en México [School boundaries. Education, inequality and learning in Mexico]*. México, COLMEX. (in Spanish)
5. Blanco, R. (2007). *Educación de calidad para todos. Un asunto de derechos humanos [Quality education for all. A matter of human rights]*. Documento de discusión para políticas educativas en el marco de la II Reunión Intergubernamental del Proyecto Regional de Educación para América Latina y el Caribe [Discussion document for educational policies in the framework of the II Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean]. Buenos Aires, Argentina, 29 y 30 de marzo de 2007, Buenos Aires, EPT/PRELAC. (in Spanish)
6. Boote, D., Beile, P. (2005). Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation. *Educational Researcher*, Vol. 34, No. 6, 3-15. Retrieved from <https://doi.org/10.3102/0013189X034006003>.
7. Cajigal Molina, Erick, Maldonado González, Ana Lucía, González Gaudiano, Edgar (2017). Resiliencia en docentes: una vía para mejorar capacidades de las poblaciones ante inundaciones agravadas por el cambio climático [Resilience in teachers: a way to improve the capacities of populations in the face of floods aggravated by climate change]. *Revista Diálogo Educativo*, Vol.17 (55), 1445–1464. Retrieved from <https://periodicos.pucpr.br/index.php/dialogoeducacional/article/view/22305/22536> (in Spanish)
8. Caldera, J., Aceves, B., Reynoso, O. (2016). Resiliencia en estudiantes universitarios. Un estudio comparado entre carreras [Resilience in university students. A comparative study between races]. *Psicogente*, Vol. 19(36), 227–239. Retrieved from <http://doi.org/10.17081/psico.19.36.1294> (in Spanish)
9. Centro virtual de la pedagogía ignaciana, Selecciones de Diciembre 2018-Enero 2019 [Virtual Center for Ignatian Pedagogy, December 2018-January 2019 Selections] (2019). *Pedro Arrupe y su apuesta por la educación [Pedro Arrupe and his bet on education]*. Conferencia de Provinciales en América Latina – CPAL. Retrieved from www.pedagogiaignaciana.com. (in Spanish)
10. Dietz, G. (2012). *Multiculturalismo, interculturalidad y diversidad en educación: una aproximación antropológica [Multiculturalism, interculturalism and diversity in education: an anthropological approach]*. México, FCE. (in Spanish)
11. Freire, P. (2007). *La educación como práctica de la libertad [Education as a practice of freedom]*. Santiago de Chile, Siglo XXI. (in Spanish)
12. Freire, P. (2012). *Pedagogía de la indignación. Cartas pedagógicas en un mundo revuelto [Pedagogy of outrage. Pedagogical letters in a troubled world]*. Buenos Aires, Siglo XXI. (in Spanish)
13. Garnica J. (2015). *La educación para la paz en situaciones de conflicto armado. Construyendo un nuevo enfoque desde el caso de los Territorios Palestinos Ocupados [Education for peace in situations of armed conflict. Building a new approach from the case of the Occupied Palestinian Territories]*. Tesis doctoral, Instituto de derechos humanos “Bartolomé de las Casas”, Getafe. (in Spanish)



14. Grasa, R. (2000). Evolución de la Educación para la Paz. La centralidad del conflicto para la agenda del siglo XXI [Evolution of Education for Peace. The centrality of conflict for the 21st century agenda]. *Cuadernos de pedagogía*, No. 287, 52–56. (in Spanish)

15. Hernández Arteaga, I., Luna Hernández, J., Cadena Chala, M. (2017). Cultura de Paz: Una Construcción educativa. Aporte teórico [Culture of Peace: An Educational Construction. Theoretical contribution]. *Revista Historia de la Educación Latinoamericana*, Vol. 19, No. 28, enero-junio, 149–172. (in Spanish)

16. Herrero Rico, S. (2012). *La educación para la paz desde la filosofía para hacer las paces: el enfoque REM (reconstructivo-empoderador) [Education for peace from the philosophy of making peace: the REM (reconstructive-empowering) approach]*. Tesis Doctoral, Instituto Interuniversitario de Desarrollo Social y Paz, Doctorado Internacional de Estudios de Paz, Conflicto y Desarrollo, Universitat Jaume-I, Castellón. (in Spanish)

17. Jares, X. (2001). *Educación y conflicto como retos en la educación infantil, en Congreso europeo: Aprende a ser, aprende a vivir juntos [Education and conflict as challenges in early childhood education, in European Congress: Learn to be, learn to live together]*. Santiago de Compostela, World Association of Early Childhood Educators. Retrieved from <http://www.waece.com>. (in Spanish)

18. Jiménez Bautista, F. (2016). Paz intercultural. Europa, buscando su identidad Intercultural [Intercultural peace. Europe, looking for its Intercultural identity]. *Revista de Paz y Conflictos*, Vol. 9, N°1. (in Spanish)

19. Ladron de Guevara, L. (1978). *Metodología de investigación científica [Scientific research methodology]*. Bogotá, Universidad de Santo Tomás. (in Spanish)

20. Londoño Palacio, Olga Lucía, Maldonado Granados, Luis Facundo, Calderón Villafañez, Licy Catalina (2016). *Guía para construir el estado del arte [Guide to building the state of the art]*. Bogotá, ICONK (in Spanish)

21. Martínez Guzmán, V. (2015). Intersubjetividad, interculturalidad y política desde la filosofía para la paz [Intersubjectivity, interculturality and politics from the philosophy for peace]. *Thémata: Revista de filosofía*, No. 52, 147–158. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=5318919> (20.01.2019). (in Spanish)

22. Ocejo, A., Hernández V. (2016). *Derechos humanos y educación para la paz [Human rights and education for peace]*. México, Universidad Iberoamericana. (in Spanish)

23. Ospina, J. (2010). La educación para la paz como propuesta ético-política de emancipación democrática. Origen, fundamentos y contenidos [Education for peace as an ethical-political proposal for democratic emancipation. Origin, foundations and contents]. *Universitas. Revista de Filosofía, Derecho y Política*, No. 11(1), 93–125. (in Spanish)

24. Pérez-Viramontes, G. (2018). *Construir paz y transformar conflictos. Algunas claves desde la educación, la investigación y la cultura de paz [Build peace and transform conflicts. Some keys from education, research and the culture of peace]*. Tlaquepaque, Jalisco (México), ITESO. Retrieved from <https://rei.iteso.mx/handle/11117/5417> (date of access: 03.03.20). (in Spanish)

25. Poder Ejecutivo Federal (2019). *Plan de Desarrollo Nacional 2019-2024 [National Development Plan 2019–2024]*. Retrieved from <http://www.dof.gob.mx/notadetalle.php> (date of access: 10.11.2020). (in Spanish)

26. Quiroga Trigo, M. (2012). Conceptos sobre comunicación intercultural. Comunicación y ciudadanía intercultural, en Antonio Aramayo Tejada (coord.) [Concepts on intercultural communication. Communication and intercultural citizenship, in Antonio Aramayo Tejada (coord.)] *Memorias de los Seminarios Comunicación para una ciudadanía*



integral e intercultural [Proceedings of the Seminars Communication for an integral and intercultural citizenship]. La Fundación UNIR Bolivia. (in Spanish)

27. Red Nacional de Organizaciones Civiles de Derechos Humanos (2017). *Todos los derechos para todas y todos. La esperanza no se agota: Situación de las personas defensoras de los Derechos Humanos durante la presidencia de Enrique Peña Nieto [All rights for all. Hope is not exhausted: Situation of human rights defenders during the presidency of Enrique Peña Nieto]*. Primera Edición, México. Retrieved from <https://www.comecso.com/publicaciones/la-esperanza-no-se-agota-informe-tdt> (date of access: 06.04.2020). (in Spanish)

28. Salazar Mastache, I. (2009). Paz y ciudadanía en el proceso de formación básica de los jóvenes de secundaria [Peace and citizenship in the basic training process of high school youth]. *Revista del Colegio de Estudios de Posgrado de la Ciudad de México [Journal of the College of Postgraduate Studies of Mexico City]*. México, EUMED. (in Spanish)

29. Savater, F. (1997). *El valor de educar [The value of educating]*. Barcelona, Ariel. (in Spanish)

30. SEP (2020). *Programa Sectorial de Educación 2020-2024 [Education Sector Program 2020-2024]*. México, SEP. Retrieved from https://www.dof.gob.mx/nota_detalle.php?codigo=5596202&fecha=06/07/2020 (date of access: 16.05.2020) (in Spanish)

31. Tapia, L. (2002). *La condición multisocietal. Multiculturalidad, pluralismo, modernidad [The multisocietal condition. Multiculturalism, pluralism, modernity]*. La Paz, Bolivia, CIDES-UMSA/Muela del Diablo. Retrieved from <https://es.scribd.com/doc/124379442/La-Condicion-multisocietal-multiculturalidad-pluralismo-modernidad-Luis-Tapia-pdf> (date of access: 07.05.2020). (in Spanish)

32. Tuvilla Rayo, J. (2004). *Cultura de paz y educación. Manual de Paz y Conflictos [Culture of peace and education. Peace and Conflict Manual]*. Granada, Universidad de Granada. (in Spanish)

33. UNESCO (1995). *Declaración y el Plan de Acción Integrado sobre la Educación para la Paz, los Derechos Humanos y la Democracia [Declaration and Integrated Action Plan on Education for Peace, Human Rights and Democracy]*. Conferencia General de la UNESCO, París, UNESCO (in Spanish)

34. Vera Poseck, Beatriz, Carbelo Baquero, Begoña, Vecina Jiménez, María Luisa (2006). The traumatic experience from positive psychology: resiliency and post-traumatic growth, *Papeles del Psicólogo*, Vol. 27(1), 40–49. Retrieved from <http://www.cop.es/papeles>.

35. Vidanes Díez, J. (2007). La educación para la paz y la no violencia [Education for peace and non-violence]. *La Revista Iberoamericana de Educación*, No. 42/2, 10–30. Retrieved from <https://rieoei.org/historico/deloslectores/experiencias146.htm> (date of access: 21.01.2020). (in Spanish)

36. Volkov, G. (1980). Los métodos cualitativos y cuantitativos en el estudio de la ciencia. El futuro de la ciencia: Perspectivas. Hipótesis. Problemas no solucionados [Qualitative and quantitative methods in the study of science. The future of science: Perspectives. Hypothesis. Unresolved issues]. *Anuario internacional*, Ed. 3, Moscú, pp. 53–60. (in Spanish)

37. Walsh, C. (2015). Interculturalidad? Fantasmas, fantasías y funcionalismos [Interculturality? Ghosts, fantasies and functionalisms] in C. Montúfar, F. Balseca, *Ecuador: desafíos para el presente y el futuro [Ecuador: challenges for the present and the future]*. Quito, Universidad Andina Simón Bolívar/Ediciones La Tierra, pp. 269–288. (in Spanish)

38. Zhizhko, E. (2019). *Aproximaciones a la educación para la paz: dimensiones temporal y teórica [Approaches to education for peace: temporal and theoretical dimensions]*. Kyiv, Publisher LAT&K. (in Spanish)



DOI: 10.31891/2308-4081/2022-12(1)-4

Doctor of Sciences in Pedagogy, Full Professor, **IRINA BUZHINA**
Kostyantyn Ushynskiy South Ukrainian National Pedagogical University
Address: 26 Staroportofrankivska St., Odessa, 65020, Ukraine
E-mail: bugina.irina@gmail.com
ORCID 0000-0002-7455-2794

Doctor of Philosophy in Pedagogy, **OLEKSANDR VOROKHAIEV**
Taras Shevchenko National University "Chernihiv Collehium",
Address: 53 Hetman Polubotko St., Chernihiv, 14013, Ukraine
E-mail: a.vorokhaiev@gmail.com
ORCID 0000 0003 3943 4300

UKRAINIAN AND CANADIAN EXPERIENCE OF IMPLEMENTATING HEALTH CARE INTO THE PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS

ABSTRACT

The article analyzes the problem of the need to train highly qualified specialists in pedagogical specialties in the field of health care, who are able to act at the level of the requirements of international professional standards for the formation of a healthy lifestyle.

The article highlights that the regular process of health care for future primary school teachers contributes to the assimilation of new knowledge and skills of both future teachers and primary school students, helps to avoid psychological injuries and professional challenges and to comply with the rules that exist in higher education institutions of Ukraine and Canada.

It was determined that a professional future teacher who works in an elementary school and is engaged in health care activities is a subject of professional activity with a high level of professionalism, self-efficacy, has a professional and social status, is constantly aimed at self-development, personal and professional achievements in the formation of a healthy lifestyle of primary school students.

The purpose of the article is to theoretically analyze the Ukrainian and Canadian experience of introducing health care into the system of professional training of future primary school teachers.

In the result of the analysis of scientific literature dedicated to the problem, we can state that in the process of professional training of future primary school teachers both in Ukraine and in Canada, universities follow directions that have a positive effect on the formation of a healthy lifestyle in general and health care in particular. There is a need to create a platform for the active involvement of educators (students of higher pedagogical institutions and teachers) in the formation of a healthy lifestyle during university studies. It has been proven that there are specific components of healthy lifestyle formation of Ukrainian youth studying at higher education institutions. This field of activity is given attention to in Canadian universities that train primary school teachers.

Keywords: *future primary school teachers, Ukraine, Canada, health care, competences, students of higher pedagogical institutions.*



УКРАЇНСЬКИЙ ТА КАНАДСЬКИЙ ДОСВІД ВПРОВАДЖЕННЯ ЗДОРОВ'ЯЗБЕРЕЖЕННЯ В СИСТЕМУ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

АНОТАЦІЯ

У статті проаналізовано проблему необхідності підготовки висококваліфікованих фахівців педагогічних спеціальностей в галузі здоров'язбереження, здатних діяти на рівні вимог міжнародних професійних стандартів формування здорового способу життя. З'ясовано, що регулярний процес здоров'язбереження майбутніх вчителів початкової школи сприяє засвоєнню нових знань і навичок, як майбутніх вчителів, так і здобувачів початкової освіти, допомагає уникнути психологічних травм і професійних викликів та дотримуватись правил, які існують у закладах вищої освіти України і Канади.

Визначено, що майбутній вчитель, який працює в початковій школі та займається здоров'язбережувальною діяльністю – це суб'єкт професійної діяльності з високим рівнем професіоналізму, самоефективності, який має професійний і соціальний статус, постійно спрямований на саморозвиток, на особистісні і професійні досягнення у формуванні здорового способу життя здобувачів початкової освіти

Мета статті – теоретично проаналізувати український та канадський досвід впровадження здоров'язбереження в систему професійної підготовки майбутніх вчителів початкової школи.

В результаті аналізу наукових праць з проблеми дослідження можна констатувати, що в процесі професійної підготовки майбутніх вчителів початкової школи як в Україні, так і в Канаді, університети дотримуються напрямів, що позитивно впливають на формування здорового способу життя взагалі та здоров'язбереження зокрема. Існує необхідність створення платформи для активного залучення освіти (здобувачів вищої педагогічної освіти та викладачів) до формування здорового способу життя в період навчання в університеті. Доведено, що існують специфічні складові формування здорового способу життя української молоді, що навчається у закладах вищої освіти. Вони включають активне використання ресурсів навчальних закладів; сприяння проведенню культурно-освітніх, святкових тематичних заходів, спрямованих на збереження здоров'я, із залученням викладачів і студентів вищих педагогічних закладів для формування здорового способу життя та профілактики шкідливих звичок. Цьому напряму діяльності приділено увагу в університетах Канади, що готують вчителів початкової школи.

Ключові слова: майбутні вчителі початкової школи, Україна, Канада, здоров'язбереження, компетентності, здобувачі вищої педагогічної освіти.

INTRODUCTION

Ukraine's inclusion into the Bologna process should support the state's desire to develop and acquire new qualitative features while preserving the best national educational assets and traditions. In our opinion, the development of professional training in general and the professional training of future teachers for health care activities in particular will contribute to the improvement of the quality of training of specialists in the field of education, their social protection in the conditions of the market economy and integration into the educational community of the united Europe. The need to train highly qualified specialists in pedagogical specialties, capable of acting at the level of the requirements of international professional standards, is determined by the context of Ukraine's entry into



the world educational space and the Bologna process in particular, which is characterized by complexity and multidimensionality and involves the modernization of the educational process system.

THE AIM OF THE STUDY

The purpose of the article is to theoretically analyze the Ukrainian and Canadian experience of introducing health care into the system of professional training of future primary school teachers.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of researching the Canadian experience of introducing health care into the system of professional training of future primary school teachers was studied fragmentarily in the works of foreign researchers. The subject of research by M. Siporin (1975) and K. Wiegand (1979) is competence in the process of professional activity of future teachers of primary education. Studies of B. Bubb and P. Early (2007) highlighted learning and career growth processes, both formal and informal, in Canadian universities. A. Maluccio and M. Libassi (1984) characterized professional competencies that future primary school teachers should possess.

Important for our research are scientific elaborations of Yu. Rashkevich (2015) who reveals in his works that professional competences are formed in various academic disciplines of higher education institutions.

Among Ukrainian researchers, the scientific works of M. Nosko, S. Hryshchenko, and Yu. Nosko (2013) should be singled out in the context of studying the process of forming a healthy lifestyle of Ukrainian youth. Also, important are the studies of the domestic authors S. Arkhipova, N. Hayduk, and S. Stavkova (2019) regarding continuous professional training of social workers for supervisory activities in Canada.

The research was carried out with the use of general scientific methods (study, analysis and synthesis of reference, overview of scientific educational print and on-line sources), as well as systematization and generalization.

RESULTS

Health conservation as a pedagogical technology is primarily based on the value-ethical principles of pedagogy and applies to specialists in the field of education who work in primary schools. It was determined that the regular process of health care for future primary school teachers contributes to the assimilation of new knowledge and skills of both future teachers and those seeking education, helps to avoid psychological injuries and professional challenges and to comply with the rules that exist in higher educational institutions of Ukraine and Canada.

In the context of our research, it is necessary to consider concepts that are used in domestic pedagogical science and are directly related to health care and the formation of a healthy lifestyle, namely “competence” and “competencies”. According to the Law of Ukraine “On Higher Education” (dated 01 July 2015, #1556-VII), “competence” is defined as a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional worldview and civic qualities, moral and ethical values that define the ability of a person to successfully carry out professional and further educational activities and is the result of studying at a certain level of higher education (Law of Ukraine on Higher Education, 2014).

Continuous professional training of future primary school teachers (both bachelors and masters) in Ukraine and Canada is a self-directed process that requires future professionals to take responsibility for their own professional development and improvement. Therefore, in all economically developed countries, it has become a common



concern of citizens. As of 2008, roughly a quarter of Canadian adults aged 25 to 64 participated in some form of non-formal, work-related education and training. This places Canada among countries with a well-developed system of education and vocational training in accordance with the latest standards.

In the Methodological Recommendations for the development of higher education standards, approved and put into effect by the Order of the Ministry of Education and Science of Ukraine dated 01 June 2016 No. 600, the term “competence” coincides with the above-mentioned (Methodical Recommendations for the development of higher education standards, 2016).

Competencies, according to Yu. Rashkevich’s definition, are a dynamic combination of knowledge, understanding, skills, and abilities. The development of competences is the goal of educational programs. Competencies are formed in different educational disciplines and are evaluated at different stages (Rashkevich, 2015).

General and special competences are distinguished. General competences are understood as universal competences that do not depend on the subject area, but are important for successful further professional and social activities acquired in various fields and for personal development. Special (professional, subject) competencies depend on the subject area and are important for successful professional activity in a certain specialty (Rashkevich, 2015).

“Competences are a combination of characteristics related to knowledge and their application, abilities, skills, values and personal qualities and contribute to the performance of professional duties at a high level” (Luniacek, 2013). Competence, in turn, means the correspondence of the level of knowledge and skills to the content of the performed job duties, as well as the ability to achieve the goal. Competence is provided by formal education, self-education in the process of practical activities, learning experience, advanced training at courses and seminars (Model of a specialist in social work, 2017).

Therefore, the issues related to the classification of key competencies are still not resolved. Competences widely recognized are communicative, cognitive, social, general cultural, linguistic, and informational. However, some scientists combine communicative and speech competence into one, the same applies to language and linguistic competence. Informational competence acts as a part of cognitive or speech competence; and general cultural and social competence can be represented as sociocultural. What concerns health care competence, it was insufficiently studied in scientific works of both Ukrainian and Canadian researchers (Nosko et al., 2013).

According to M. Siporin (1975) and K. Wiegand (1979), competence is the use of knowledge and skills by specialists in the field of education in the process of professional activity in such a way that it causes positive changes in the lives of both students of higher education in pedagogical specialties and students of primary schools. We believe that these changes are taking place due to the competence of teachers working in primary schools in Ukraine and Canada. Therefore, competence covers: (1) knowledge, abilities and skills; (2) motivational factors; (3) environmental quality. It is the result of compliance with the norms of effective and ethical practice in the pedagogical field (Maluccio & Libassi, 1984).

M. Golovan gives a definition of competence as “...a given requirement for a person’s training in order to acquire knowledge and practical experience in a certain field”. According to the scientist, competence is “manifested in effective activity and includes a personal attitude to the subject and product of activity. It is integrative personality formation that combines knowledge, abilities, skills, experience and personal attributes that determine the desire, ability and readiness to solve problems and tasks that arise in



real life situations, while realizing the importance of the subject and the result of activity” (Holovan, 2008).

Nowadays, educational process in higher education is no longer limited to educational institutions – it has expanded to organizations that have become educational. The professional training of future teachers both in the new Ukrainian school and in Canadian universities is embodied in formal and informal processes of learning and career growth. According to the definition of B. Bubb and P. Earley, it is “...a continuous process that includes formal and informal educational experiences that enable staff to reflect on their activities, expand the range of knowledge and skills, and improve service delivery» (Bubb & Earley, 2007).

On the grounds of the scientific research of the authors’ team of T. Zhuravel and S. Kiyanytsa (2017), and research by S. Arkhipova, N. Hayduk, and S. Stavkovich (2019), we can state that health care both in educational institutions and in territorial communities of Ukraine have definite tasks. They include:

- ensuring a deeper understanding of health care among people who have different views;
- finding ways for positive changes regarding the formation of a healthy lifestyle of youth in Ukraine;
- formation of groups of activists in various areas of health preservation (including physical education and sports);
- creation of a platform where everyone can express themselves and hear each other regarding health care in one educational institution or one territorial community;
- development of the responsibility of education seekers or community members in the process of forming a healthy lifestyle (Zhuravel & Kiyanytsia, 2017; Arkhipova et al., 2019).

Students of higher education in Ukrainian universities must learn to solve tasks in the field of health care. This is especially important for students of pedagogical specialties. We should note that motivation is a necessary component of the health care process.

Within the framework of our research, we have to determine theoretical foundations on which health care is based in the process of professional training of future teachers of the New Ukrainian School and educators of Canada who teach in primary school. These foundations presuppose:

- analysis of future specialists’ training from the standpoint of the ecosystem approach, i.e. in the social environment (oneself, family, friends, colleagues, educational institution, church, and community);
- determination of the content of a healthy lifestyle and components that require professional intervention in order to harmonize relationships (for example, child – parents, child – peers, child – teachers);
- cooperation in the process of health care (teacher – student) based on the tolerant attitude with consideration of cultural, racial, national, religious, sexual characteristics and differences;
- focusing on the strong features of both future teachers and those seeking education in order to equip, support, encourage, activate and direct them in finding constructive ways to solve health problems (Hayduk et al, 2007).

The main requirement for the professional training of higher education applicants at the bachelor’s level and future teachers of both the New Ukrainian School and future primary school teachers in Canada is their preparation for admission to master’s degree studies.



Today, obtaining higher education by university graduates of teaching specialties in Canada is based on the philosophy of lifelong learning. As already mentioned in our research, it is important to understand that the development of continuous professional training is largely determined by the conditions of the labor market, therefore, continuous professional training is developing rapidly (Statistics Canada, 1991).

It is appropriate to note that, despite theoretical scientific research on the problems of professional training of future teachers of the New Ukrainian School and primary school teachers in Canada for health-preserving activities and the formation of a healthy lifestyle as a field of professional activity in pedagogy, it has been only partially covered. The results of the analysis proved that the studied problems in Canada's experience were not the subject of special studies in Ukraine (Archipova et al., 2019).

We have identified the important general components of healthy lifestyle formation and health care of students of higher education in pedagogical specialties. They include involvement of students of educational specialties in active life at the university and in the territorial community; the specifics of forming a healthy lifestyle for young people; prevention of negative phenomena and risky behavior; promotion of positive family values.

Our research has proven that there are specific components of healthy lifestyle formation of Ukrainian youth studying at institutions of higher education. These components are:

- resources of the educational institutions and the territorial communities aimed at creation and functioning of groups and clubs for young people (for example, a club of football players or a group against tobacco smoking);
- assistance in the organization of cultural, educational, festive thematic events aimed at health protection, with the involvement of teachers and students of higher education and members of the territorial community;
- “conducting trainings, thematic meetings for students of higher education in pedagogical specialties on issues of healthy lifestyle, prevention of negative phenomena and socially dangerous diseases (family meetings with the participation of children and parents can be held)” (Zhuravel & Kiyanytsia, 2017).

Research has proven that in the process of professional training of future teachers it is important to follow directions that positively affect the formation of a healthy lifestyle in general and health care in particular. These directions include:

- the production and distribution of social advertising;
- support of informational and educational groups and mass events to form a positive attitude towards a healthy lifestyle and understanding of its needs;
- the creation of a platform for the active involvement of educators (students of higher educational institutions and teachers) in the formation of a healthy lifestyle in educational institutions and territorial communities;
- the organization of sports competitions and mass events aimed at attracting students of pedagogical specialties to the joint solutions of the problems related to healthy lifestyle to provide better outcomes for all participants of the educational process; involvement of higher education applicants of the master's degree in assistance to applicants of higher education at the bachelor's level (Zhuravel & Kiyanytsia, 2017).

In the scientific discourse on competences in the field of health care, in particular in the domestic one, the concept of “a professional” is also considered. Thus, a professional (a teacher or future teacher working in a primary school and engaged in health care activities) is a subject of professional activity with a high level of professionalism, self-



efficacy, professional and social status. This person is constantly focused on self-development, personal and professional achievements that have positive social meaning in the formation of a healthy lifestyle of education seekers (defined by the authors of the research, according to Arkhipova & Smerechak, 2013).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In the result of the analysis of scientific works dedicated to the studied problem, we can state that in the process of professional training of future primary school teachers both in Ukraine and in Canada, universities follow directions that have a positive effect on the formation of a healthy lifestyle in general and health care in particular. There is a need to create a platform for the active involvement of educators (students of higher pedagogical education and teachers) in the formation of a healthy lifestyle during university studies. It has been proven that there are specific components of the formation of a healthy lifestyle of Ukrainian youth studying in institutions of higher education. They include resources of the educational institutions; promotion of cultural, educational, festive thematic events aimed at of health preservation in organizations, with the involvement of teachers and students of higher pedagogical institutions in the formation of a healthy lifestyle and prevention of negative habits. This field of activity is given attention to in Canadian universities that provide training of primary school teachers.

We consider the study of educational programs of universities in modern Canada regarding the implementation of health care for future primary school teachers as prospects for further scientific research.

REFERENCES

1. Arkhipova, S. P., Haiduk, N. M., Stavkova, S. H. (2019). *Teoriia i praktyka neperervnoi profesiinoi pidhotovky sotsialnykh pratsivnykiv do superviziinoi diialnosti v Kanadi [Theory and practice of continuous professional training of social workers for supervisory activities in Canada]*. Cherkasy: ChNU. (in Ukrainian)
2. Arkhipova, S. P., & Smerechak, L. I. (2013). Do pytan formuvannia profesionalizmu maibutnykh sotsialnykh pedahohiv u roboti z ditmy z vadamy psykhofizychnoho rozvytku. [To the issues of the formation of professionalism of future social pedagogues working with children with disabilities of psychophysical development]. *Pedahohichni nauky [Pedagogical sciences]*, 24, 7–13. Retrieved from <http://nbuv.gov.ua/UJRN/V> (date of access: 22.05.2022). (in Ukrainian)
3. Haiduk, N. M., Klos, L. Ye., Stavkova, S. H., & Beliaeva, S. Ya. (2007). *Sotsialna robota: praktychna pidhotovka studentiv na osvithomu rivni «bakalavr».* [Social work: practical training of students at the “bachelor” educational level]. Lviv: “Lvivska politekhnika”. (in Ukrainian)
4. Holovan, M. (2008). Kompetentsiia i kompetentnist: dosvid teorii, teoriia dosvidu. [Competency and competence: experience of theory, theory of experience]. *Vyshcha osvita Ukrainy – Higher education of Ukraine*, 3, 23–30. (in Ukrainian)
5. Lunyachek, V. (2013). *Kompetentnisnyi pidkhid yak metodolohiia profesiinoi pidhotovky u vyshchii shkoli.* [Competency approach as a methodology of professional training in higher education]. Retrieved from <http://www.kbuapa.kharkov.ua/ebook/putp/2013-1/doc/4/01.pdf> (date of access: 22.05.2022). (in Ukrainian)
6. *Metodychni rekomendatsii shchodo rozroblennia standartiv vyshchoi osvity [Methodological recommendations for the development of higher education standards] (2017) Nakaz Ministerstva osvity i nauky Ukrainy vid 01.06.2017 r. № 600 (u redaktsii*



nakazu Ministerstva osvity i nauky Ukrainy vid 30.04.2020 roku. № 584 [Order of the Ministry of Education and Science of Ukraine of 1 June 2017 # 600]. Retrieved from <https://law.chnu.edu.ua/metodychni-rekomendatsii-shchodo-rozroblennia-standartiv-vo/> (in Ukrainian)

7. *Model fakhivtsia iz sotsialnoi roboty* [Model of a specialist in social work] (2017). Retrieved from http://megalib.com.ua/content/2697_15_Model_fahivcya_iz_socialnoi (date of access: 22.05.2022). (in Ukrainian)

8. Nosko, M. O., Hryshchenko, S. V., Nosko, Yu. M. (2013). *Formuvannia zdorovoho sposobu zhyttia* [Formation of a healthy lifestyle]. Kyiv: "MP Lesia". (in Ukrainian)

9. "Pro vyshchu osvitu" Zakon Ukrainy. [Law of Ukraine on Higher Education] (2014). *Vidomosti Verkhovnoi Rady* [Verkhovna Rada information], 37–38, 2004). Retrieved from <https://zakon.rada.gov.ua/laws/show/1556-18#Text> (date of access: 22.05.2022). (in Ukrainian)

10. Rashkevych, Yu. M. (2013). *Kompetentnisnyi pidkhid v pobudovi navchalnykh prohrum*. [A competent approach in the construction of educational programs]. Retrieved from: <http://www.tempus.org.ua/uk/korysna> (date of access: 22.05.2022). (in Ukrainian)

11. Anosova, A. V., Bezpalko, O. V., Tsiumanta, T. P. (2017). *Sotsialna robota z vrazlyvymy simiamy ta ditmy* [Social work with vulnerable families and children] (Eds. T. V. Zhuravel, Z. P. Kyianytsi). Kyiv: OBNOVA KOMPANI. (in Ukrainian)

12. Bubb, S., & Earley, P. (2007). *Leading and managing continuing professional development: developing people, developing schools*. London: Sage.

13. Maluccio, A., & Libassi, M. (1984). Competence clarification in social work practice. *Social Thought*, 10, 51–58.

14. Siporin, M. (1975). *Introduction to social work practice*. New York: Macmillan.

15. Statistics Canada. (1991). *Canada: a Portrait*. Ottawa.

16. Wiegand, C. F. (1979). Using a social competence framework for both client and practitioner. In: F. W. Clark, M. L. Arkava and associates (Eds.). *The pursuit of competence in social work*. (pp. 76-95). San Francisco: Jossey Bass.



DOI: 10.31891/2308-4081/2022-12(1)-5

Doctor of Sciences in Pedagogy, Full Professor, **NATALYA BIDYUK**
Khmelnyskyi National University
Address: 11 Instytutska, Khmelnytskyi, 29016, Ukraine
E-mail: biduknm@ukr.net
ORCID ID 0000-0002-6607-8228

Doctor of Philosophy in Pedagogy, Senior Lecturer, **OLHA BABICH**
Bohdan Khmelnytskyi National Academy of
the State Border Guard Service of Ukraine
Address: 46 Shevchenka St., Khmelnytskyi, 29000, Ukraine
E-mail: oliababich1@gmail.com
ORCID ID 0000-0002-4303-2913

Doctor of Philosophy in Pedagogy, Senior Lecturer, **ALINA FAST**
Dniprov Academy of Continuing Education
Address: 70 Antonovycha St., Dnipro, 49006, Ukraine
E-mail: alphabeta7373@gmail.com
ORCID ID 0000-0002-3857-3707

**PECULIARITIES OF POLICE CORPS OFFICERS’
PROFESSIONAL TRAINING AT
THE POLICE CORPS ACADEMY OF THE SLOVAK REPUBLIC**

ABSTRACT

The article is devoted to the disclosure of the peculiarities of the professional training of Police Corps officers of the Slovak Republic, and the professional education at the Academy of the Police Corps of the Ministry of Internal Affairs of Slovakia in particular. The content of the professional training of future Police Corps officers of the Slovak Republic in the departmental educational institution has been analyzed. It has been established that at the Academy, cadets of higher education undergo training at three levels of education (Bachelor, Master and Doctorate) in accordance with generally accepted European standards of professional training of border guards and the adopted Unified Basic Level Curriculum for the training of border guard specialists (Common Core Curriculum) developed by the FRONTEX agency (European Border and Coast Guard Agency).

It has been defined that Police Corps officers obtain higher education at three levels of education. Thus, the Bachelor's degree lasts for 3 years full-time and 4 years part-time. Police officers also obtain the Master's degree in both forms of education. The term of study is 2 years (full-time) and 3 years - part-time, respectively. In addition, Masters' students take an oral exam to obtain a Doctor of Philosophy. Doctoral students study 3 years (full-time) and 4 years (part-time), respectively. The education received by the graduates of the above-mentioned departmental educational institution is equivalent to that which prepares the personnel of other police agencies of the EU countries. This ensures the mobility of graduates not only within Slovakia, but also within the European Union.

A detailed analysis of the accredited training curricula “Law Enforcement Insurance of the Security of People and Facilities” and “Law Enforcement Services in



Public Administration” has been carried out. It has been determined that the training at the Police Corps Academy in Bratislava is conducted in accordance with them.

The structure of the above-mentioned professional training has been characterized, namely forms of education (full-time and part-time), training terms and educational workload (list of academic disciplines, their distribution by semesters and types of classes, etc.).

Keywords: *professional training, educational curricula, training of Police Corps officers, Academy of the Police Corps in the city of Bratislava; the Slovak Republic.*

ОСОБЛИВОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ СПІВРОБІТНИКІВ ПОЛІЦЕЙСЬКОГО КОРПУСУ В АКАДЕМІЇ ПОЛІЦЕЙСЬКОГО КОРПУСУ СЛОВАЦЬКОЇ РЕСПУБЛІКИ

АНОТАЦІЯ

Стаття присвячена розкриттю особливостей професійної підготовки співробітників Поліцейського корпусу Словацької Республіки, зокрема особливостей професійної освіти в Академії Поліцейського корпусу Міністерства внутрішніх справ Словаччини. Проаналізовано зміст професійної підготовки майбутніх співробітників Поліцейського корпусу Словаччини у відомчому навчальному закладі. Встановлено, що в Академії здобувачі вищої освіти проходять підготовку на трьох рівнях освіти (бакалаврському, магістерському та докторському) відповідно до загальноприйнятих європейських стандартів професійної підготовки прикордонників та прийнятої Уніфікованої програми базового рівня для підготовки фахівців з охорони кордону (Common Core Curriculum), розробленою агенцією FRONTEX (Європейською Агенцією з прикордонної та берегової охорони). Представлено детальний аналіз акредитованих освітніх програм «Правоохоронне забезпечення безпеки осіб та об'єктів» та «Правоохоронні служби в державному управлінні», за якими здійснюється підготовка в Академії Поліцейського корпусу в Братиславі.

Встановлено, що співробітники Поліцейського корпусу здобувають вищу освіту за трьома рівнями освіти. Так, на бакалавраті навчання триває 3 роки на денній формі та 4 роки – на заочній. Поліцейські здобувають кваліфікацію магістра також за обома формами навчання. Термін навчання – 2 роки (на денній формі навчання) та 3 роки – на заочній відповідно. Крім того, магістри складають усний екзамен на отримання доктора філософії. У докторантурі навчання триває 3 роки (на денній формі) та 4 роки (на заочній формі) відповідно.

Охарактеризовано структуру зазначеної професійної підготовки, а саме: форми навчання (денна та заочна), терміни підготовки та навчальне навантаження (перелік навчальних дисциплін, розподіл їх за семестрами та видами занять тощо).

З'ясовано, що освіта, яку отримують випускники вищезазначеного відомчого навчального закладу, є рівноцінною тій, яка готує кадри інших поліцейських відомств країн ЄС. Це забезпечує мобільність випускників не лише в межах Словаччини, а й у межах Європейського Союзу.

Ключові слова: *професійна підготовка, освітні програми, підготовка співробітників Поліцейського корпусу, Академія Поліцейського корпусу у місті Братислава, Словацька Республіка.*



INTRODUCTION

One of the main priorities of our country is integration into the European community which also concerns the State Border Guard Service of Ukraine (hereinafter – SBGSU). Priority for SBGSU is improvement of the system of selection and professional training of personnel, including the introduction of European education standards, as well as borrowing positive experience from border guard educational institutions of the European Union’s member states. It is especially important for the training of professionals in the border field who would combine practical training and fundamental theoretical knowledge with the constantly growing current requirements in their professional activities. The experience of the Slovak Republic, as a neighboring European country, is of great interest to our border guard agency, since this country not only has similar border realities, but also introduced European standards of professional activity and best practices for police training.

Therefore, there is a necessity to study the peculiarities of the country’s professional training, namely its content, which includes modern trends in the training of European border guards in accordance with the Common Core Curriculum (hereinafter – CCC), developed by the agency FRONTEX (European Border and Coast Guard Agency).

THE AIM OF THE STUDY

The goal of the article is to reveal the peculiarities of the professional training of the Police Corps officers in the Slovak Republic at the Academy of the Police Corps (hereinafter – PC) in the city of Bratislava.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of professional education abroad constantly drew attention of local and foreign researchers of comparative pedagogy: P. Altbach (Altbach, 1991), O. Anweiler (Anweiler, 1999), J. Kelly (Kelly, 1992), O. Lokshyna (Lokshyna, 2010; Lokshyna, 2007), A. Sbruieva (Sbruieva, 2004). The study of the theory and practice of professional training of specialists in EU countries is carried out by local scientists N. Bidiuk (Bidiuk et al., 2018), T. Desiatov (Desiatov, 2005), N. Nychkalo (Nychkalo, 2011), L. Pukhovska (Pukhovska et al., 2014), N. Avsheniuk (Avsheniuk, & Bidiuk, 2021) and others.

A number of scientists addressed the problem of professional training of border guard specialists, in particular I. Bloschynskiyi (Bloschynskiyi, 2016; Bloschynskiyi, 2017), O. Khamaziuk (Khamaziuk, 2020; Khamaziuk, 2021), O. Didenko (Snitsa et al., 2021; Shumovetska et al., 2021), K. Izbash (Izbash, 2013) and others. However, the peculiarities of the professional training of Slovakia’s Police Corps officers require a more detailed and thorough research and specification.

To achieve the purpose of the research, a range of theoretical methods have been used – analysis, synthesis, generalization, systematization of data from scientific literature and educational and methodological documentation to study the experience of professional training of border guard officers in Slovakia.

RESULTS

PC Academy in the city of Bratislava provides higher education at all three levels under accredited educational curricula “Law Enforcement Insurance of the Security of People and Facilities” and “Law Enforcement Services in Public Administration”. The concept of the first makes it possible to provide higher education in the educational curriculum on security and legal protection of people and facilities for all three levels of higher education.

This educational curriculum is intended for cadets preparing to serve in the PC and other law enforcement services. The concept of the second educational curriculum provides



the preparation of officers for Bachelor's, Master's and Doctoral levels of higher education and is intended for cadets preparing for service in public administration.

To be admitted to study either of Bachelor's curricula, the entrant submits a separate electronic and paper questionnaire with the necessary attachments for studying one of these curricula.

The number of admitted applicants and specific requirements for admission to training are approved by the Ministry of Internal Affairs of the SR in accordance with the needs of the PC and other law enforcement services, which are based on the proposal of the rector of the Academy. Enrollment of an applicant for training is also grounded on the recommendation of his chief in accordance with personnel competence, taking into account the needs of PC and other law enforcement services (Podmienky prijímacieho konania 2021/2022, 2021).

Every citizen of the Slovak Republic who meets the conditions can apply for training. Admission conditions apply both to foreign applicants from EU member states and to applicants from the SR.

Nowadays, the Academy provides education at all levels of study according to accredited curricula (Akreditované študijné programy, 2021).

Full-time undergraduate study under the curriculum "Law Enforcement Insurance of the security of people and Facilities" with the specialty "Sciences in the Field of Security" lasts for 3 years (Profil absolventa študijného programu 9205R00 – BOOM – Bc., 2021).

The total number of hours *for the first academic year* is 1674 hours. The volume of classroom training in *the first semester* is a total of 300 hours (30 credits) and the time for independent study and independent creative activity is 534 hours. Cadets study the following *disciplines*: Constitutional Law of the SR, Theory of the State and Law, Theory of Law Enforcement Activities, Psychology, Sociology, Informatics, History of the State and Law and Law Enforcement Services, Professional Ethics, Practical Informatics, Methods of Professional and Physical Training.

In *the second semester*, the volume of classroom training is 300 hours (30 credits) and the time for independent study and independent creative activity is 540 hours. The following disciplines are taught: Administrative Law, Civil Law, Protection of Public Order, Activities of the Traffic Police, Management, Economics, Law Enforcement Services of the SR, Protection of Human Rights, Professional and Physical Training, Foreign Language (English, German, Russian) – Learning the professional terminology, as well as Practice (by specialty) (2 credits).

The total number of hours for the *second academic year* is 1746 hours. The volume of classroom training in *the third semester* is 312 hours (30 credits) and the time for independent study and independent creative activity is 564 hours. The following *disciplines* are expected to be studied: Criminal Law, Administrative Law, Civil Law, Foreign Language (English, German, Russian) – Professional Communication, Protection of Certain People and Facilities, Border Regime and Regime Foreigners' Stay, Labor Law, Law Enforcement Technologies, Social Communication, Professional and Physical Training, as well as Practical Police Shooting (3 credits).

The amount of classroom training is 312 hours (30 credits) and the time for independent study and independent creative activity is 558 hours in *the fourth semester*. Cadets master the following disciplines: Criminal Procedural Law, Forensic Science, Criminology, Operative Search and Intelligence Activities, Protection of Public Order, Foreign Language (English, German, Russian) – Professional Communication, Police



Canine and Hippology, Forensic Technique, Penology, Professional and Physical Training, Modern Methods of Information Processing, as well as Practice (by specialty) (2 credits).

The total number of hours for *the third academic year* is 1572 hours. The volume of classroom training in *the fifth semester* is 276 hours (30 credits) and the time for independent study and independent creative activity is 510 hours. Cadets are expected to study the following *disciplines*: Forensics, Investigation, Protection of Certain People and Facilities, Seminar on Bachelor's Work, Activities of the Traffic Police, Border Regime and Regime Foreigners' Stay, Execution of Criminal Punishment, Penitentiary Psychology and Pedagogy, Slovak Migration Law, Forensic Tactics, Professional and Physical Training, Theory of Creation of Legal Norms, Economic Crime, Foreign Language (English, German, Russian) – Written Communication, National Intelligence.

The amount of classroom study is 168 hours (30 credits) and the time for independent study and independent creative activity is 618 hours in *the sixth semester*. Cadets study the following disciplines: Investigation, Special Activities of PC Services, Law of the European Union, Informatics, Protection of Public Order, Activities of the Traffic Police, Protection of Certain People and Facilities, Border Regime and the Regime of Foreigners' Stay, Operational Search and Intelligence Activities, Penitentiary Psychology and Pedagogy, Investigation Practice, Forensic Psychological Propaedeutics, National Intelligence, as well as subjects that are taken for state exams: Development of a Bachelor's thesis and its defense, Administrative Law, Criminology, and one compulsory elective discipline (Theory and Practice of Public Order Protection, Theory and Practice of Traffic Police Activity, Theory and Practice of Protection of Certain People and Facilities, Theory and Practice the Border Regime and the Regime Foreigners' Stay, Theory and Practice of Operational Search and Intelligence Activities, Theory and Practice of Execution of Criminal and Executive Punishment).

Part-time education involves mastering of the same academic disciplines as full-time education, but the training lasts for 4 years and has the following distribution of the academic load: the first academic year is 1196 hours, the second is 1188, the third is 112, and the fourth is 848 hours (Khamaziuk, 2020).

Full-time Bachelor's study under the curriculum "Law Enforcement Services in Public Administration" with the specialty "Sciences in the Field of Security" also lasts for 3 years (Profil absolventa študijného programu 9205R00 – BSVS – Bc., 2021). The total number of hours for *the first academic year* is 1638 hours. The volume of classroom training in *the first semester* is a total of 300 hours (30 credits) and the time for independent study and independent creative activity is 534 hours. Cadets study the following *disciplines*: Constitutional Law of the SR, Theory of the State and Law, History of the State and Law, Psychology, Sociology, Informatics, Psychological and Social Work, Professional Ethics, Practical Informatics, Physical Training. The amount of classroom training in *the second semester* is a total of 288 hours (30 credits), and time for independent study and independent creative activity is 516 hours. The list of disciplines in this semester is as follows: Development of Public Administration, Administrative Law, Civil Law, Criminal Law, Management, Economics, Law Enforcement Services of the SR, Protection of Human Rights, Physical Training, Foreign Language (English, German, Russian) – Learning the professional terminology, as well as Practice (by specialty) (2 credits).

The total amount of hours for *the second academic year* is 1632 hours. The volume of classroom training in *the third semester* is 288 hours (30 credits) and the time for independent study and independent creative activity is 510 hours. The following disciplines



are studied: Administrative Law, Civil Law, Labor Law, Foreign Language (English, German, Russian) – Professional Communication, Protection of Public Order, Criminal Law, Criminal Procedural Law, Customary Law, Crime Prevention, Social Communication, Physical Training, Introduction to Criminology.

The amount of classroom training is 300 hours (30 credits) and the time for independent study and independent creative activity is 534 hours in *the fourth semester*. Cadets master the following disciplines: Administrative Law, Crisis Management, Environmental Law, Labor Law, Law of the European Union, Foreign Language (English, German, Russian) – Professional Communication, Information Systems of Crisis Management, Protection from Hazardous Substances, Penology, Physical Training, Modern Methods of Information Processing, Crisis Communication and Psychological Support of SNP Activities, as well as Practice (by specialty) (2 credits).

The total amount of hours for the *third academic year* is 1548 hours. The amount of classroom training in *the fifth semester* is 276 hours (30 credits) and the time for independent study and independent creative activity is 486 hours. The following *disciplines* are taught: State Law, Crisis Management, Civil Law of the EU Countries, Civil Law of the SR, Protection of the Population of the SR, Fire Protection and Rescue Services, Seminar on Bachelor's thesis, Fire Protection and Rescue Work, Organization of Civil Security, Theory of Creation of Legal Norms, Foreign Language (English, German, Russian) – Written Communication, National Intelligence.

The amount of classroom study is 168 hours (30 credits) and the time for independent study and independent creative activity is 618 hours in *the sixth semester*. Cadets study the following *disciplines*: Public Administration of the SR, Civil Protection, Fire Protection and Rescue Services, Informatics, Organization of Civil Protection, National Intelligence. Besides, there are training courses that are included into state exams. They are Development of a Bachelor's thesis and its defense, Crisis Management, Administrative Law and one mandatory elective (Theory and Practice of Public Administration, Theory and Practice of Traffic Police, Theory and Practice of Civil Protection, Theory and Practice of Fire Protection).

In part-time study, cadets study the same academic disciplines as in full-time study, but the duration of study is 4 years, with the following distribution of the study load: the first academic year is 1176 hours, the second is 1084, the third is 1092, and the fourth is 924 hours.

Full-time Master's study lasts for 2 years. Education is provided in the same specialties (Profil absolventa študijného programu 9205T00 – BOOM – Mgr., 2021; Profil absolventa študijného programu 9205T00 – BSVS – Mgr., 2021).

Thus, according to the curriculum “Law Enforcement Insurance of the Security of People and Facilities”, the total amount of hours for *the first academic year* is 1668 hours. The volume of classroom training in *the first semester* is 300 hours (30 credits) and the time for independent study and independent creative activity is 534 hours. Master's students study the following *disciplines*: Criminal Law, Theory of Investigation, International Law, Financial Law, International Security, Philosophy and Ethics, Basics of Police Topography and Pyrotechnics, Security and Protection of Secret Information, Information Security, Foreign Language (English, German, Russian) – Basics of Communication, Professional and Physical Training.

The amount of classroom training is 300 hours (30 credits) and the time for independent study and independent creative activity is 534 hours *in the second semester*.



The list of disciplines in this semester is as follows: Criminal Procedural Law, Civil Law, Economic Law, Crisis Management, Theory of Law Enforcement Sciences, Tax Law, European Criminal Law, Criminal Law Protection of Society against Corruption, Foreign Language (English, German, Russian) – Basics of Communication, Professional and Physical Training, as well as Practice (by specialty) (2 credits).

The total amount of hours for *the second academic year* is 1608 hours. The volume of classroom training in *the third semester* is 300 hours (30 credits), and the time for independent study and independent creative activity is 540 hours. Master's students study the following *disciplines*: Civil Service Law, Public Administration, Criminology, Security Management, Forensic Psychology, Foreign Language (English, German, Russian) – Special Training, Master's Thesis Seminar, Theory of Public Order Protection, Theory of Traffic Safety, Theory of Protection of Certain People and Facilities, Theory of the Border Regime and the Regime of Foreigners' Stay, Theory of Operative and Investigative Activity, Theory and Methods of Investigation, Theory of Penitentiary Treatment and Protection of TSOS Facilities, International Organizations, Theory of Criminology.

The amount of classroom training is 156 hours (30 credits) and the time for independent study and independent creative activity is 612 hours *in the fourth semester*. The following disciplines are taught: Schengen Legislation, Forensic Medicine and Forensic Psychiatry, Management Methods and Techniques, Theory of Public Order Protection, Theory of Traffic Safety, Theory of Protection of certain People and Facilities, Theory of Border Regime and Regime Foreigners' Stay, Theory of Investigative Activity, Theory and Methods of Investigation, Theory of Penitentiary Treatment and Protection of TSOS Facilities, Practice of Investigation (2 credits). Besides, subjects that are included into state exams are taught: Development of a Master's Thesis and its Defense, Management, Criminal Law and one compulsory elective discipline (Investigative Theory or Financial and Tax Law).

In part-time study, Master's students study the same academic disciplines as in full-time study, but they study them for 3 years and have the following distribution of the study load: the first academic year is 968 hours, the second is 1036, and the third is 872 (Khamaziuk, 2021).

Under the "Law Enforcement Services in Public Administration" curriculum, the total amount of hours in *the first academic year* is 1626 hours. The volume of classroom training in the first semester is 300 hours (30 credits) and the time for independent study and independent creative activity is 528 hours. Master's students study the following *disciplines*: Public Sector Economics and Finance, Crisis Legislation, International Law, Financial Law, International Security, Philosophy and Ethics, Security and Protection of Classified Information, Information Security, Foreign Language (English, German, Russian) – Basics of communication, Physical Training, as well as Project Management and Financing (2 credits).

The amount of classroom study is 300 hours (30 credits) and the time for independent study and independent creative activity is 528 hours *in the second semester*. Applicants study the following *disciplines*: Special Proceedings, Tax Law, Civil Law, Economic Law, Social Communication, Political Science, Fire Engineering, Criminal Law Protection of Society against Corruption, Foreign Language (English, German, Russian) – Basics of Communication, Physical Training, and also Practice (by specialty) (2 credits).

The total amount of hours for *the second academic year* is 1644 hours. The volume of classroom training in *the third semester* is 300 hours (29 credits) and the time for



independent study and independent creative activity is 540 hours. Students study the following *disciplines*: Security Risk Theory, Anti-crisis Management in Public Administration, Information Management, Asylum Legislation and Migration Policy, Criminology, Foreign Language (English, German, Russian), Special Training, Master's Thesis Seminar (3 credits), Theory of Public Administration, Theory of Public Order Protection, Theory of Fire Safety, Public Procurement, International Organizations.

The volume of classroom training is 168 hours (31 credits) and the time for independent study and independent creative activity is 636 hours in *the fourth semester*. Applicants study the following *disciplines*: Management Methods and Techniques, Anti-crisis Management in Public Administration, Theory of Security Risks, Theory of Public Administration, Theory of Fire Protection, and Public Procurement. The following academic subjects are included into state exams: Master's Thesis and its Defense, Theory of Security Risks, Management and one elective subject (Investigation Theory, Civil Law, or Tax Law).

In part-time study students study the same academic disciplines to get the Master's degree as in full-time study, but they study for 3 years and have the following distribution of the study load: the first academic year is 1012 hours, the second is 1052, and the third is 808.

In addition, the PC Academy also trains Master's students under the curriculum "Law Enforcement Insurance for the Security of People and Facilities – enhanced course", which lasts for 4 years (Profil absolventa študijného programu 9205T00 – BOOM – Mgr. – konverzný, 2021). Only part-time form of study is provided. In general, the structure of the curriculum is similar to the curriculum of the same name, but more specialized subjects are added. The distribution of the study load is as follows:

- the first academic year is 1172 hours (244 hours of classroom training and 928 hours of independent study and independent creative activity);
- the second academic year is 1296 hours (256 hours of classroom training and 1040 hours of independent study and independent creative activity);
- the third academic year is 1390 hours (280 hours of classroom training and 1110 hours of independent study and independent creative activity);
- the fourth academic year is 1178 hours (236 hours of classroom training and 942 hours of independent study and independent creative activity).

The PC Academy in the city of Bratislava provides higher education at the doctoral level in the specialty "Sciences in the Field of Security" (code 9205V00) under the curricula "Law Enforcement Insurance of the Security of People and Facilities" and "Law Enforcement Services in Public Administration". Studying under the curricula lasts for 3 years (180 credits) full-time and 4 years part-time. The doctoral student is required to choose at least three elective subjects according to the curriculum in each semester. As a rule, it is done on the recommendation of the scientific supervisor in accordance with the topic of the thesis. Upon completion of the study and thesis defense, the doctoral student receives the scientific degree "Doctor of Philosophy" (PhD) (Profil absolventa študijného programu 9205V00 – BOOM – PhD, 2021; Profil absolventa študijného programu 9205V00 – BSVS – PhD, 2021).

The total amount of hours of full-time study under the curriculum "Law Enforcement Insurance of the Security of People and Facilities" for *the first academic year* is 1,632 hours. The amount of classroom training in *the first semester* is 240 hours (30 credits) and the time for independent study and independent creative activity is 576 hours. Applicants study the following *disciplines*: Methodology of Science, Law Enforcement Insurance of the Security of People and Objects, Concepts of Security



Systems of EU Countries, Statistical Methods, Methodology of Sociological Research, Methodology of Security Research, Theory of Cognitive Processes in Police Sciences.

The amount of classroom training is 240 hours (30 credits) and the time for independent study and independent creative activity is 576 hours *in the second semester*. Doctoral students study the following *disciplines*: Strategic Management, Concepts of the Development of Security Technologies for the Protection of People and Facilities, Modeling of Protection Systems, Scientific Propaedeutics, Criminological Research Methodology, Forensic Research Methodology.

The total amount of hours for *the second academic year* is 1500 hours. The amount of pedagogical practice is 96 hours (60 credits) and the time for independent study and independent creative activity is 1404 hours. Applicants study the following *disciplines*: Pedagogical Practice, Publishing Activity, Thesis Examination, Management of the Student's Scientific Work, Management of the Final Theses of the Bachelor's Thesis, Active Participation in the Solution of the Scientific Research Project, Membership and Activity in Organizational and other Committees of Scientific Events.

The total amount of hours for *the third academic year* is 1800 hours. The amount of pedagogical practice is 96 hours (60 credits) and the time for independent study and independent creative activity is 1404 hours. Doctoral students study the following *disciplines*: Pedagogical Practice, Publishing Activity, Thesis Preparation and its Defense, Student Scientific Research Supervision, Bachelor Final Thesis Supervision, Active Participation in the Solution of a Research Project, Membership and Activity in Organizational and other Committees of Scientific Events.

In part-time study under this curriculum, doctoral students study the same academic disciplines as in full-time study, but they study for 4 years and have the following distribution of the study load: the first academic year is 1008 hours, the second is 1204, the third is 1116 and the fourth is 1416.

The total amount of hours for the part-time study under the curriculum "Law Enforcement Services in Public Administration" for *the first academic year* is 1008 hours. The volume of classroom training in *the first semester* is 96 hours (24 credits) and the time for independent study and independent creative activity is 408 hours. Doctoral students study the following *disciplines*: Methodology of Science, Concepts of Security Systems of EU Countries, Statistical Methods, Methodology of Sociological Research, Methodology of Security Research, and Concept of Development of Public Administration Systems.

The amount of classroom training is 96 hours (24 credits) and the time for independent study and independent creative activity is 408 hours *in the second semester*. Applicants study the following *disciplines*: Strategic Management, Modeling of Security Systems, Scientific Propaedeutics, Critical Infrastructure of the EU and the SR, Concepts of Developing an Integrated Rescue System.

The total amount of hours for *the second academic year* is 1204 hours. The volume of classroom training is 48 hours (42 credits) and the time for independent study and independent creative activity is 1156 hours. Doctoral students study the following *disciplines*: Legal Regulation of Anti-crisis Management in Public Administration, Security Risk Management, Publishing Activity, Management of Final Theses of a Bachelor's Thesis, Active Participation in the Solution of a Research Project, Membership and Activity in Organizational and other Committees of Scientific Events.

The total amount of hours for *the third academic year* is 1116 hours. The amount of time for independent study and independent creative activity is 1116 hours. Applicants



study the following *disciplines*: Thesis Examination, Publication Activity, Management of the Student's Scientific Research, Management of the Final Theses of the Bachelor's Thesis, Active Participation in the Solution of the Research Project, Membership and Activity in Organizational and other Committees of Scientific Events.

The total amount of hours for *the fourth academic year* is 1416 hours. The amount of time for independent study and independent creative activity is 1416 hours. Applicants study the following *disciplines*: Thesis Development and its Defense, Publishing Activity, Management of the Student's Scientific Research, Management of the Final Theses of the Bachelor's Thesis, Active Participation in the Solution of the Research Project, Membership and Activity in Organizational and other Committees of Scientific Events.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the article systematizes and presents a general description of the content of professional training of Police Corps officers in Slovakia at the PC Academy in the city of Bratislava. Its peculiarities have been presented in relation to the specifics of obtaining education under two curricula – “Law Enforcement Insurance of the Security of People and Facilities” and “Law Enforcement Services in Public Administration”. There have been defined the forms of education (full-time and part-time) and terms of training in accordance with the levels of higher education and the volume of education workload (list of academic subjects, their distribution by semesters and classes, etc.). It has been established that PC officers obtain higher education at three levels of education. Therefore, the Bachelor's degree lasts for 3 years full-time and 4 years part-time. Police officers also obtain the Master's degree in both forms of education. The term of study is 2 years (full-time) and 3 years part-time, respectively. In addition, Masters' students take an oral exam to obtain a Doctor of Philosophy. Doctoral students study 3 years (full-time) and 4 years (part-time).

The education received by the graduates of the above-mentioned departmental educational institution is equivalent to that which prepares the personnel of other police agencies of the EU countries. This ensures the mobility of graduates not only within Slovakia, but also within the European Union.

The direction of further research of the training of future employees of the Border Police of Slovakia is the study of forms, methods, means and techniques of training, as well as the model of professional training of Slovak police officers.

REFERENCES

1. Akreditované študijné programy (2021). [Accredited study programs]. Akademiapz.sk. Retrieved from <https://cutt.ly/ULUJAhk> (date of access: 15.07.2022) (in Slovak).
2. Altbach, P. (1991). Trends in Comparative Education. *Comparative Education Review*, 35 (3), 491–507.
3. Anweiler, O. (1999). Comparative education an internalization of education. *Comparative Education Review*, 13 (2), 109–114.
4. Avsheniuk, N., & Bidiuk, N. (2021). Rozvytok porivnialnoi profesiinoi pedahohiky u konteksti hlobalizatsiinykh ta intehratsiinykh protsesiv [Development of comparative professional pedagogy in the context of globalization and integration processes]. *Visnyk Natsionalnoi akademii pedahohichnykh nauk Ukrainy [Bulletin of the National Academy of Pedagogical Sciences of Ukraine]*, 3(2), 1–4. Retrieved from <https://doi.org/10.37472/2707-305X-2021-3-2-17-14> (in Ukrainian).



5. Bidiuk, N., Ikonnikova, M., & Komochkova, O. (2018). Overview of professional education of linguistics students at universities of Great Britain. *Advanced Education*, 5, 5–10.
6. Bloschchynskiy, I. (2017). Enhancement of cadets' practical training at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi. *Science and Education*, 4, 5–10. Retrieved from <https://doi.org/10.24195/2414-4665-2017-4-1>.
7. Bloschchynskiy, I. (2016). *Teoretychni ta metodychni osnovy profesiinnoi pidhotovky fakhivtsiv Derzhavnoi prykordonnoi sluzhby Ukrainy z vykorystanniam tekhnolohii dystantsiinoho navchannia [Theoretical and methodological foundations of professional training of specialists of the State Border Service of Ukraine using distance learning technologies]*. Dys. d-ra ped. nauk [Doctor's thesis]. Khmelnytskyi: Khmelnytskyi Humanitarian Pedagogical Academy (in Ukrainian).
8. Desiatov, T. (2005). *Tendentsii rozvytku neperervnoi osvity v krainakh Skhidnoi Yevropy (druha polovyna KhKh stolittia) [Trends in the development of continuing education in the countries of Eastern Europe (second half of the 20th century)]*. Kyiv "ArtEk" (in Ukrainian).
9. Izbash, K. (2013). Zarubizhnyi dosvid pidhotovky kadriv politsii v yevropeiskykh krainakh [Foreign experience of training police personnel in European countries]. *Pivdenoukrainskyi pravnychy chasopys [South Ukrainian legal journal]*, 1, 112–117 (in Ukrainian).
10. Kelly, G. (1992). Debates and Trends in Comparative Education. *Emergent Issues in Education. Comparative Perspectives* (Arno R. F., Ed). Albany: State University of New York Press, 13–22.
11. Khamaziuk, O. (2021). Kharakterystyka navchalnykh zakladiv pidhotovky fakhivtsiv z okhorony kordonu Slovatskoi Respubliki [Characteristics of educational institutions for training specialists in border protection of the Slovak Republic]. *Naukovyi visnyk Lyotnoi akademii. Seriya: Pedagogichni nauky [Scientific Bulletin of the Flight Academy. Series: Pedagogical sciences]*, 9, 126-133. Retrieved from <https://doi.org/10.33251/2522-1477-2021-9-126-133> (in Ukrainian).
12. Khamaziuk, O. (2020). Struktura, zavdannia ta pidhotovka prykordonnoi politsii Slovatskoi Respubliki [Structure, tasks and training of the border police of the Slovak Republic]. *Pedahohichnyi dyskurs [Pedagogical discourse]*, 28, 46–54. Retrieved from <https://doi:10.31475/ped.dys.2020.28.06> (in Ukrainian).
13. Lokshyna, O. (2010). Porivnialna pedahohika: zdotky dvokhstolitnoho rozvytku ta suchasni problemy [Comparative pedagogy: achievements of two hundred years of development and modern problems]. *Porivnialno-pedahohichni studii [Comparative pedagogical studies]*, 3(4), 6–15 (in Ukrainian).
14. Lokshyna, O. (2007). Rozvytok kompetentnisnogo pidkhodu v osviti Yevropeiskoho souzu [Development of the competence approach in the education of the European Union]. *Shliakh osvity [The way of education]*, 1, 16–21 (in Ukrainian).
15. Nychkalo, N. (2011). Porivnialna profesiina pedahohika yak haluz pedahohichnoho znannia [Comparative professional pedagogy as a field of pedagogical knowledge]. *Porivnialna profesiina pedahohika [Comparative professional pedagogy]*, 1, 6–18 (in Ukrainian).
16. Podmienky prijimacieho konania 2021/2022 (2021). [Conditions of admission procedure 2021/2022]. *Akademiapz.sk*. Retrieved from <https://cutt.ly/kLUKIBJ> (date of access: 15.07.2022) (in Slovak).



17. Profil absolventa študijného programu 9205R00 – BOOM – Bc. (2021). [Profile of a graduate of the study program 9205R00 – BOOM – Bc.]. Akademiapz.sk. Retrieved from <https://cutt.ly/gLSDLFD> (date of access: 15.07.2022) (in Slovak).
18. Profil absolventa študijného programu 9205T00 – BOOM – Mgr. – konverzný. (2021). [Profile of a graduate of the study program 9205T00 – BOOM – Mgr. – conversion]. Akademiapz.sk. Retrieved from <https://cutt.ly/PLSFgaK>. (date of access: 15.07.2022) (in Slovak)
19. Profil absolventa študijného programu 9205T00 – BOOM – Mgr. (2021). [Profile of a graduate of the study program 9205T00 – BOOM – Mgr.]. Akademiapz.sk. Retrieved from <https://cutt.ly/oLSD2mv> (date of access: 15.07.2022) (in Slovak).
20. Profil absolventa študijného programu 9205V00 – BOOM – PhD. (2021). [Profile of a graduate of the study program 9205V00 – BOOM – PhD.]. Akademiapz.sk. Retrieved from <https://cutt.ly/0LSF1Pa> (date of access: 15.07.2022) (in Slovak).
21. Profil absolventa študijného programu 9205R00 – BSVS – Bc. (2021). [Profile of a graduate of the study program 9205R00 – BSVS – Bc.]. Akademiapz.sk. Retrieved from <https://cutt.ly/xLSFXSMc> (date of access: 15.07.2022) (in Slovak).
22. Profil absolventa študijného programu 9205T00 – BSVS – Mgr. (2021). [Profile of a graduate of the study program 9205T00 – BSVS – Mgr.]. Akademiapz.sk. Retrieved from <https://cutt.ly/sLSF1LJ> (date of access: 15.07.2022) (in Slovak).
23. Profil absolventa študijného programu 9205V00 – BSVS – PhD. (2021). [Profile of a graduate of the study program 9205V00 – BSVS – PhD.]. Akademiapz.sk. Retrieved from <https://cutt.ly/LLSF8dp> (date of access: 15.07.2022) (in Slovak).
24. Pukhovska, L., Vornachev, A., Melnyk, S., & Kravets, Yu. (2014). *Profesiini standarty i kvalifikatsii u krainakh z vysokorozvynutoiu ekonomikoiu [Professional standards and qualifications in countries with highly developed economies]* (L. P. Pukhovska, Ed). Kyiv: “NVP Polihrafservis” (in Ukrainian).
25. Sbruieva, A. A. (2004). *Porivnialna pedahohika: navch. posib. [Comparative pedagogy: study guide]*. Sumy: Universytetska knyha (in Ukrainian).
26. Shumovetska, S., Didenko, O., & Lutskyi, O. (2021). Profesiina pidhotovka spivrobotnykiv prykordonnoi sluzhby Spoluchenykh Shtativ Ameryky ta yevropeiskykh krain [Professional training of employees of the border service of the United States of America and European countries]. *Zbirnyk naukovykh prats Natsionalnoi akademii Derzhavnoi prykordonnoi sluzhby Ukrainy. Serii: pedahohichni nauky [Collection of scientific works of the National Academy of the State Border Service of Ukraine. Series: pedagogical sciences]*, 25(2), 207–224. Retrieved from <https://doi.org/10.32453/pedzbirnyk.v25i2.792> (in Ukrainian).
27. Snitsa, T., Hnydiuk, O., & Didenko, O. (2021). Tendentsii profesiinoi pidhotovky ofitseriv politsii u yevropeiskykh krainakh [Trends in professional training of police officers in European countries]. *Zbirnyk naukovykh prats Natsionalnoi akademii Derzhavnoi prykordonnoi sluzhby Ukrainy. Serii: pedahohichni nauky [Collection of scientific works of the National Academy of the State Border Service of Ukraine. Series: pedagogical sciences]*, 26(3), 149-165. Retrieved from <https://doi.org/10.32453/pedzbirnyk.v26i3.885> (in Ukrainian).



DOI: 10.31891/2308-4081/2022-12(1)-6

Doctor of Sciences in Pedagogy, Full Professor,

LILIYA BARANOVSKA

National Aviation University, Ukraine

Address: 1 Lyubomyr Huzar Avenue, Kyiv, 03058, Ukraine

E-mail: liliya03.05@ukr.net

ORCID 0000-0002-3437-7995

Postgraduate Student, **NATALIIA ZHURAVEL**

National Aviation University, Ukraine

Address: 1 Lyubomyr Huzar Avenue, Kyiv, 03058, Ukraine

E-mail: zhuravelnataliya.89@gmail.com

ORCID 0000-0002-7046-8800

TRENDS IN THE DEVELOPMENT OF HIGHER EDUCATION IN AUSTRALIA

ABSTRACT

The study of foreign experience is necessary for innovative modernization of domestic higher education. Education in Australia guarantees successful studying, mastering of the latest technologies, promising development, and successful employment of graduates in the future. That is why interest in the development trends of higher education in this country is justified. The purpose of the article is to outline the main trends in the development of higher education in Australia. In the preparation of the article a number of theoretical methods were used. Among them are general scientific (analysis, synthesis, comparison, generalization, specification, which contributed to the identification of the main ideas for determining the key trends in the development of higher education in Australia) and specific scientific (cause and effect analysis, which helped to study the influence of international and state educational policies on the development of higher education in the country). The following main trends in the development of higher education in Australia have been identified: higher education sector is developing with state funding and on the basis of forward-looking government laws, improving conditions for the provision of educational services; the Australian system of higher education successfully cooperates with the European Higher Education Area, whose integration is based on thorough observance of national traditions and trends; there is close cooperation among enterprises and universities, support and development of scientific research; The National Workforce Strategy (2022–2027) defines a coordinated approach to solve the problem of personnel control (student employment and further professional development); lifelong learning is a link to educational success. Highlighting the main trends in the development of higher education in Australia will help to further determine the specifics of the professional training of specialists in English Philology at the country's universities.

Keywords: Australian higher education, educational integration, National Workforce Strategy, continuing education, scientific research, cooperation between enterprises and universities.



ТЕНДЕНЦІЇ РОЗВИТКУ ВИЩОЇ ОСВІТИ В АВСТРАЛІЇ

АНОТАЦІЯ

Вивчення зарубіжного досвіду є необхідним для інноваційної модернізації вітчизняної вищої освіти. Освіта Австралії гарантує успішне навчання, оволодіння новітніми технологіями, перспективний розвиток, вдале працевлаштування випускників у майбутньому, що зумовлює інтерес до тенденцій розвитку вищої освіти цієї країни. Мета статті – окреслення основних тенденцій розвитку вищої освіти Австралії. Для підготовки статті використано теоретичні методи, а саме загальнонаукові (аналіз, синтез, порівняння, узагальнення, конкретизація, які сприяли виокремленню основних ідей для визначення ключових тенденцій розвитку вищої освіти Австралії) та конкретно-наукові (причинно-наслідковий аналіз, що допоміг дослідити вплив міжнародної та державної освітньої політики на розвиток вищої освіти в країні). Визначено характерні риси освітньої політики Австралії: освіта займає пріоритетне місце в структурі соціально-економічного розвитку; постійна професійна підготовка висококваліфікованих спеціалістів; надійна нормативна база як показник високого рівня австралійської системи освіти. Виявлено такі основні тенденції розвитку вищої освіти Австралії: сектор вищої освіти розвивається за державного фінансування та на основі законів уряду, що працюють на перспективу, вдосконалення умов з надання освітніх послуг; австралійська система вищої освіти успішно співпрацює з Європейським простором вищої освіти, чия інтеграція базується на ґрунтовному дотриманні національних традицій і тенденцій; наявна тісна співпраця підприємств та університетів, підтримка і розвиток наукових досліджень; Національною кадровою стратегією (2022–2027 рр.) визначено скоординований підхід для вирішення проблеми контролю кадрів (працевлаштування студентів та їх подальше професійне становлення); запорукою освітнього успіху є навчання впродовж життя. Виокремлення основних тенденцій розвитку вищої освіти Австралії допоможе в подальшому визначити особливості підготовки фахівців з англійської філології в університетах країни.

Ключові слова: вища освіта Австралії, освітня інтеграція, Національна кадрова стратегія, неперервна освіта, наукові дослідження, співпраця підприємств та університетів.

INTRODUCTION

In contemporary world, the system of domestic higher education is developing rapidly, being exposed to the influence of external globalization. The progressive experience of the developed countries of the world is the driving force behind the development of the innovative educational process, the key to improving the methodology, content, and organization of education in higher education institutions of Ukraine. Today, higher education is an indicator of human existence. In order to master all stages of its dynamics, it is advisable to thoroughly study the trends in the development of the education sector in successful countries of the world. The results of the comparative analysis can be extrapolated to the Ukrainian system of higher education in order to reform it and improve the quality of professional training. The study of positive foreign experience enables the globalization and integration impact of educational changes on domestic pedagogical practice as well. The cultural-intellectual potential of acquired knowledge and skills obtained as a result of analysis and search for new ideas and concepts also becomes important. In view of the above and taking into account modern challenges of the scientific



world, its essence and orientation onto integration, the dynamic nature of changes, it is appropriate to study (with further integration into the national educational system) the experience of higher education of one of the most progressive countries in the world – Australia. Education in this country guarantees successful studies, mastering of the latest technologies, promising development and successful employment in the future.

THE AIM OF THE STUDY

The aim of the article is to outline the main trends in the development of higher education in Australia. The goal was achieved by completing the following tasks: to identify the features of the country's state policy in the field of education; to clarify the legislative framework for the functioning of the higher education system; to determine strategic trends in its development, integration with the world educational space, internal arrangement for improving the provision of educational services.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

A number of theoretical methods were used, in particular general scientific methods of analysis, synthesis, comparison, generalization, specification (which provided the possibility of formulating initial provisions, highlighting the main ideas for determining key trends in the development of higher education in Australia), as well as a specific scientific method of cause-and-effect analysis, which contributed to the study of the influence of international and state educational policy on the development of higher education in the country.

The analysis of scientific sources made it possible to consider various stages of the development and formation of education in Australia, to single out the fields of scientific interest of researchers, identify aspects of professional training to which the attention of comparativist scientists is drawn. Not only domestic, but also foreign scientists have shown considerable interest in these issues. They are M. Absalom, M. Barker O. Bondarchuk, M. Debych, A. Deiliand, K. Elliot, L. Hlushok, F. Khuanh, Yu. Kobiuk, L. Kostina, H. Kraucher, S. Kyrychenko, V. Loka, L. Movchan, H. Slozanska, K. Suhimoto, K. Vadura, H. Yaremko, E. Yenken. In our opinion, H. Slozanska's research on the peculiarities of the development of social education in Australia in the period of globalization is relevant to our research (Slozanska, 2011). The researcher studied the peculiarities of Doctoral Degree training programs for social workers in the Higher Education Institution of Australia, which made it possible to reveal predominantly theoretical orientation of their content. It has been defined that there are 2 types of doctoral degrees in Schools of Social Work in Australia: Research Doctorate and Professional Doctorate. Upon completion of doctoral studies, candidates are awarded the qualification of Doctor of Philosophy in Social Work, Doctor of Social Work or Doctor of Social Policy. Yu. Kobyuk (2020) studied the problems of training future primary school teachers in the universities of Australia, singled out common and distinctive features of higher education institutions in Ukraine and Australia and found out that it is carried out according to the principles of consistency, logic, and compliance with curricula and state programs. Features of professional training of preschool education specialists in Australian universities were highlighted by L. Hlushok (2013). L. Movchan (2012) considered the training of bachelor's degree students in agriculture at universities in Australia. In his monograph, M. Debych (2019) analyzed theoretical foundations of the internationalization of higher education in various regions of the world, including Australia. K. Sugimoto (2006) represented strategies for quality assurance in Australian transnational higher education in the Asia-Pacific region.



The analysis of domestic and foreign literature on the problem of the development of higher education in Australia, the study of the regulatory and legislative framework of the higher education sector functioning in this country allowed us to determine the main trends in the development of higher education in Australia.

RESULTS

Today, Australia is the third largest provider of educational services after such countries as the USA and Great Britain. This is due to the fact that the Australian government supports the development of this field in every possible way. The main goal of Australian higher education institutions is to improve the level of qualifications, support and develop qualified professionals through close cooperation of educational institutions and the professional environment. This helps to evaluate prospects in the educational field, improve the provision and availability of services, and promotes the employment of graduates. Australian Prime Minister, Malcolm Turnbull (2015–2018) said: “Our job as Members of Parliament is to legislate with a long-term future in mind, to look beyond the next election and make sure that what we are doing today will make Australia a better place, a safer place for generations to come” (Malcolm Turnbull, 2010). It is precisely in these forward-looking activities that the Australian attitude to many things lies – reasonable expediency of accumulating all efforts to obtain educational and political balance. And today’s Australian government is also passing laws that work for people and improve the conditions for the provision of educational services aimed at results. Moreover, this applies not only to the system of higher education. Australians have found their place in global education policy, following global rules and trends. However, they first set their own research goals and defined educational interests and priorities. The reasons for such prosperity in the education industry of Australia are:

- this is a highly developed country, where education occupies a priority place in the structure of socio-economic gradation;
- professional training of highly qualified specialists is carried out with consideration of increasing flows of international exchange of professionals;
- the principle of methodological individualism is taken into account (a person is a free, rational, autonomous, self-interested individual);
- high level of Australian education is provided by a reliable regulatory framework, transparent mechanisms and accountability (Kobyuk, 2020).

Australia is known for its particularly favorable geographical location and climatic conditions, highly developed infrastructure, high standard of living and multinational population. Despite the fact that Australia is geographically distant from other continents, higher education system of this country has deep roots of successful cooperation both with the systems of individual European countries and with the European Educational Area in general.

At the same time, taking into account certain regularities of successful educational integration, we should note that integration is based on the thoroughness of national educational traditions and trends. Australia has national features of the development of the education sector, in particular higher education, as well as features of trends in the development of education in general. We consider it necessary to describe them in detail.

First of all, it should be mentioned about higher education management in Australia. The management apparatus is represented by the State Department of Education and Agency for Quality and Standards of Higher Education. The Australian Department of Education is responsible for the allocation of research and teaching budgets for each university. The Tertiary Education Quality and Standards Agency (TEQSA) is responsible



for the licensing of higher education institutions (HEIs) and their compliance with federal government requirements (the Australian Qualifications Framework). These rules determine the type and nature of the qualifications that the HEI is entitled to provide. Under TEQSA's regulatory framework, the implementation of higher education policy and the setting of criteria for higher education providers is carried out by the Associate Secretary for Higher Education. The specified criteria relate to aspects of registration, accreditation of courses and studies and are determined by a group of experts (Chmutova, 2017).

Another trend is that the Australian government provides public funding for the higher education sector. The legislative framework for this education sector is based on the Higher Education Support Act (HESA, 2003). The key tasks of the Law are: to approve the register of higher education institutions that provide educational services; form state funding; provide loans to students; and deal with administration and reporting.

Analyzing the issue of financing Australia's higher education sector, we found out that the state budget of the country for 2022–2023 allows to outline the perspective of further development progress, strengthening the future of Australian citizens, in particular in the field of education. In general, this progress presupposes the expansion of the number of jobs, reduction of the unemployment rate (below 4 %); permanent investments in health care, education, women's safety and the provision of other vital services; providing assistance to citizens regarding the cost of living and supporting small businesses; investing in stronger defense and security. This document consolidates important directions of development, support of various spheres of life of the "green continent", which is the financial basis for successful training of higher education applicants of various degrees, expansion of the qualification network of future specialists according to the Budget (2022) (Australia's plan for a stronger future, 2022).

Analyzing the key trends in the development of higher education in Australia, we should mention the development and expansion of its international sector. At the international level, the State Department of Education provides policy guidance and coordination of education at all levels of government. In addition, the Department builds partnerships by engaging with leading partner countries to advance Australia's international education sector and position. Australia's partner countries in the field of higher education are the countries of North Asia (China, Japan and the Republic of Korea), South Asia (Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka), Southeast Asia (Indonesia, Malaysia, Thailand and Vietnam), Latin America (Brazil, Mexico, Colombia, Peru, Chile and Argentina), and Europe (including OECD and ILO) (Parliament of Australia, 2022).

International Department of the State Department of Education deals with the establishment and deepening of external educational contacts of institutions of higher education in Australia. Its activities focus on finding key opportunities in the field of education, training and research. The department supports the steady growth of the international education sector, while contributing to Australia's economic growth, maintaining its status as a recognized world leader in international education. The priority areas of International Division of State Department of Education are: reducing barriers faced by Australian education providers; promoting stronger political ties; expanding opportunities for innovative services; promoting the exchange of knowledge and best practices; determining Australia's position as the best partner for cooperation in international education, training and research (Sugimoto, 2006).



A significant trend in the development of higher education in Australia is its functioning based on the updated National Workforce Strategy for 2022–2027. The strategy defines a consistent, coordinated approach to solving problems related to personnel control. This applies in particular to students' employment and further professional development. In compliance with the Strategy, the Government of Australia is creating a legal framework for monitoring and informing personnel, controlling the relevance of future professions, which is a prerequisite for successful employment of higher education graduates. Australia faces both short-term and long-term labor utilization challenges. Increasing globalization, technological progress, and digitalization of the workplace, along with changing social norms, are driving changes in the forms and methods of government, business, and individual collaboration (Australian Government, 2022).

Labor shortages in some sectors of Australia's economy will be a key issue in the nearest future, particularly given the lingering challenges of the impact of COVID-19 on the labor market. Despite disruptions and setbacks, the labor market has recovered well. Job openings hit a record high of 396,100 in November 2021, while the unemployment rate fell to 4.0 % in February 2022. However, businesses in some sectors and regions of Australia have reported increasing difficulties in finding suitable workers according to the National Workforce Strategy (2022). In Australia, as in other highly developed countries, there is a structural shift towards high-skilled jobs. Changes in technology have reduced the need for routine work functions and increased the need for skills that are not easily replicated by a machine, such as communication skills, creativity and reasoning. The National Workforce Strategy offers the Government a plan to ensure that Australia's workforce continues to be dynamic, meeting the needs of both contemporary and future life. The immediate focus is to create a whole-of-government approach to workforce issues that aligns the actions of government leaders on strategy priorities; provides sectoral strategies correspondence to the framework set out in the National Workforce Strategy; strengthens partnerships with industry, employers and education providers; implements approved initiatives to solve problems in the short term. In addition, today, when companies use the experience of universities and the results of research by their scientists, there is an increase not only in the profits of companies, but also in strengthening of the national economy (Ternbull, 2010).

Another trend that has been identified in the development of higher education in Australia is close cooperation of enterprises and universities. New modeling from Cadence Economics confirms that formal collaborations of Australian businesses and universities directly benefit firms by an impressive \$10.6 billion per year. This joint activity has contributed to the creation of approximately 30,000 additional Australian jobs worldwide. Figures from the Australian Bureau of Statistics confirm that around 16,000 Australian companies have formal partnerships with universities according to the Universities Australia: Clever collaborations (2016). This only strengthens the economic potential of the country (Australian Government. Federal Register of Legislation, 2003; Budget (2022–2023), 2022).

An equally significant trend affecting the development of higher education in Australia is the support and development of scientific research. The Government has developed the Higher Education Research Promotion scheme (HERP). The HERP scheme supports activities aimed at understanding the importance and promotion of research in social sciences or humanities in Australia. The HERP scheme was created under the Higher Education Support Act in 2003. HERP provides funding annually to seven nonprofit organizations that promote research. They are five scientific academies (the Australian Academy of Sciences; the Australian Academy of Technology and Engineering; the



Australian Academy of Humanities; the Australian Academy of Social Sciences; the Australian Academy of Health and Medical Sciences) as well as the Australian Council of Science Academies, and the Australia-New Zealand Association for the Advancement of Science. Australia's universities are at the world's forefront of research in a huge number of professional fields. Almost 90 % of research is rated at or above world standard (Australian Government. Department of Education, Skills and Employment, 2022).

An important trend in the development of higher education in Australia and a pledge to educational success is the introduction of so-called continuous education or lifelong learning. The principle of continuous education is now considered fundamental for achieving social, cultural, technological and structural changes, as well as for future economic development. The national system of education and training, which is based on the principles of lifelong learning, creates a range of educational opportunities. Among them are lifelong learning of each person; systematic acquisition, updating, improvement of knowledge and skills that have become necessary in the constantly changing conditions of modern world; self-realization of each individual as the ultimate goal; increasing the ability and motivation of people for independent educational activities. It should be noted that the institutions of state education management in Australia have confirmed lifelong learning as a fundamentally necessary attribute of the national education system. Training in Australia is based on the above understanding of this process according to the Lifelong Learning and Its Implications for Education and Training Policy (Universities Australia, 2016).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, Australia is a multicultural state that was built on the concepts of intercultural dialogue, which in turn, under the conditions of modern educational trends, provides a wide range of opportunities for further development. Characteristic features of Australia's educational policy are: education that takes a priority place in the structure of socio-economic gradation; permanent professional training of highly qualified specialists; a reliable regulatory framework as an indicator of the high level of the Australian education system. The leading trends of higher education in Australia include: the provision of public funding for the higher education sector by Australian government; representation of Australia's higher education management apparatus by the State Department of Education, the Higher Education Quality and Standards Agency, which is responsible for licensing HEIs and their compliance with federal government requirements; development and expansion of Australia's international sector; development of the National Workforce Strategy for 2022–2027, which includes close cooperation of enterprises and universities; support and development of scientific research; implementation of so-called continuous education or lifelong learning. The country's higher education is in a state of constant transformation and is aimed at adapting the goals, content and methods of education to the needs of society.

The prospects of our further scientific research are related to studying features of professional training of specialists in English Philology in institutions of higher education in Australia and outlining the main trends in the development of philological education in the country.

REFERENCES

1. Australian Government. Department of Education, Skills and Employment (2022). *Higher Education. Australia's research strengths*. Retrieved from <https://www.dese.gov.au/higher-education/australias-research-strengths>.



2. Australian Government. Department of Education, Skills and Employment. (2022). *International Education Engagement*. Retrieved from <https://www.dese.gov.au/international-education-engagement>.
3. Australian Government. Federal Register of Legislation (2003). *Higher Education Support Act 2003. No. 149*. Retrieved from <https://www.legislation.gov.au/Details/C2017C00003>.
4. Australian Government (2022). *National Workforce Strategy 2022-27*. Retrieved from <https://www.dese.gov.au/workforce/resources/national-workforce-strategy-2022-2027>
5. Budget (2022-2023) (2022). *Australia's plan for a stronger future*. Retrieved from <https://budget.gov.au/2022-23/content/overview/index.htm>.
6. Chmutova, I. (2017). Analiz svitovykh modelei upravlinnia vyshchoiu osvitoiu u kontekstii zabezpechennia avtonomii VNZ [Analysis of global models of higher education management in the context of ensuring the autonomy of universities]. *Visnyk Kyivskoho natsionalnogo universytetu tekhnolohii ta dizainu: Seriya: Ekonomichni nauky [Journal of Kyiv National University of Technologies and Design: Economical Sciences]*, # 4, 14–23. (in Ukrainian)
7. Debych, M. (2019). *Teoretychni zasady internatsionalizatsii vyshchoi osvity: mizhnarodnyi dosvid [Theoretical foundations of internationalization of higher education: international experience]*. National Academy of Pedagogical Sciences of Ukraine. Institute of Higher Education. Nizhyn. (in Ukrainian)
8. Hlushok, L. (2013). *Profesiina pidhotovka fakhivtsiv doshkilnoi osvity v universytetakh Avstralii [Professional training of preschool education specialists in Australian universities]*. PhD thesis. Mykhailo Kotsyubynskyi Vinnytsya State Pedagogical University. Vinnytsia. (in Ukrainian)
9. Kobiuk, Yu. (2020). *Profesiina pidhotovka maibutnih vchuteliv pochatkovykh klasiv v Avstralii ta Ukraini: spilne ta vidminne [Professional training of future primary school teachers in Australia and Ukraine: common and different]*. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tehnologii: naukovyi zhurnal [Pedagogical Sciences: theory, history, innovative technologies – scientific journal]*, # 2 (96), 256-264. (in Ukrainian)
10. Movchan, L. (2012). *Profesiina pidhotovka bakalavriv silskoho hospodarstva v universytetah Avstralii [Professional training of bachelors of agriculture in universities in Australia]*. PhD thesis. Mykhailo Kotsyubynskyi Vinnytsya State Pedagogical University. Vinnytsia. (in Ukrainian)
11. Parliament of Australia (2022). *Lifelong Learning and Its Implications for Education and Training Policy*. Retrieved from https://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Education_Employment_and_Workplace_Relations/Completed_inquiries/Pre1999/beyond/report/c01
12. Slozanska, H. (2011). Osoblyvosti rozvytku sotsialnoi osvity Avstralii v period hlobalizatsii [Features of the development of social education in Australia in the period of globalization]. *Naukovyi visnyk Uzhhorodskoho natsionalnogo universytetu. Seriya: Pedahohika. Sotsialna robota [Scientific journal of Uzhhorod National University: Pedagogy and Social Work]*, # 22, 144–147. (in Ukrainian)
13. Sugimoto, K. (2006). Australia's transnational higher education in the Asia-Pacific region: Its strategies and quality assurance. *Transnational Higher Education in Asia and the Pacific Region RIHE International*, Series No.10. Research institute for higher education. Hiroshima University. Hiroshima.



14. Turnbull, M (2010). *Turnbull to cross floor*. Transcript of Malcolm Turnbull's Speech to the House of Representatives on the Carbon Pollution Reduction Scheme Bills. Retrieved from <https://www.smh.com.au/environment/climate-change/turnbull-to-cross-floor-read-his-full-speech-20100208-nmrs.html>.

15. Universities Australia. (2016). *Clever collaborations: the strong business case for partnering with universities*. Retrieved from <https://www.universitiesaustralia.edu.au/publication/clever-collaborations/>



DOI: 10.31891/2308-4081/2022-12(1)-7

Doctor of Philosophy in Pedagogy, Associate Professor, **OLESIA SADOVETS**
Khmelnitskyi National University
Address: 11 Instytutska St., Khmelnytskyi, 29016, Ukraine
E-mail: lesyasadovets@gmail.com
ORCID 0000-0002-8603-8952

PECULIARITIES OF APPLIED LINGUISTICS TRAINING AT THE UNIVERSITIES OF THE USA

ABSTRACT

The article is dedicated to the study of BA, MA and PhD programs in Applied Linguistics at the universities of the USA. Special attention has been paid to Georgetown University where professional training of future specialists in Applied Linguistics has its specific features and experience that can be studied and borrowed into educational systems of developing countries. Special feature of Applied Linguistics study at the university is the ability of students to complete an accelerated Master's degree program, write a Senior Honor Thesis and participate in inter-disciplinary research in cognitive science, which allows students to combine the study of language with broader study of human mind.

The curriculum of Bachelor's degree program has been analyzed and academic disciplines constituting it have been defined. Requirements to students' knowledge, abilities and skills have been characterized. It is a notable fact that in American universities and in Georgetown in particular it is a privilege for students to write an Honors Thesis. Only a limited number of students in Applied Linguistics can be bestowed an honor to write it in their senior year of Bachelor's study. The procedure of writing the Thesis and its presentation have been thoroughly described.

Accelerated Master's degree program that allows students to complete Bachelor's degree training and start Master's degree training simultaneously has been analyzed.

Traditional Master's degree program in Language and Communication – a two-year professional program that is based on Applied Sociolinguistics and provides training to students necessary to become professionals capable of using linguistic skills in business, government, non-profitable, technical and educational branches has been presented and its curriculum analyzed. Compulsory and elective academic disciplines have been characterized.

It has been defined that after obtaining Master's degree, students can submit application for PhD degree program in one of the following branches: Applied Linguistics, Computational Linguistics, Sociolinguistics, Theoretical Linguistics, and General Linguistics.

Keywords: *Applied Linguistics, Bachelor's degree program, Master's degree program, thesis, professional training, accelerated Master's degree program, research, and sociolinguistics.*

ОСОБЛИВОСТІ ПІДГОТОВКИ ФАХІВЦІВ З ПРИКЛАДНОЇ ЛІНГВІСТИКИ В УНІВЕРСИТЕТАХ США

АНОТАЦІЯ

Стаття присвячена вивченню програм прикладної лінгвістики освітніх рівнів «бакалавр» та «магістр» в університетах США. Особливу увагу приділено



Джорджтаунському університету, де професійна підготовка майбутніх фахівців прикладної лінгвістики має свої особливості, які варто вивчати, та досвід, який слід запозичувати в освітні системи країн, що розвиваються. Особливістю програм прикладної лінгвістики в університеті є можливість студентів завершити прискорену магістерську підготовку, написати «почесну» бакалаврську дипломну роботу та взяти участь у міждисциплінарних дослідженнях у галузі когнітивної науки, що дозволяє студентам поєднувати вивчення мови з більш широким вивченням можливостей людського розуму.

Проаналізовано навчальний план освітньої програми підготовки бакалаврів з «Прикладної лінгвістики» та визначено її компоненти (навчальні дисципліни). Охарактеризовано вимоги до знань, умінь і навичок студентів.

Особливістю бакалаврської програми підготовки в Джорджтаунському університеті є привілей обраних студентів написати «почесну» дипломну роботу. Докладно описано процедуру написання такої дипломної роботи та її презентації.

Проаналізовано навчання за прискореною магістерською програмою, яка дозволяє студентам завершити навчання за ступенем бакалавра та розпочати навчання за ступенем магістра одночасно. Також описано особливості реалізації традиційної магістерської програми з «Мови та комунікації» – дворічної програми професійної підготовки, яка базується на прикладній соціолінгвістиці та забезпечує підготовку студентів, здатних використовувати лінгвістичні навички в бізнесі, урядовій, неприбутковій громадській діяльності, технічній та освітній галузях. У статті детально описано та проаналізовано навчальний план цієї освітньої програми, охарактеризовано обов'язкові та вибіркові навчальні дисципліни.

З'ясовано, що після отримання ступеня магістра студенти можуть подати заявку на програму підготовки доктора філософії в одній із галузей: прикладна лінгвістика, комп'ютерна лінгвістика, соціолінгвістика, теоретична лінгвістика, загальна лінгвістика.

Ключові слова: *прикладна лінгвістика, бакалаврська програма, магістерська програма, дипломна робота, професійна підготовка, прискорена магістерська програма, дослідження, соціолінгвістика.*

INTRODUCTION

One of the most prestigious specialties for students who want to combine their future profession with intercultural communication and information society is Applied Linguistics. Students who acquire degree in this profession obtain special knowledge and skills and are capable of performing professional activities in educational, translation, information, organizational and management branches. Professionals can also adapt to related areas of professional activity such as research, marketing, information technologies and analytics.

In spite of the fact that the main aspect of applied linguistics is practical application of linguistic data, yet every practical action should be based on clear scientifically grounded theoretical foundations. Therefore, applied linguistics should logically develop not only as educational specialty, but also as a scientific one (Wingfield & Connell, 2022).

Considering the fact that in developing countries not so many educational institutions provide professional training of Applied Linguistics specialists and those that do must constantly keep in touch with the groundbreaking international experience, the



issue of studying foreign experience and introducing it into educational systems of developing countries is up-to-date and urgent. It is necessary to systematize the methodology of teaching Applied Linguistics in higher educational institutions of the leading countries, revise and improve the curricula of the faculties, define the science (narrow specialization) that can be applied to linguistics, create new information and analytical centers whose specialists would be engaged in the development of linguistic support for certain industries (Andringa & Godfroid, 2020). All these steps will make it possible to provide more effective transition of developing countries to the level of information society.

THE AIM OF THE STUDY

The purpose of the article is to analyze the groundbreaking experience of American universities, namely Georgetown University, in order to optimize and improve Applied Linguistics training programs at the universities of developing countries to make them competitive at the labor market.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

General theoretical issues of applied linguistics have been studied by a number of domestic and foreign scientists: A. Baranov, N. Bardina, V.Korniyenko, S. Andringa, L. Connell, S. Eames, Ch. Ferguson, J. Fishman, A. Godfroid, J. Greenberg, M. Holliday, D. Hymes, M. Petray, H. Widdowson, C. Wingfield, L. Milroy and others.

However, optimization of the professional training of Applied Linguistics specialists requires a thorough analysis of practical implementation of successful training programs at the leading universities (normative documents, curricula, syllabi etc.). For our study, we concentrated our attention on the USA as one of the leading countries in providing qualitative training of future applied linguists. In the process of research, we conducted thorough analysis of BA and MA programs in Applied Linguistics at the universities of Ohio, Brock, Portland and Georgetown (Applied Linguistics. Brock University, 2022; M.A. in Applied Linguistics, 2022; Undergraduate programs. Portland State University, 2022). They are similar in general with some differences in curricula and organization. We decided to focus on Georgetown University that has some peculiarities that are worth studying and adapting for developing countries. Special feature of Applied Linguistics training at the university is the ability of students to complete an accelerated Master's degree program, write a Senior Honor Thesis and participate in inter-disciplinary research in cognitive science, which allows students to combine the study of language with broader study of human mind (Wingfield & Connell, 2022). Courses offered satisfy students' demand for general and professional development.

While conducting the research a range of general scientific methods such as study, analysis and synthesis of reference, scientific educational resources, as well as systematization and generalization, have been applied. The research is qualitative (descriptive) and includes observation and narrative inquiry.

RESULTS

Linguistic Department of Georgetown University offers BA, MA and PhD programs in Applied Linguistics. To enter the BA program students have to meet the requirements to the degree which are presented in an annual College Bulletin. According to the information presented in College Bulletin (2022), applicants must have general understanding of linguistics as a science studying language and a range of academic subjects related to the language: Phonetics, Grammar, and Language History. Professional training of future applied linguists at the university also presupposes studying aspects common to all the languages. Among them are the role of a language in society, in large groups, nations and



interpersonal communication; the ways a language is learned by adults and children; how the language is processed by the brain; the use of linguistic knowledge in language teaching, computer science and other branches. Linguistics is an interdisciplinary study related to cognitive science, computing, philosophy, psychology, sociology and anthropology (Petray et al., 2021).

Students studying at the Bachelor's degree program must complete the following courses:

- Level 1: Introduction to Language
- Level 2: 4 general courses which provide the overview of linguistic theory and methods: Language Sounds; Grammar Analysis; Language Study; Language and Society
- Level 3: 2 specialized courses aimed at developing profound understanding of linguistics and possibilities of research in one or more linguistic branches.

Besides, students choose three elective linguistic disciplines, which are offered each semester and can be chosen with the help of the faculty counselor.

In addition to these requirements, students of BA program in Applied Linguistics must obtain 12 credits for Ancient or Contemporary Language study.

Bachelor's degree program in Applied Linguistics sets a number of requirements to what students must know:

- approaches to language analysis;
- types and variations of languages and erroneous stereotypes about them;
- complexity and basic systematization of languages;
- the role of language diversity (within the same and different languages) in linguistic theory and practice;
- connection between the language and different social contexts;
- peculiarities of a native and foreign language study;
- the structure of the languages and their social meaning;
- computational and cognitive processing of a language.

Bachelor's degree program in Applied Linguistics sets a number of requirements to what students must be able to do:

- to analyze linguistic data;
- to analyze, critically evaluate and integrate traditional and contemporary research in linguistics and apply it to modern theoretical and practical issues;
- to compile coherent and clear linguistic analytical data;
- to elaborate, conduct and report on original research projects on urgent and up-to-date linguistic issues;
- to combine linguistic data with other scientific and educational branches (Undergraduate Program. Georgetown University, 2022).

It is a notable fact but in American universities and in Georgetown in particular it is a privilege to students to write an Honors Thesis. Only a limited number of Bachelor's degree students in Applied Linguistics can be bestowed an honor to write it in their senior year of study. The choice of such students is made on the basis of the final academic score for the spring semester of their junior year of study. Students interested in writing a thesis have to apply for it preliminarily. If their application is approved, they are invited to the Honors Thesis Seminar, after which they start the process of writing their research and presenting it. They undergo a special course aimed at ensuring additional support in writing the paper. Students are assigned a mentor responsible for checking the content of the



research and assessing the final version of the work. Other teaching staff and peers also help with the research, providing feedback concerning the work and the process of its writing, assist with the organization of the research and its structuring, and help to correct and avoid mistakes, assist with coherent presentation of the work, controlling the adherence to the schedule. At each stage of the work writing, the progress and the problems are discussed, resources (printed and online), peer reviews, discussions and considerations of previous works at the seminars are provided. Seminars take place once in two weeks. Bachelor degree students get 3 credits for this course. While undergoing the course students who write the paper have access to research papers of the previous years of the similar themes. Students are supposed to read them and come to the next seminar ready to discuss some definite parts of these works weekly. Students are not assessed on the grounds of the final content of the research paper – at the end of the semester the mentor decides whether the work corresponds to the requirements to such research papers. At the end of the course, the students get a grade on the grounds of their participation in the seminars, ability to give and receive constructive feedback, to work within the schedule and present their work properly (Undergraduate Program. Georgetown University, 2022).

The grade (100 %) for the Thesis is a cumulative of the following components:

1. Attending and participating in the discussion of the group (20 %). Students have to come to the seminar ready with what they were supposed to read and discuss during the seminar.

2. Preparation course (10 %).

Topics that are covered by the course are:

- | | |
|---|---|
| – research planning; | – strategies for data analysis; |
| – becoming a researcher; | – reporting on the results of the research; |
| – choosing the theme for the research; | – creating informational tables, graphs and diagrams; |
| – formulation of the theme; | – making conclusions; |
| – study of scientific literature; | – writing a summary; |
| – ethics of research; | – giving and receiving constructive feedback; |
| – arguments and evidence; | – effective presentation. |
| – hypothesis formulation, its checking and proving; | |

3. Submitting the drafts timely (30 %).

4. Peer reviews (20 %) – timely and constructive comments on the works of other students.

5. Final presentation (20 %) – 20-minute presentation with invited mentors, peers etc.

One more specific feature of studying at Applied Linguistics at Georgetown University is the possibility to complete an accelerated Master's degree program that allows students to complete Bachelor's degree training and start Master's degree training simultaneously. Students apply for this program of study in autumn of their last year of Bachelor's study and the decision about their acceptance is made in spring. It should be mentioned that some courses in Linguistics, which students study during this time, are counted for their Bachelor's degree and some – for Master's degree. Such courses are called double-counted. Students meeting all the requirements to the degree obtain it automatically without taking the final leaving exam.

Besides this accelerated Master's degree program, there is also a traditional Master's degree program in Language and Communication – a two-year professional program that is based on Applied Sociolinguistics. It provides students' training necessary



to become professionals capable of using linguistic skills in business, government, non-profitable, technical and educational branches. The program is focused on application of linguistic theory, research and methods in a wide range of career possibilities that are accompanied by intensive professional development. Every student has an opportunity to adjust the program to their academic and professional interests and goals. The program allows students to work part-time and easily combine it with studying. The program covers the following aspects of linguistics:

- artificial intelligence;
- business and consulting;
- leadership and advocacy;
- applied research;
- international governing;
- social communication;
- voice and speech technologies;
- conservation policy;
- user experience research and design;
- marketing and branding.

Students can choose between two programs of study:

- 30-credit study (10 courses);
- 24-credit study (8 courses) and a Master's Thesis (6 credits).

Compulsory courses for the Program include:

1. General linguistic disciplines: students who do not have substantial preliminary training in linguistics have to focus on one of such disciplines during the first year of study. Besides, it is better to make the choice not by oneself but in cooperation with a consultant. This is not required of the students who have Bachelor's degree in Linguistics but is desirable as well. General linguistic disciplines include Phonetics, Syntax, Semantics, Pragmatics, and Phonology (Master's Degree Programs. Georgetown University, 2022).

2. Professionalization Seminar – a unique professional course aimed at demonstrating how linguistics can be used in professional context. Overall, students at Georgetown University are obliged to take part in professional development events during the year and this professional development event is designed for graduates of MA program in Linguistics to demonstrate how and where they can apply skills and training obtained at the university, branches in which these skills are the most required and valued. The course is aimed at increasing motivation of students and revealing the values and privileges of their profession. The lessons are structured as a dynamic combination of lectures, discussions and interactive tasks. Students develop their vision of how to use sociolinguistics professionally through lectures and presentations of the invited lecturers who have experience of combining theory and practice of sociolinguistics. Students choose the branch of their professional interest on which they concentrate during the course, considering and practically applying their training in the chosen branch of science. Students create their professional portfolio (resume, application letter, online portfolio etc.) which in future can be used while searching for a job (Eames, 2022). Students communicate among themselves during professional events, attend Career Fairs, interview each other (simulating job interviews) to practice their skills of combining professional training with their interests and values in a chosen place of work (Andringa & Godfroid, 2020).

3. Three basic courses that form fundamental methodological, theoretical and analytical competences in Sociolinguistics. The most popular here are the following disciplines of the curriculum: Discourse Analysis, Intercultural Communication, Sociolinguistic Methods, and Sociolinguistic Variations (Applied Linguistics. Georgetown University, 2022).

Other courses of the Program are elective and cover different branches of Linguistics: theoretical, applied, computational and sociolinguistic. Choosing them,



students have an opportunity to deepen their knowledge in a definite branch of linguistics (e.g. discourse analysis), obtain additional specialization (e.g. Computational Linguistics) or get the general view of the profession. The most popular elective courses are:

- Forensic Linguistics; – Task-Based Language Teaching;
- Discourse of Social Media; – Second Language Acquisition and Bilingualism;
- Institutional Discourse; – Natural Language Processing;
- Language Data Analysis; – Communication, Culture and Study Abroad.
- Language Policy;

As in the case with general linguistic disciplines, it is advisable to select elective courses together with the faculty consultant.

What concerns Master's degree thesis, students have to apply for its writing and the application must be approved. The application is to be submitted until the end of the first year of studying. If it is approved, students give their suggestions as to the theme and the plan of writing to the mentor. The work is read and revised by the faculty counselor.

After obtaining Master's degree, students can submit application for PhD program in one of the following branches: Applied Linguistics, Computational Linguistics, Sociolinguistics, Theoretical Linguistics, and General Linguistics.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, in the result of thorough study of BA, MA and PhD programs in Applied Linguistics in American Universities, namely in Georgetown University, we can make a conclusion about availability of groundbreaking ideas concerning their implementation that are unique and useful for universities of developing countries and can easily be transferred into their educational systems. Among the most notable are the ability of students to complete an accelerated Master's degree training, write a Senior Honor Thesis and participate in inter-disciplinary research in cognitive science. Special attention should be paid to compulsory and elective academic disciplines in the curriculum and possibilities for practical application of the obtained skills and abilities.

The prospect of further research is the realization of PhD program at the university, its peculiar features, curriculum, syllabi and practical implementation of students' acquired knowledge and skills in the applied branch of science and workplace.

REFERENCES

1. Andringa, S., & Godfroid, A. (2020). Sampling Bias and the Problem of Generalizability in Applied Linguistics. *Annual Review of Applied Linguistics*, 40, 134–142. DOI:10.1017/S0267190520000033
2. Applied Linguistics. Brock University (2022). *Academic Programs*. Retrieved from <https://brocku.ca/programs/undergraduate/applied-linguistics/>
3. Applied Linguistics. Georgetown University (2022). *Department of Linguistics*. Retrieved from <https://linguistics.georgetown.edu/programs/phd-programs/concentrations/applied-linguistics/#>
4. Eames, Saylor B. (2022). *English Language Learner Labels: Institutions and Identity*. University Honors Theses. Paper 1187.
5. M.A. in Applied Linguistics (2022). *Ohio University*. Retrieved from <https://www.ohio.edu/cas/linguistics/graduate/masters>
6. Master's Degree Programs. Georgetown University (2022). *Department of Linguistics*. Retrieved from <https://linguistics.georgetown.edu/programs/master-degree-programs/#>



7. Petray, M. J., Shapiro R., and Vega G. (2021). Foundations of linguistics and identity in L2 teaching and learning: Agency through linguistic enrichment, differentiated instruction and teacher identity: Foundations of linguistics and identity in L2 teaching and learning. *International Journal of Curriculum and Instruction*, 13.3, 2010-2127.

8. Undergraduate Program. Georgetown University (2022). *Department of Linguistics*. Retrieved from <https://linguistics.georgetown.edu/programs/undergraduate/#>

9. Undergraduate programs. Portland State University (2022). *Department of Applied Linguistics*. Retrieved from <https://www.pdx.edu/applied-linguistics/undergraduate-programs>

10. Wingfield, C. & Connell, L. (2022) *Understanding the role of linguistic distributional knowledge in cognition, Language, Cognition and Neuroscience*, DOI: 10.1080/23273798.2022.2069278



DOI: 10.31891/2308-4081/2022-12(1)-8

Doctor of Philosophy in Pedagogy, Associate Professor, **HALYNA LYSAK**
Khmelnytskyi National University
Address: 11 Instytutska St., Khmelnytskyi, 29016, Ukraine
E-mail: lysakh@khmnu.edu.ua
ORCID 0000-0002-0598-6919

IMPLEMENTATION OF IMMERSIVE TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING: ANALYSIS OF FOREIGN AND DOMESTIC (UKRAINIAN) EXPERIENCE

ABSTRACT

The use of modern immersive technologies in the educational process is due to changes in the development of information and communication technologies and the challenges of the pandemic, which forced learning and working remotely. The article summarizes the Ukrainian and foreign experience of using immersive technologies in education in general and in the process of learning foreign languages in particular. A general description of the concepts “virtual reality”, “immersion” and “immersive technologies” in the context of their use in the educational process has been presented. The advantages of using immersive technologies over traditional ones have been defined and proved. They are visibility, concentration, involvement and effectiveness. It has been determined the expediency of using immersive technologies in the process of learning foreign languages as a method and technology of long-term immersion of students in a foreign language space based on a foreign language or bilingual education, which involves the use of video, audio, and text information by students to form relevant professional competencies.

The research of scientists and their main results related to the selection and application of immersive technologies in teaching foreign languages have been analyzed. Virtual applications that can be used for learning a foreign language have been analyzed. The conclusion has been formulated that immersive technologies provide the formation and development of a new information method of presenting and learning educational material, which positively affects the formation of basic and professional competencies of students studying a foreign language. The opinion about the possibility of combining immersive learning methods with other interactive methods has been substantiated.

Keywords: *virtual reality, immersion, immersive technologies, foreign language training, educational technology.*

ВПРОВАДЖЕННЯ ІМЕРСИВНИХ ТЕХНОЛОГІЙ У ПРОЦЕС НАВЧАННЯ ІНОЗЕМНИХ МОВ: АНАЛІЗ ЗАРУБІЖНОГО ТА ВІТЧИЗНЯНОГО ДОСВІДУ

АНОТАЦІЯ

Використання сучасних імерсивних технологій в освітньому процесі зумовлено змінами у розвитку інформаційно-комунікаційних технологіях та викликами пандемії, що змусила навчатися і працювати дистанційно. У статті узагальнено український і зарубіжний досвід використання імерсивних технологій у навчанні загалом та у процесі вивчення іноземних мов зокрема. Представлено загальну характеристику



понять «віртуальна реальності», «імерсія» та «імерсивні технології» в контексті їх використання в навчальному процесі. У результаті аналізу вітчизняного та зарубіжного досвіду використання імерсивних технологій у навчальному процесі, визначено та обгрунтовано переваги їхнього використання над традиційними, а саме: наочність, зосередженість, залученість, результативність. З'ясовано, що такі технології покращують навчальний процес, роблячи його більш наочним і мобільним, підвищують інтерес і навчальну мотивацію студентів до іноземної мови, удосконалюють навчальний процес за рахунок використання інноваційних форм роботи, покращують успішність студентів, допомагають зосередити їхню увагу на конкретних завданнях, розвивають лінгвокультурологічний аспект навчання. Визначено доцільність використання імерсивних технологій в процесі вивчення іноземних мов як способу й технології тривалого занурення студентів в іншомовний простір на засадах іншомовного чи білінгвального навчання, що передбачають використання студентами відео, аудіо, текстової інформації з метою формування відповідних професійних компетенцій.

Проаналізовано дослідження науковців та їхні основні результати, що стосуються підбору та застосування імерсивних технологій при навчанні студентів іноземних мовам. Проаналізовано віртуальні додатки, що можуть використовуватися для вивчення іноземної мови. Сформовано висновок, що імерсивні технології забезпечують формування та розвиток нового інформаційного способу подання та засвоєння навчального матеріалу, що позитивно впливає на формування базових і професійних компетенцій студентів, які вивчають іноземну мову. Розглянуто можливість поєднання імерсивних методів навчання з іншими інтерактивними методами.

Ключові слова: віртуальна реальності, імерсія, імерсивні технології, навчання іноземній мові, освітні технології.

INTRODUCTION

In modern digitalized society the search for new forms of education caused a rapid implementation of virtual reality technologies in this sphere. These are powerful technologies that allow us to replace real life with the perception of virtual life, artificially stimulating our senses and deceiving our bodies into accepting a different version of reality (Augmented and virtual reality survey report, 2020). L. Freina and M. Ott define this term as “a perception of being physically present in a non-physical world by surrounding the user of the virtual reality system created with images, sound, or other stimuli” so that a participant feels they are actually “there” (Freina & Ott, 2015).

According to the researchers, virtual reality devices will be used in everyday life at the level of mobile phones. With the help of such devices, users will be able to have fun, make purchases, and learn. And this means that virtual reality will significantly expand the possibilities of almost all spheres of our life (Augmented and virtual reality survey report, 2020).

Since the field of education has been the most affected by the COVID-19 pandemic, according to some analysts of the web technology market, this can become a kind of stimulus for the use of virtual reality in education, because it can help students experience lessons with their own eyes without the need for face-to-face learning in class. With virtual reality technologies in the classroom, learning becomes more fun and exciting (Biocca & Delaney, 1995).

Besides, virtual reality has been described as the learning aid of the 21st century (Rogers, 2019). A study that students remember more information after attending virtual



reality lessons (Makransky et al., 2019). Taking it into account, it is understandable why researchers, tutors, and educators nowadays use this technology so often in the education process.

THE AIM OF THE STUDY

The paper aims to analyze the state of the application of immersive technologies in the educational process in domestic and foreign researchers' works and to find out the existing methods of using the technologies mentioned above for foreign language learning.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Analysis of research on this problem shows that many scientists have paid attention to the problem of applying immersive technologies in the educational process. Thus, studies of the use of virtual reality technologies in the education process are reflected in the works of such domestic researchers as: V. Klymnyuk (2018), V. Volynets (2021), and others. Researchers L. Dashko and O. Dubytska (2019) put forward the idea of using virtual reality technologies within the educational process and its superiority over traditional teaching methods.

A large number of foreign studies have been devoted to the possibilities and problems of using virtual reality tools in the educational process. For example, Z. Merchant et al. (2014) focus on the effectiveness of virtual reality-based instruction on students' learning outcomes while L. Jensen and F. Konradsen (2018) emphasize the application of virtual reality technologies. The work of F. Biocca and B. Delaney (1995) is devoted to the analysis of immersive virtual reality technology. The aspects of student learning using virtual reality and how it applies to education and training have been disclosed in the works of L. Freina, M. Ott (2015), K. Lee (2012) and G. Makransky (Makransky et al, 2019). Besides, L. Jensen and F. Konradsen (2018) suggest an additional perspective concerning the positive effects of immersion and presence on learning outcomes.

However, despite the significant contribution of these studies, they do not fully reveal all the problems of using immersive technologies in language learning, but only reflect certain issues of the application of elements of virtual technology in education at different educational levels. The use of immersive virtual reality in foreign language education is still reported to be one of the least published research topics. There are only a small number of studies that have previously investigated this theme. T. Lin and Y. Lan (2015) studied the research trends in language learning in a virtual reality environment. R. Hein, C. Wienrich and M. Latoschik (2021) focused attention on the implementation of immersive virtual reality in foreign language teaching and learning.

The research was carried out with the use of general scientific methods (study, analysis, and synthesis of reference, overview of scientific educational print and online sources), as well as systematization and generalization.

RESULTS

There are various definitions of the term "virtual reality" (VR) in scientific research. VR can be defined as "the sum of the hardware and software systems that seek to perfect an all-inclusive, sensory illusion of being present in another environment" (Biocca & Delaney, 1995). Also, VR is defined as a "system that aims to bring simulated real-life experiences, providing topography, movement, and physics that offer the illusion of being there" (Lin & Lan, 2015).

Currently, there are several choices of virtual reality systems:

– ordinary (classical) virtual reality – a highly developed form of computer simulation that allows the user to immerse himself in the artificial world and directly act in



it with the help of special sensor devices that connect him with audiovisual effects and allow interaction with the virtual world;

–augmented, or computer-mediated reality, which superimposes computer-generated sensory information in the form of text, audio, or computer graphics onto physical objects, thus creating a real-time, simulated by technical means of depicting the real environment;

–mixed (hybrid) reality – reproduces the fusion of real and virtual worlds to create new environments and visualizations, and demonstrates the parallel coexistence and interaction of physical and digital objects in real time.

Basically, researchers (Klymnyuk, 2018; Volynets, 2021) note four components of virtual reality: user that is a person (user), virtual digital world, behavioral interfaces, and immersion in the virtual environment in real time. The main characteristics of virtual reality are interactivity, immersion, and a sense of presence. The term interactivity can be described as “the degree to which a user can modify the VR environment in real-time” (Lan, 2020). The term immersion means the “extent to which the computer displays are capable of delivering an inclusive, extensive, surrounding, and vivid illusion of reality” (Slater & Wilbur, 1997). More precisely, this includes the degree to which the physical reality is excluded, the range of sensory modalities, the width of the surrounding environment as well as the resolution and accuracy of the display (Slater & Wilbur, 1997). A sense of presence is a consequence of immersion and interaction.

This study focuses on immersive VR, which is often associated with the use of head-mounted displays and contrasted with non-immersive (desktop) VR (Makransky, Terkildsen, & Mayer, 2019). Scientists have proven that the use of immersive technologies in the educational process of higher education contributes to the in-depth study of subjects and the qualitative assimilation of knowledge, the development of spatial thinking, and the strengthening of the motivation of students, effective involvement in the educational process, etc. (Volynets, 2021; Lee, 2012). It has been established that immersive technologies increase the level of digital competence through the interaction of learners with various objects in three-dimensional space (Biocca & Delaney, 1995). The results of the reviewed studies show that learners who used immersive technologies in the educational process were more engaged, spent more time on the learning tasks, and acquired better cognitive, psychomotor, and affective skills.

Today, the organization of events in various formats is possible with the help of digital immersive tools. Conducting training, lectures and practical classes, quests, conferences, joint viewings of thematic films, product presentations (educational, real) with networking, gamification of educational modules, organization of business/role-playing games, etc.

The above allows us to state that VR technologies can potentially become an important tool in education and be actively used for educational purposes. Moreover, VR is a promising arena for language learning because it can provide an immersive and authentic environment to socially interact with native speakers (Lin & Lan, 2015), as it provides learners with a special channel of interpersonal communication. Learners can explore the contexts and interact with the objects, avatars, and other learners. What is more important is that highly immersive virtual technologies help learners achieve a strong sense of presence, which increases learners’ positive feelings during performing the task (Makransky et al., 2019). Besides, students can learn a foreign language with an intercultural experience



beyond geographical limitations without leaving the classroom or their countries. Therefore, the specific features of VR have great potential for language learning.

Furthermore, the positive effects of immersive technologies on students' foreign language learning include improving the effectiveness of their language skills in professional activities, increasing motivation and engaging students to work with each other, and with native speakers of the foreign language being studied by students (Lan, 2020).

According to Paul Driver, some of the key benefits of using immersive technologies in the language learning process include: learning within the demanded context and making learning activities situated; physical activities of the body are as much important as current mental processes; Paul Driver names this coherence as "Embodied interaction"; VR ensures users' active control over their moves and directions; VR and digital games provide "Spatial Affordance" hence they are the most spatial form of media available to use in language training (Hytner, 2017).

In the research of Rebecca R. Hine, C. Wenrich, and M. Latoszczyk the attention is focused on the implementation of immersive virtual reality in foreign language teaching and learning. Scientists have analyzed how full immersion can influence the development of students' intercultural communicative competence (Hein et al., 2021). Scientists analyzed a lot of sources for the period from 2001 to 2020, which were related to the role of immersive technologies in teaching students a foreign language. They determined that most of these studies were about the comparative analysis of traditional teaching methods with blended learning that includes the use of VR. The main characteristics of these technologies that support foreign language learning are the promotion of vocabulary learning, the development of speaking skills, intercultural competence, motivation of students to learn a foreign language, and overcoming anxiety and discomfort when speaking a foreign language. Scientists have identified the main advantage of VR over traditional teaching methods in the fact that the student is given the opportunity to feel, rather than imagine, an object, situation, or scenario that cannot be demonstrated or described using traditional teaching methods (Hein et al., 2021).

The practice of implementation of immersive technologies in foreign language learning will enable students to feel themselves an integral part of the professionally oriented situation which is designed specifically to prepare the course participants for communication within. Having their legends and terms of existence within VR task students get used to psychological challenges as well as apply existing speaking skills in a foreign language to perform their roles stipulated by the tasks (Dashko & Dubytska, 2019).

Educational activities in VR encourage students' spontaneity and therefore entail the maximum possible immersion of every single or multi-user within virtual environments. It increases students' interest in following tasks and their motivation to achieve better results in a training course. VR applications solve the problem of immersion in the language environment, psychologically prepares students to use existing professional skills and knowledge and motivates their further study. VR based tasks also clearly demonstrate situational models of possible daily life circumstances for foreign language communication. Moreover, improving students' communication skills is one of the most wanted benefits of immersion into interaction with presumable partners because of the resemblance of emotions and feelings got by native speakers when communicating with each other within their natural language environment (Makransky et al., 2019).

There are various applications of VR including entertainment and educational purposes. The most important is the possibility to create "authentic" contexts in which learners can immerse themselves by using different technics (Lan, 2020).



Using applications based on Google Expeditions and Discovery VR students can be involved in activities that go beyond the classroom and develop language skills mediated by technology. Google Earth VR is used to develop the writing skills of learners in English (Chen et al, 2019). D. Parsons (Parsons et al, 2019) suggested using Cardboard VR and Google Expeditions in combination with Google Tour Builder to create learning activities through which students can navigate using QR codes or GPS locations. Google Expeditions has developed over 100 VR trips for cultural visits, available to the public.

Another category of VR applications that could be used for foreign language learning offers the opportunity for real-life-like interaction. Students can participate in role-playing and interpersonal social interactions in the contexts they have created (Lan, 2020). VRSpeech and VR Learn English are examples of applications of this group. A user is engaged in real-life situations: buying things in the shops, making orders in restaurants, presentations, job interviews, etc. The specific features of these applications are high-quality speech recognition and context-specific interaction.

The application that combines VR reality with chatbot technology and speech recognition for studying foreign languages is Mondly. Students can practice real-life conversations in 30 languages, get instant feedback on their pronunciation in virtual reality and build the confidence to speak new languages in real life. Mondly includes reading, listening, writing, and speaking activities. The distinguishing feature of the application is the possibility of taking part in the conversation with virtual characters on the given topic of real-life situations (making friends, ordering dinner, taking a taxi ride, etc.).

Applications VirtualSpeech and AltspaceVR allow users to apply their learning with practice in online exercises or VR scenarios. Applications allow users to attend, participate in and organize numerous events like live shows, conferences, classes on different disciplines, presentations, comedy shows, festivals, tech talks, and team meetings. The main peculiarities of these applications are their realistic venues, such as virtual rooms with the audience, the presence of noise, and distractions to fully immerse a user into the event. The function of speech analysis allows participants of the event to get feedback on their speeches, record all the speeches, and get the progress results. In addition to these, AltspaceVR is a social platform where individuals can gather, talk, collaborate, and co-present in small to large groups. The applications can be used in English courses for undergraduate and postgraduate students.

Thus, immersive technologies provide a new paradigm of teaching materials, which has a positive impact on the formation of basic and professional competencies of students who learn a foreign language.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In conclusion, it should be stated that VR is an inevitable tool in the education of the nearest decades as it has many advantages of using it for foreign language training. It enhances learning process by making it more visual and mobile, increases the interest and learning motivation of students to the foreign language, improves educational process through the use of innovative forms of work with students, improves student performance, helps to focus the user's attention on specific tasks, contributes to the support of the linguistic and cultural aspect in the education of students.

Thus, VR provides the formation and development of a new information method of presentation and assimilation of material, which is high-tech didactic tools. Immersive technologies can be effective when used in blended learning that combines distance, online, traditional, and self-directed learning of languages.



Future research should also explore the potential educational value of VR applications for both language learning and learning in different disciplines through large scale, longitudinal studies.

REFERENCES

1. Augmented and virtual reality survey report. Industry insights into the future of immersive technology (2020). Retrieved from <https://www.perkinscoie.com/images/content/2/3/231654/2020-AR-VR-Survey-v3.pdf>.
2. Biocca, F. & Delaney, B. (1995). Immersive virtual reality technology. *Communication in the age of virtual reality*, Lawrence Erlbaum Associates, Inc, Hillsdale, NJ, US, 57–124.
3. Chen, Y., Smith, T.J., York, C.S., Mayall, H.J. (2019). Google Earth Virtual Reality and expository writing for young English learners from a Funds of Knowledge perspective. *Computer Assisted Language Learning*, 33:1–2, 1–25.
4. Dashko, L., Dubytska, O. (2019). Virtualna realnist yak instrumentarii eduteinmentu v movnii osviti [Virtual reality as instrument of edutainment in language education]. *Molodyi vchenyi*, 4.2(68.2), 52–58. (in Ukrainian)
5. Freina, L., Ott, M. (2015). *A literature review on immersive virtual reality in education: state of the art and perspectives*. The international scientific conference eLearning and software for education, Vol. 1, National Defense University, 133.
6. Hein, R., Wienrich, C., Latoschik, M. E. (2021). A systematic review of foreign language learning with immersive technologies (2001-2020). *AIMS Electronics and Electrical Engineering*, 5(2), 117–145.
7. Hytner, J. (2017). *Paul Driver on virtual reality and transmedia spherical video in teacher training*. Retrieved from <https://www.cambridge.org/elt/blog/2017/11/01/virtual-reality-spherical-video-teachertraining>.
8. Jensen, L. & Konradsen, F. (2018). A review of the use of virtual reality head-mounted displays in education and training. *Education and Information Technologies*, 23 (4), 1515–1529.
9. Klymnyuk, V. (2018) Virtualna realnist v osvitnomu protsesi [Virtual reality in educational process]. *Zbirnyk naukovykh prats Kharkivskoho natsionalnoho universytetu Povitryanykh Syl [Journal of Kharkiv National University of Air Forces]*, № 2 (56), 207–212. (in Ukrainian)
10. Lan, Y.J. (2020). Immersion, interaction, and experience-oriented learning: Bringing virtual reality into FL learning. *Language Learning and Technology*, 24(1), 1–15.
11. Lee, K. (2012). Augmented Reality in Education and Training. *TechTrends*, 56, 13–21.
12. Lin, T. J., Lan, Y. J. (2015). Language learning in Virtual Reality environments: Past, present, and future. *Educational Technology & Society*, 18(4), 486–497. Retrieved from https://www.researchgate.net/publication/281027027_Language_Learning_in_Virtual_Reality_Environments_Past_Present_and_Future.
13. Makransky, G. S., Borre-Gude, R., Mayer, E. (2019). Motivational and cognitive benefits of training in immersive virtual reality based on multiple assessments. *Journal of Computer Assisted Learning*, 35 (6), 691–707.
14. Merchant, Z., Goetz, E. T., Cifuentes, L., Keeney-Kennicutt, W., Davis, T.J. (2014). Effectiveness of virtual reality-based instruction on students' learning outcomes in k-12 and higher education: A meta-analysis. *Computers & Education*, 70, 29–40.



15. Parsons, D., Inkila, M., Lynch, J. (2019). Navigating learning worlds: Using digital tools to learn in physical and virtual spaces. *Australasian Journal of Educational Technology*, 35(4), 144–159.
16. Rogers, S. (2019). *Virtual reality: The learning aid of the 21st century*. Retrieved from <https://www.forbes.com/sites/solrogers/2019/03/15/virtual-reality-the-learning-aid-of-the-21st-century/?sh=4e075cc7139b>.
17. Slater, M., Wilbur, S. A. (1997). Framework for immersive virtual environments (FIVE): Speculations on the role of presence in virtual environments. *Presence: Teleoperators & Virtual Environments*, 6 (6), 603–616.
18. Volynets, V. (2021). Vykorystannya tekhnolohiy virtualnoi realnosti v osviti [The use of VR technologies in education]. *Neperervna profesiina osvita: teoriya i praktyka*, (2), 40–47.



DOI: 10.31891/2308-4081/2022-12(1)-9

Doctor of Philosophy in Pedagogy, Senior Lecturer, **ALLA SHTEPURA**
Mykola Hohol Nizhyn State University, Ukraine
Address: 2 Hrafska St., Nizhyn, 16600, Ukraine
E-mail: allonka2870@ukr.net
ORCID 0000-0003-2146-8086

MAIN CHARACTERISTICS AND STEREOTYPES OF GENERATION Z: ANALYSIS OF FOREIGN EXPERIENCE

ABSTRACT

The article considers and analyzes a new generation of students who have specific abilities and skills to work with modern digital devices. The term «digital natives», determined by the American researcher M. Prensky, has its synonyms – generation Z or network generation. Each generation is distinguished by certain values inherent in its representatives, has its own objectively determined, spontaneously formed social program, which depicts the state of material and spiritual culture, type of social relations, specific material and ideal relations through which the generation is formed. Generation Z also has its values and features. The aim of the study is to analyze the views of foreign researchers on the main characteristics and stereotypes of Generation Z as a new generation of students of higher education. Therefore, it is not surprising that many scientists, both practitioners and theorists (including psychologists, educators, and methodologists) pay close attention to the development of digital technologies and their impact on worldviews, relationships with other people, life in general. A number of characteristic features of Generation Z has been highlighted and characterized: freedom, personalization, information control, honesty, cooperation, entertainment and satisfaction, speed, desire for innovation. Two approaches to assessing the capabilities of modern students – Generation Z have been presented, and both positive and negative stereotypes of the generation (distraction syndrome, Internet addiction, health problems, social immaturity, low motivation, selfishness, narcissism, etc.) have been analyzed. Each subsequent generation (generation Z, Alpha) will always be different from the previous generation, because there are many different factors (external or internal) that affect the formation of the generation. The task of modern education is to study and analyze the changes taking place in ICT, the educational process, society and to predict the impact of these changes on the educational process and on students.

Keywords: digital natives, Generation Z, main characteristics and stereotypes, network generation, learning, multitasking.

ОСНОВНІ ХАРАКТЕРИСТИКИ Й СТЕРЕОТИПИ ПОКОЛІННЯ Z: АНАЛІЗ ЗАРУБІЖНОГО ДОСВІДУ

АНОТАЦІЯ

У статті розглянуто та проаналізовано нове покоління студентів, які мають специфічні здібності та навички роботи з сучасними цифровими пристроями. Термін «цифрові тубільці», визначений американським дослідником М. Пренським, має свої синоніми – покоління Z або мережеве покоління. Кожне покоління



вирізняється певними цінностями, притаманними його представникам, має свою об'єктивно зумовлену, стихійно сформовану соціальну програму, яка зображує стан матеріальної та духовної культури, тип суспільних відносин, конкретні матеріальні та ідеальні відносини, завдяки яким формується покоління. Покоління Z теж має свої цінності та особливості. Метою дослідження є аналіз поглядів зарубіжних учених на основні характеристики та стереотипи покоління Z як нового покоління студентів вищих навчальних закладів. Тому не дивно, що багато вчених як практиків, так і теоретиків, зокрема психологи, педагоги, методисти, приділяють пильну увагу розвитку цифрових технологій та їх впливу на світогляд, стосунки з іншими людьми, життя загалом. Виділено та схарактеризовано ряд характерних ознак покоління Z, а саме свобода, персоналізація, контроль інформації, чесність, співпраця, розваги та задоволення, швидкість, прагнення до інновацій. Представлено два підходи до оцінки можливостей сучасних студентів – покоління Z, та проаналізовано як позитивні, так і негативні стереотипи покоління (синдром розсіяної уваги, залежність від Інтернету, проблеми зі здоров'ям, соціальна незрілість, слабка мотивація, егоїзм, нарцисизм тощо). Кожне наступне покоління (покоління Z, Альфа) завжди буде відрізнятися від попереднього покоління, оскільки існує багато різних факторів (зовнішніх чи внутрішніх), які впливають на формування покоління. Завданням сучасної освіти є вивчення та аналіз змін, що відбуваються в ІКТ, освітньому процесі, суспільстві та прогнозування впливу цих змін на навчальний процес та на учнів. Наголошено на тому, що перед вчителями стоїть завдання – зрозуміти мову, якою користується покоління Z, використовувати стиль спілкування та навчання, типовий для цифрових вихідців у класі, адаптувати матеріал до мови покоління Z, інакше прірва між двома поколіннями поглибитися.

Ключові слова: цифрові уроженці, покоління Z, мережеве покоління, основні характеристики та стереотипи, навчання, багатозадачність.

INTRODUCTION

The current explosion of digital technologies has led to a new generation of students who have specific abilities and skills to work with modern digital devices. They are called “digital natives”. The term was first used by American learning technology promoter and education expert Mark Prensky in 2001 (Prensky, 2001). In “Digital Natives, Digital Immigrants” the author called a group of young students who are easy to master computers, digital media, video games and various programs, and because they were born in the age of information technology.

So, “digital natives” are those who were born in the age of digital technology. The most popular names for this audience today are the term “Generation Z” or “Network Generation”. An important aspect of Generation Z is the widespread use of the Internet since a young age. This is a generation that cannot remember a time without the Internet, computers and the Google search engine.

Each generation is distinguished by certain values inherent in their representatives. According to N. Howe and W. Strauss (2007), values can change throughout the life, but the value “core” formed in childhood and adolescence remains unchanged. That is, each generation has its own objectively determined, spontaneously formed social program, which depicts the state of material and spiritual culture, the type of social relations, specific material and ideal relationships through which the generation is formed.



THE AIM OF THE STUDY

The article aims to analyze the main characteristics and stereotypes of Generation Z as a new generation of students which is based on the views of foreign researchers.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

It is important to note that Generation Z, which grew up with computers, Internet, mobile phones, digital cameras, iPads, smartphones (iPod, iPad) and other digital communication devices that store information in small casing with larger functions, is absolutely different from others generations. Therefore, it is not surprising that many scientists and practitioners (including psychologists, educators, teaching methodologists) pay close attention to the development of digital technologies and their impact on worldview, relationships with other people, life in general.

The guidelines of their research are quite broad – from general statistics on the development of ICT and their use in higher education – to the impact of these technologies on the human brain. Thus, D. Batorski (2010), G. Penkowska (2010) analyze a wide range of resources (potential), which are almost completely ignored in the process of traditional learning. M. Bartoszewicz and H. Gulińska (2013), E. Lubina (2009) draw their attention to the problems associated with the introduction of distance learning in higher education institutions.

In this perspective, we can assume that the quality of the built and dynamically changing learning environment, including virtual, largely depends on the competence of a teacher as an organizer and moderator of the teaching and learning process. K. Kaliszewska-Czeremska, S. Laconi (2015) and others point out that the important issue of their research is the readiness of teachers to teach today's young generation, which is developing at a previously unknown speed due to the technological revolution. The teachers' readiness for distance learning is a key factor in creating an environment of distance education of appropriate quality. What past generations have called “technology of the future”, Generation Z sees as an integral part of everyday life. This is the main difference which distinguishes them from previous generations, whose childhood passed to the “technological boom”, which not only significantly changed their way of life, but also their worldview.

Foreign researchers prove that children born in the digital age are naturally adapted to multitasking. Given this, M. Ledzińska, E. Cherniawska (2013), I. Mokra-Tarnowska (2014) believe that the organization of the educational environment needs interdisciplinary, integrated approach taking into account the achievements of the relevant branches. It is especially useful in the training of future teachers of English, given its multifaceted (comprehensive) nature, as well as in forming the ability to take into account the individual approach to the formation of the worldview of each participant in the educational process.

The following methods were used to realize the issue of the study: analytical method for collecting, processing and systematizing scientific information on the research problem, study and generalization of foreign scientists' experience, interpretation and comparative analysis.

RESULTS

Since the early 2000s, topics related to generational theory, their attitudes toward new media, today's youth, and the network have become a trend for Western science and social discourse. At the same time, the palette of network generation assessments is becoming more diverse: from admiration for their abilities, creation of so-called “myths”



about their extraordinary technological potential, to their complete debunking and indignation about their lost opportunities. Thus, in the modern scientific field there are two approaches of assessing the capabilities of modern students – Generation Z. Proponents of the first of them declare that the digital generation uses new technologies more creatively and efficiently than previous generations (Nosova, 2012; Tapscott, 2008). Proponents of the second approach, on the other hand, argue that modern students are no different from those born earlier, except that they played on tablets from an early age (Kirschner, Bruyckere, 2017; Carr, 2008).

Emphasizing that the new media have changed the patterns of behavior of Generation Z and affected some brain functions, D. Tapscott (2008) evaluates many of these changes as positive. In particular, permanent multimedia experience has led to the fact that the consciousness of this generation has become «sharper» in the perception of visual objects and orientation in space. Video games have improved the coordination of their hands and eyes, which is very important for them to make quick decisions. The amount of operative memory has not increased (perhaps even decreased), but the amount of technological knowledge, skills and speed of their use has increased. This gives them the opportunity to instantly find the necessary information, “sift and sort” it, evaluate and turn it into knowledge. At the same time, he emphasizes that video games, on the one hand, develop peripheral vision, recognition of visual images on the screen, systematic thinking and performance skills, on the other hand, suppress the activity of the frontal lobes of the brain that control memory and emotions. The author argues that in chronic gamers, the frontal lobes are switched off even after they stop playing (Tapscott, 2008).

Agreeing with the previous author, S. Nosova (2012) adds that the new generation has a completely new set of social skills. The activity of their life position is realized not in participation in mass socio-political events (demonstrations, rallies, etc.) that support existing social and political institutions or oppose such, but in the use of photo and video cameras of their mobile devices (iPhones, iPods, iPads). etc.) for documentary recording of certain events for the purpose of their placement and discussion in the network (Nosova, 2012).

American researchers point to the phenomenon of multitasking, which a new generation has. Media multitasking involves the use of at least one additional device to work with a specific digital medium. Research shows that Generation Z is spending more and more time on media use and its duration has almost doubled in the last ten years. In tests that examine the cognitive skills needed to perform many tasks simultaneously, multitasking achieves much weaker results in people who usually focus on only one task. They have difficulties in the case of frequent changes of tasks and it was noted in a situation typical of this group of people. Researches also note that the process of attention changes under the influence of learning. However, multitasking leads to more superficial and less efficient information processing.

Referring to the research of scientists from the British Library in London, M. Spitzer (Spitzer, 2012; Spitzer, 2013) draws attention to several important conclusions arising from the above research. Firstly, Generation Z is able to use the Internet for searching any information and for learning. Secondly, the Internet plays a very important role in their lives when it comes to communicating with friends and acquaintances. Communication via the Internet also encourages the development of language competences (they communicate in a foreign language). Thirdly, the Internet is an entertainment for them, including music and games. Especially it is important for them in the time of rapid development of online games, which are usually called electronic sports games (e-sports).



In general, describing the main characteristics of the new generation, national and foreign researchers identify a number of characteristic values: freedom (they expect and demand freedom, choice and diversity in all areas of their lives); personalization (in contrast to previous generations, who are accustomed to consuming mass products, they prefer an individual style not only in consumption but also in the organization of their jobs); control (acting in the presence of a huge number of media channels, learned to control information, instantly recognizing hoaxes and lies); honesty (they expect honesty from everyone, they can forgive mistakes, but not deception); cooperation (which often goes beyond joint work and common social actions and takes the form of co-creation) – is their natural state; entertainment (so important and necessary that they always want to have fun while working and do not see clear boundaries between their work and play); speed (with high-speed computer technology, they expect only quick answers, decisions and actions; the absence of them makes their work dull, restless and irritable); the desire for innovation (being in a continuous stream of technological change, they want to have the latest technical “toys”) (Nosova, 2012; Tapscott, 2008).

Instead, there is a different view of digital natives / Generation Z. Studies conducted by independent teams in countries such as Austria, Australia, Switzerland, the United States, Canada, the Netherlands, and Belgium call into question the existence of the digital generation. Thus, P. Kirschner and P. Bruyckere (2017) put forward the antithesis: digital natives are a myth. The results of their research showed that most young people are not more advanced in modern technology or in the possession of extraordinary abilities. In fact, most of them are just passive consumers of the media. This is confirmed by a study conducted among first-year students at the University of Hong Kong in 2013, which showed that Generation Z can use technology on a huge scale, but mainly for entertainment, communication, contact with friends and the world. Most of them are ordinary consumers, not creators of Internet content (Kirschner & Bruyckere, 2017). However, the results of a report by the European Union show that only about a quarter of respondents used websites that allow them to create files or write blogs themselves. Most respondents used ready-made content on the Internet (Wyniki Raportu europejskiego EU Kids Online, 2011).

The authors of these studies argue that modern students do not have in-depth technological knowledge, but only superficial knowledge of basic computer programs, and use the Internet mainly to access social networks or send e-mail. As M. Bullen (Bullen et al., 2008) points out, these students know nothing about the additional capabilities of the devices they use every day. Although there was no evidence that students have in-depth knowledge of technology, and interviews showed that students use technology in a very contextual sense. In terms of learning, they use these technologies quite passively: reading information from Wikipedia or downloading files with lecture content. The conclusions of M. Bauerlein, is in line with this. On the example of American youth, the author claims that, despite all the opportunities provided by the network to the younger generation, young people have become neither more educated nor more literate in terms of obtaining information. Moreover, young people read less and write worse. The period from the late 20th–early 21st century was quite successful, optimistic about providing this generation with money, civil rights, which in general made them positive. But the Internet, which seemed to be supposed to expand the boundaries of the mind, on the contrary, narrowed the minds of young people to the limits of their own social circle. The whole world entered them through the network, depriving them of the need to “go out into the world”. Their minds refuse the



cultural heritage of the whole world, they are engaged in census (borrowing) of texts, pictures, videos, etc. Despite of it, M. Bauerlein clarifies that his negative assessments do not apply to the behavior and values of young people, but only to their intellectual abilities (Bauerlein, 2009).

Neurobiologists, including the previously mentioned M. Spitzer and J. Bauer, indicate that in their studies they did not find any evidence that digital media accelerates or deepens the process of brain development or in any other positive way affects its development. Describing the transformation of his own thinking under the influence of the Internet and networking technologies, N. Carr notes that even an adult who frequently uses the Internet now has to struggle with himself to force himself to read a relatively long text to the end. What can we say of teenagers who are almost constantly “connected” to computers or mobile support with web support? (Carr, 2008).

Polish researchers agree with them. W. Sikorski (2015) confirms that the use of the Internet and new media leads to greater superficiality. Instead of deep reading, today they have casual reading, and instead of immersion in learning, Gen Z is now surfing the network. Deep mental work, which is the main condition for learning, has been replaced by digital sliding in the net, and surfing and browsing are superficial processes that leave little information in the brain. In this context, G. Chorab (2016) draws attention to the external side of using social networks: viewing Twitter, Facebook or other forms of Internet communication is depthless and attention is always focused on the next stimulus (Sikorski, 2015; Chorab, 2016).

M. Żylińska (2012) proves that digital dementia is a neurological result of the excessive use of digital technologies in information processing. In the age of the Internet, where any problem is solved by a search engine, and the recipient makes these decisions uncritically, some mental abilities, such as problem and creative thinking, have no room for existence and consolidation. Prolonged overload of digital technologies and mass media leads to technological brainwashing. As a result, the overload of tasks and information caused by a constant connection to the Internet makes it impossible to analyze information and develop appropriate behavior (Żylińska, 2012).

D. Tapscott (2008) summarizes all the negative stereotypes that have developed in modern society about the representatives of this network generation. According to him, these people:

- cannot concentrate, suffer from distraction syndrome;
- cannot communicate in the real world;
- have a network dependency,
- spend time online instead of going for sports,
- avoid personal communication,
- have health problems;
- have passion for video games that can be compared to alcohol and drug addiction;
- are socially immature, unable to live independently – live with their parents;
- do not respect authors' rights and infringe it;
- used to insult others online with impunity;
- have weak motivation;
- do not know how to set goals;
- suffer from selfishness and narcissism;
- Social networks and You-Tube give them the opportunity to feel in the spotlight

(Tapscott, 2008).



At the same time, according to D. Tapscott (2008), the network generation is not only “unlost” and has no “fatal flaws”, but makes the world a better place. We are impressed by this position and we also believe that traditional education is not suitable for them. Because they can access information instantly online, and the amount of knowledge becomes obsolete very quickly in any profession, modern education should not focus on the transfer of knowledge, but on how to learn (Tapscott, 2008).

As we can see, that modern students are not easy. S. Jones (2013) says that the active use of the Internet and new technologies has caused a generation gap (Jones, 2013). Generation Z perceives the world and the phenomena that take place in it differently, makes different choices of content and gives it different meanings. These differences cause many problems in education.

CONCLUSIONS

As practice shows, for understanding to be possible, teachers must first understand the language used by Generation Z. They must move towards each other in order to continue to walk together. M. Prensky (2001) recommends using the style of communication and learning typical of digital natives in the classroom, although it does not mean that it should be unique or dominant. In his view, it is necessary to adapt the material to the language of Generation Z, otherwise the gap between the two generations will deepen.

Thus, no matter how the generation of students is called, it will always be different from the previous generation, because there are many different factors (external or internal) that affect the formation of the generation. The task of up-today education is to study and analyze changes taking place in ICT, in the educational process, society and to predict the impact of these changes on the educational process and on the learners.

Further research should be dedicated to a more detailed study on Generation Z in higher education institutions of Ukraine.

REFERENCES

1. Bauerlein, M. (2009). *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (Or, Don't Trust Anyone Under 30)*. New York: Tarcher; First Edition edition.
2. Bullen, M., Morgan, T., Belfer, K., & Qayyum, A. (2008). *The Digital Learner at BCIT and Implications for an E-strategy*. Retrieved from: <https://app.box.com/s/fxqyutottt>
3. Carr, N. (2008). *Is Google Making Us Stupid? What the Internet is Doing to our Brains*. Retrieved from <https://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/>.
4. Chorab, G. (2016). Mózg wobec Nowych Technologii: Zagrożenia i Straty [The Brain Against New Technologies: Threats and Losses]. *General and Professional Education*, 1, 9–15. (in Polish)
5. Howe, N., Strauss, W. (2007). *Millennials Go to College*. Great Falls, VA: Life Course Associates.
6. Jones, C. (2011). Students, the Net Generation, and Digital Natives. W M. Thomas (Red.). *Deconstructing Digital Natives*. Routledge, 30–45.
7. Kirschner, P. A., Bruyckere, P. (2017). The Myths of the Digital Native and the Multitasker. *Teaching and Teacher Education*, 67, 135–142.
8. Ledzińska, M., Czerniawska, E. (2011). *Psychologia Nauczania. Ujęcie Poznawcze [Teaching Psychology. Cognitive View]*. Warszawa: PWN. (in Polish)



9. Mokwa-Tarnowska, I. (2014). Struktury Wsparcia a Efektywność Kształcenia w Środowisku E-learningowym [Support Structures and Learning Effectiveness in the E-learning Environment]. *E-mentor*, 2(54), 34–39. Retrieved from <http://dx.doi.org/10.15219/em54.1100>. (in Polish)
10. Nosova, S. (2012). Methodological Background for Studying the Society-Network. *Vestnik of Tomsk State University*, 363, 53–57.
11. Prensky, M. (2001). Digital Natives, Digital Immigrants. *NCB University Press*, 9 (5), 1–6.
12. Sikorski, W. (2015). *Neuroedukacja. Jak Wykorzystać Potencjał Mózgu w Procesie Ucznia się (praca zbiorowa) [Neuroeducation. How to Use the Brain's Potential in the Learning Process (collective work)]*. Słupsk: Wydawnictwo Dobra Literatura. (in Polish)
13. Spitzer M., (2012). *Jak Uczy się Mózg [How the Brain Learns]*. Warszawa: PWN. (in Polish)
14. Spitzer, M. (2013). *Cyfrowa Demencja. W jaki Sposób Pozbawiamy Rozumu siebie i swoje Dzieci [Digital Dementia. How We Dismay Ourselves and Our Children]*. Słupsk: Wydawnictwo Dobra Literatura. (in Polish)
15. Tapscott, D. (2008). *Grown Up Digital: How the Net Generation is Changing Your World*. New York: McGraw-Hill Companies.
16. Wyniki Raportu europejskiego EU Kids Online z 2011 roku [The results of the 2011 EU Kids Online European Report]. (2011). Retrieved from <http://wyborcza.pl/7,75400,22486632,cyfrowi-tubylcy-nie-istnieja-wiekszość-młodych-ludzi-jest-tylko.html?disableRedirects=true> (in Polish)
17. Żylińska, M. (2012). *Cyfrowi Tubylcy i Cyfrowi Imigranci w Jednej Klasie [Digital Natives and Digital Immigrants in One Class]*. Retrieved from <https://oswiata.pl/zylinska/2012/08/16/cyfrowi-tubylcy-i-cyfrowi-imigranci-w-jednej-klasie/> (in Polish)



DOI: 10.31891/2308-4081/2022-12(1)-10

Кандидат філологічних наук, старший викладач, **КАТЕРИНА ДУБІННА**
Хмельницький національний університет
Адреса: м. Хмельницький, вул. Інститутська, 11, 29000, Україна
E-mail: arxnovus@gmail.com
ORCID 0000-0003-4746-6943

**ПРОБЛЕМА ВИВЧЕННЯ РОСІЙСЬКОЇ ЛІТЕРАТУРИ
В КУРСІ ІСТОРІЇ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ В УКРАЇНІ
НА ТЛІ РОСІЙСЬКО-УКРАЇНСЬКОЇ ВІЙНИ 2022 РОКУ:
ПОРІВНЯЛЬНИЙ АНАЛІЗ ІЗ ДОСВІДОМ ІЗРАЇЛЯ
У ФОРМУВАННІ ПРОГРАМ ЛІТЕРАТУРОЗНАВЧИХ ДИСЦИПЛІН
ІЗ ВКЛЮЧЕННЯМ НІМЕЦЬКОЇ ЛІТЕРАТУРИ**

АННОТАЦІЯ

У статті продемонстровано унікальне місце літератури в культурі людства як доказ найвищого функціонування мови і одного з основних ознак формування нації та держави. Доведено актуальність дослідження в умовах Російсько-української війни 2022 р. та проаналізовано історію стосунків Росії і України як ключ до розуміння природи цієї війни.

В центрі дослідження розглянуто поняття «геноциду», з метою продемонструвати очевидні паралелі у долі українського та єврейського народів. У дослідженні також розкрито особливі культурні та історичні аспекти, які впливають на підбір та формування індивідуальних науково-педагогічних підходів до залучення німецького (для Ізраїлю) та російського (для України) компонентів у курс історії зарубіжної літератури та національних літературознавчих наук. У статті проаналізовано науково-педагогічний досвід Ізраїлю у формуванні основних підходів до дослідження та концепції вивчення німецької літератури як в Ізраїлі, так і у світі. Розглянуто шляхи залучення німецького компоненту в програми літературознавчих наук. Все це зроблено на основі ґрунтовного опрацювання магістерських та бакалаврських програм різних факультетів, відділів і кафедр гуманітарних та класичних університетів Ізраїлю, а також на основі праць провідних ізраїльських й світових дослідників в напрямку історії, літератури та педагогіки.

Як відповідь на запит суспільства, у статті розкриваються основні важелі, які слід враховувати при залученні чи вилученні російського компонента з програм вивчення зарубіжної літератури та української літератури. Запропоновано україноцентричну концепцію, враховуючи ізраїльський досвід, з відповідними науковими, літературознавчими, педагогічними, історичними, соціальними, культурними, політичними механізмами роботи з російським літературним компонентом в українському науково-освітньому полі.

Ключові слова: історія зарубіжної літератури, педагогіка, науково-педагогічна концепція, українська література, єврейська література, літературознавчі науки, російська література, німецька література, геноцид, державотворча нація, Російсько-українська війна 2022 р.



**THE ISSUE OF STUDYING RUSSIAN LITERATURE IN THE COURSE
OF THE HISTORY OF FOREIGN LITERATURE IN UKRAINE
IN THE CONTEXT OF THE 2022 RUSSIAN-UKRAINIAN WAR: STUDYING
EXPERIENCE OF ISRAEL IN THE FORMATION OF THE PROGRAMS
OF LITERATURE STUDIES WITH THE INCLUSION OF GERMAN LITERATURE**

ABSTRACT

The article demonstrates the unique place of literature in human culture as a proof of the highest functioning of language and one of the main features of the formation of a nation and a state. The relevance of the research in the context of the Russian-Ukrainian war of 2022 has been proven and the history of relations between Russia and Ukraine has been analyzed as a key to understanding the nature of this war.

In the center of the study, the concept of "genocide" is considered, with the aim of demonstrating obvious parallels in the fate of the Ukrainian and Jewish peoples. The study also reveals special cultural and historical aspects that influence the selection and formation of individual scientific and pedagogical approaches to the inclusion of German (for Israel) and Russian (for Ukraine) components in the courses on the history of foreign literature and national literary sciences. The article analyses scientific and pedagogical experience of Israel in the formation of the main approaches to research and the concept of studying German literature, both in Israel and in the world. Ways of involving the German component in the programs of literary sciences have been considered. All this has been done on the basis of a thorough study of Master's and Bachelor's programs of various departments of humanitarian and classical universities in Israel, as well as on the basis of the works of leading Israeli researchers in the field of history, literature and pedagogy.

As a response to society's request, the article reveals the main levers that should be taken into account when involving or removing the Russian component from the programs of studying foreign literature and Ukrainian literature. A Ukrainian-centric concept is proposed, taking into account the Israeli experience, with appropriate scientific, literary, pedagogical, historical, social, cultural, political mechanisms for working with the Russian literary component in the Ukrainian scientific and educational field.

Keywords: *history of foreign literature, pedagogy, scientific and pedagogical concept, Ukrainian literature, Jewish literature, literary sciences, Russian literature, German literature, genocide, state-building nation, Russian-Ukrainian war of 2022.*

ВСТУП

Літературне питання особливо важливе для утвердження існування тої чи іншої культури та народу. Поява літератури, зокрема високої – це безперечний доказ культурної зрілості народу та держави, адже доводить здатність мови формувати текст будь-якого рівня: розмовний, офіційно-діловий, науковий, літературний, публіцистичний тощо. Окрім того, згідно основної суті філософії мови, мова є одним з основних елементів пізнання світу та творчого процесу, вона є ключем до розуміння мислення та структурування знань як людини, так і цілої групи людей (народу) і тут слід провести логічний вектор від мови до літератури, яка уже виражає особливості носіїв певної мови. Цей зв'язок дуже ґрунтовно описано у працях «Про мислення і мову» (1795), «Про вплив різного характеру мов на літературу і духовний розвиток» (1821) австрійського лінгвіста і одного з батьків філософії мови В. фон Гумбольдта.



Тож, на тлі Російсько-української війни 2022 року, питання вивчення російської літератури у курсі історії зарубіжної літератури у ЗСО та ВНЗ – вкрай актуальне і при цьому суперечливе, адже торкається безпосередньо науки, яка за своєю суттю має бути об'єктивна, неупереджена і, водночас, узгоджена із законом, мораллю, які неможливо оминати у сучасному глобальному, інформаційному світі. Саме тому наша розвідка досить складна структурно та контекстуально комплексна, оскільки торкається глибинних дидактичних, педагогічних, соціальних, історичних, релігійних, культурних, просвітницьких, дипломатичних, правових, етичних, естетичних питань в Україні та Ізраїлі як найбільш дотичної, за соціокультурною та історичною проблематикою, країни до України.

МЕТА ДОСЛІДЖЕННЯ

Метою статті є об'єктивне розкриття проблеми вивчення російської літератури в курсі історії зарубіжної літератури в сучасній Україні через порівняльний аналіз проблеми вивчення німецької літератури в курсах літературознавчих дисциплін в Ізраїлі.

ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ

У своїй розвідці ми опираємося на досить різні джерела та теоретичну базу, куди входять літературознавці, педагоги, історики, культурологи, мовознавці, політики та журналісти. Саме такі джерела дозволяють нам окреслити найбільш об'єктивну картину проблеми, її походження, основні постулати, аргументи та, звісно ж, дозволяють сформулювати конкретні вектори вирішення. Тож орієнтуємося на праці таких дослідників: Антона Вайс-Вендт (Anton Weiss-Wendt), Рута Вайс (Ruth R. Wisse), Мирослава Волощука, Сергія Громенка, Енн Еппелбом (Anne Elizabeth Applebaum), Аміра Ешеля (Amir Eshel), Рафала Лемкіна (Rafal Lemkin), Леслі Моріс (Leslie Morris), На-ама Рокем (Na'ama Rokem), Тімоті Снайдера (Timothy David Snyder), На-ама Шеффі (Na'ama Sheffi).

Згідно з особливостями нашої теми ми використовуємо такі методи дослідження: діахронний, синхронний, дедуктивний та індуктивний, аналітичний, біографічний, описовий, порівняльно-історичний із застосуванням елементів найновішого підходу «мультифронтиру» (Волощук та ін., 2022), а також крос-культурний метод як найбільш актуальний у сучасній гуманітарній науці.

ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ

Відома теза лейпцизького професора О. Пешеля звучить так: «Битви виграють шкільні вчителі» (Громенко, 1 червня 2022). Історик С. Громенко звертає увагу на те, що «Росія це розуміє і готується...». До того ж, дослідник вважає, що саме освітяни та їхня діяльність – це та ланка, «яка не збройно чи організаційно, а ментально зв'язує вояків із державою» (Громенко, 1 червня 2022). Отже, проблема присутності російського компонента в програмах українських літературознавчих дисциплін особливо важлива в соціокультурному, педагогічному, політичному аспектах, адже література – це м'який і ненав'язливий спосіб формування поглядів, смаків, ідеалів суспільства.

Ключовим у нашому порівняльному аналізі із ізраїльським культурно-політичним ставленням до німецької літератури є поняття «геноцид» (Weiss–Wendt, 2019) у всьому його широкому охопленні (Епплбом, 2018). Саме геноцид об'єднує єврейський та український народи не лише у ХХ столітті, коли це набуло ознак відвертого винищення народів, але і впродовж багатьох століть, що передували трагедії ХХ століття і що знову повторилося у ХХІ столітті 2022 року в Україні.



Історикиня Е. Епплбом вважає, що Р. Лемкін - автор терміну «геноцид», розумів факт голодомору в Україні, як «класичне підтвердження своєї концепції геноциду» (Епплбом, 2018), адже він стверджував, що «геноцид, винищення не тільки окремих осіб, але і культури і нації» (Епплбом, 2018).

Сучасна концепція, яка закладена в основі конвенції ООН «Про запобігання злочину геноциду і покарання за нього» передбачає вужче поняття геноциду, яке стосується лише фізичного винищення або значного ушкодження здоров'ю (Конвенція ООН про запобігання злочину геноциду і покарання за нього. До 75-х роковин Голодомору в Україні. Інститут дослідження голодомору, 2020). Тож правове визначення діянь, що визнаються як геноцид, не є тим широким визначенням, що запропонував Р. Лемкін як головний ідеолог «світового дискурсу про геноцид» (Weiss-Wendt, 2019). Але нас наразі цікавлять обидва варіанти: визначення Р. Лемкіна та конвенції ООН «Про запобігання злочину геноциду і покарання за нього», адже як злочини царської Росії проти українського народу, так і сталінської Росії, зокрема факт голодомору 1932-1933 років та Російсько-українська війна 2022 року, повністю підпадають як під вузьке визначення ООН, так і під його широке розуміння сформульоване Р. Лемкіном.

Геноцид єврейського та українського народів мають фактичне підтвердження і не піддається сумнівам. Але у даному дослідженні зупинимо свій погляд на питанні здійснення Росією акту геноциду проти українського народу, спрямованого на знищення та повне заперечення існування українського етносу, культури, мови, літератури. Репресії Росії в різних її іпостасях, завжди були і є направлені на знищення будь-яких фізичних і духовних порухів до сформування українцями своєї держави колись та існування її зараз. Історикиня Е. Епплбом зазначає, що «історія Голодомору не обмежується власне голодом... Публічно було засуджено, ув'язнено, заслано до трудових таборів або страчено усіх, хто був причетний до недовговічної Української Народної Республіки, а також тих, хто розвивав українську мову, літературу, мистецтво та історію» (Епплбом, 2018). Військове вторгнення, воєнні злочини та злочини проти людства, що відбулися з 24 лютого 2022 року – це продовження геноциду 1932–1933 рр.

Саме у такому світлі знищення українського етносу як носіїв вкрай небезпечної культури, бо підривають лже-фундамент першості Російської імперії, описала у своїй книзі «Червоний голод. Війна Сталіна проти України» Е. Епплбом (Епплбом, 2018), адже, як зазначає історик С. Громенко: «саме Україна – справжня спадкоємиця Руси... Росія прагне повністю привласнити історію Руси – і тим воскресити претензії на «собіраніє земель русскіх» в одній державі» (Громенко, 19 квітня 2022). І тут варто додати цитату Т. Снайдера щодо відношення російської кон'юнктури до України: «Україна була вимушеним другом, ворогом був той, хто не розумів, що українці – частина російської цивілізації. Для Путіна «єдність душ» росіян і українців була волею Бога, захищеною актом насильства, що очищує» (Снайдер, 2022). В природі такої дружби – насильство як примусова асиміляція українського народу з прагненням відібрати ту історію і той культурний спадок, що доводить тяглість української історії від часів Київської Руси і тої, де ще не звучать поняття «українець», «Україна», а лише «русин», яке Росія трактує, як факт свого спадку. Підтвердженням цьому є те, що за державним стандартом Росії, історію Київської Руси росіяни вивчають, як власну і, відповідно, усі документи того періоду: літописи та літературні пам'ятки трактуються як російські. Наприклад, у



навчальній програмі російської літератури присутні такі твори: «Слово о полку Ігоревім», «Повість временних літ», «Життя Бориса і Гліба», «Повчання Володимира Мономаха» тощо. Також, як частину російської літератури, російські учні та студенти вивчають творчість М. Гоголя (Шкільна програма по літературі в Росії, 2022), який прожив частину життя в Росії і писав російською мовою, але про Україну.

В межах теми нашого дослідження, не можна оминати питання контекстуального наповнення програм із зарубіжної літератури у російських університетах та школах, де зарубіжною вважаються література усіх країн, окрім літератури пострадянських країн (Толмачов та ін., 2003), що свідчить про зверхність російського літературознавства у визнанні існування української, а також літератур країн колишнього Радянського Союзу, про страх перед національними літературами як доказ «високого» слова цих народів і, у випадку України, про культурну узурпацію духовного спадку та частини історії.

Тож у питанні повного чи часткового вилучення російського компонента з програм літературознавчих дисциплін в Україні, нам слід поглянути на досвід ізраїльських колег, хоча не без урахування унікальності єврейського питання та українського, самотність якого зумовлена поєднанням особливого географічного компоненту (Епплбом, 2018) із фактором «взаємодії на стику кількох принципово відмінних соціальних структур» (Волошук та ін., 2022), що визначають винятковість історико-культурних, політичних, соціальних процесів.

Ізраїльський науково-технічний довідник департаментів філологічних наук (Departments of Language Studies, 1999-2022), містить інформацію про усі факультети філологічного напрямку в класичних та гуманітарних університетах Ізраїлю. Оглянувши за довідником відділи та кафедри таких університетів: Університет імені Бар-Ілана у м. в Рамат-Гане (Bar-Ilan University), Університет імені Бен Гуріона в Негеві у м. Беєр-Шева (Ben Gurion University), Тель-Авівський університет у м. Тель-Авів (Tel Aviv University), Хайфський університет у м. Хайфа (University of Haifa), Єврейський університет у м. Єрусалим (Hebrew University of Jerusalem), ми з'ясували, що лише у деяких є окремо виділене місце для німецької філології: у Хайфському університеті - Центр німецьких та європейських досліджень (The Haifa Center for German and European Studies (HCGES) з однойменною магістерською програмою (The Haifa Center for German and European Studies (HCGES) is a joint project of the University of Haifa and the German Academic Exchange Service (DAAD), 2022) та у Єврейському університеті Єрусалима - Кафедра німецької літератури і мови (Department for German Language and Literature), де готують бакалаврів за відповідним напрямком (Programs. Department for German language and literature of The Hebrew University of Jerusalem, 2022).

У переліку запропонованих літературознавчих курсів для бакалаврів та магістрів кафедри літератури Гуманітарного факультету Лестера та Саллі Антін Тель-Авівського університету, можемо побачити тенденцію досить традиційного висвітлення німецької літератури у теоретичних літературних курсах за жанрами, стилями, напрямками, хронологією та соціокультурним, герменевтичним, компаративістичним підходами. Також з даного переліку у розділі «Вступні курси» ми знайшли курс «Німеччина» професора Г. Шахара (Детальна інформація про курси у Віснику Ташпав Гуманітарного факультету Лестера та Саллі Антін Тель-Авівського університету, 2022). І ось тут слід чітко розуміти, що підхід до вивчення німецької літератури в Ізраїлі є досить своєрідним і це, звісно ж, пояснюється



історією Голокосту та специфікою життя єврейського народу в Європі та його асиміляцією і дисиміляцією там. Отже, для окреслення особливої літературознавчої концепції у цьому напрямку, ми взяли за показовий зразок пояснення відділу німецької мови та літератури Єврейського університету в Єрусалимі, де для абітурієнтів у вкладці під назвою «Навіщо вивчати німецьку літературу?» структуровано зазначені основні відповіді, що містять національні науково-педагогічні аспекти.

Перший аспект полягає в тому, що «Німецька література багато в чому унікальна» (Why study German Literature? Department for German language and literature of The Hebrew University of Jerusalem, 2022) і своїми глибокими питаннями та роздумами впливає на німецько-єврейську літературу. Літературні та культурні питання Німеччини взаємопов'язані і беруть свій початок «від Просвітництва до XVIII століття та руйнується в катастрофі Третього Рейху (Why study German Literature? Department for German language and literature of The Hebrew University of Jerusalem, 2022). Тож «Німеччина після Другої світової війни, в пошуках примирення зі своїм минулим, все ще прагне до нової культурної ідентичності, особливо після об'єднання ФРН та НДР рамках нової Європи» (Why study German Literature? Department for German language and literature of The Hebrew University of Jerusalem, 2022).

Другий аспект наголошує на тому, що «Німецька література знаходиться на роздоріжжі глибоких протиріч між утопією та ідеологією, між універсалізмом і націоналізмом, між релігією і секулярністю, між радикальним модернізмом і романтичним прагненням до середньовічного минулого, між ідеалом і катастрофою. Ця напруга відображена не лише в німецькій літературі на всіх рівнях її змісту: формах та жанрах, у драматургії, романі та поезії, але також і в естетичній теорії та особливо у філософії...» (Why study German Literature? Department for German language and literature of The Hebrew University of Jerusalem, 2022)

Третій аспект уже стосується сучасної німецької літератури, адже у ізраїльських літературознавців свій особливий підхід зорієнтований на сучасну тенденцію глобалізації світової культури: «очевидно, німецька єврейська література сьогодні може служити парадигмою для основних питань, що стосуються міжкультурності, культурного діалогу та конфлікту між культурами більшості та меншин» (Why study German Literature? Department for German language and literature of The Hebrew University of Jerusalem, 2022), особливо це відноситься до хвиль «турецької, східноєвропейської та сьогодні арабської імміграції, які створили нові проблеми культурної інтеграції та спілкування, а також можливу напругу між релігійною ісламською культурою і світською демократією» (Why study German Literature? Department for German language and literature of The Hebrew University of Jerusalem, 2022).

Четвертий аспект наголошує на унікальному місці у ізраїльській літературі німецьких творів написаних письменниками євреями, адже «часто єврейські автори функціонували як міжкультурні транслятори та представники цієї культури за межами Німеччини. Від Генріха Гейне до Франца Кафки, від Вальтера Беньяміна до Ельзи Ласкер Шюлер єврейські письменники розмірковують про культуру з унікальної чутливої та критичної точки зору як про меншість, аутсайдерів чи ймовірного ворога, що часто відображає особливий єврейський погляд на їхню ситуацію між акультурацією та емансипацією, вигнанням та месіанською надією» (Why study German Literature? Department for German language and literature of The Hebrew University of Jerusalem, 2022). Тож усе це дозволяє ізраїльським студентам «глибоко зрозуміти німецькомовний культурний світ, як він розвивався в його історичному,



соціальному, політичному та географічному контекстах» (Programs. Department for German language and literature of The Hebrew University of Jerusalem, 2022).

Отже, ми розглянули програми філологічних факультетів та відділів і помітили певні тенденції: культурні та історичні зв'язки між Ізраїлем та сучасною Німеччиною існують, але завдяки чіткому відмежуванню німецької культури, літератури, філософії від Третій Рейху як занепаду Німеччини; також приділяється особлива увага відродженню Німеччини і її пошукам нових ціннісних орієнтирів після Другої світової війни і, ще дужче, після об'єднання ФРН і НДР.

Відповідно до освітніх програм в Ізраїлі, які ґрунтуються на уже зазначених аспектах, німецькі літературні твори письменників єврейського походження вивчаються в курсі єврейської літератури. Також робиться виражений акцент на вплив єврейської культури, через літературу, на розвиток цивілізаційних процесів у європейському культурному просторі і за його географічними межами (в Америці). В цьому контексті слід загадати про концепцію Р. Вайс розглянуту у праці «Сучасний єврейський літературний канон: подорож мовами та країнами», яка зазначає, що часто «єврейські автори належать рівночасно до різномовних культур (Ф. Кафка, С. Беллоу, І. Бабель, П. Целан тощо), проте не мова відіграє провідну роль у їхній приналежності до відповідного канону, а власна етнокультурна та духовна ідентифікація» (Ксьондзик, 2009).

Щодо підтвердження впливу єврейських авторів на німецьку літературу та мову, то А. Ешель та Н. Рокем звертають увагу, що саме завдяки якісному перекладу Біблії М. Мендельсоном, німецький та західний читач мають змогу зрозуміти єврейські характери – це перші якісні лінгвістичні проникнення єврейської культури у німецьку. Також дослідники додають, що «у найбільшій німецькомовних містах, таких як: Берлін, Відень, Хайдельберг з'являються найбільш важливі єврейські письменники: М. Й. Бердичевський, Л. Гольдберг, Ш. Й. Агнон, Д. Вогель, У.-Ц. Грінберг, А. Бен-Цхак та ін. Як аргументи проникнення єврейської культури в німецьку, А. Ешем та Н. Рокем приводять у приклад перекладацьку діяльність Ф. Розенцвейга, який перекладав середньовічну єврейську поезію та загалом єврейську літературу і в літературознавстві цей проект назвали «принесення єврейського духу у німецьку мову» (Eshel & Rokem, 2015).

Також про взаємовплив німецької та єврейських культур йдеться у дослідженнях істориків Н. Шеффі, зокрема у праці «Єврейське поглинання німецької літератури у Ішув» (Sheffi, 1999) та в американській дослідниці Л. Моріс у праці «Германістика та юдаїка: симбіоз двох сфер» (Morris, 2016), що демонструє світовий потужний вплив єврейської історико-культурної школи на ставлення і розуміння природи відносин єврейської та німецької культур науковими школами зарубіжних країн.

Звісно після огляду особливостей ізраїльського підходу до наповнення літературознавчих дисциплін німецьким літературним компонентом, мусимо визнати, що ситуації українського народу та ізраїльського відрізняють в першу чергу часовими проміжками та визнанням країни агресора своєї провини і, відповідно, сприянням налагодженню культурних, політичних і наукових в'язків на підвалинах рівності та історичної тягlosti традиції взаємовпливів культур до періоду Третього Рейху та після. Саме тому Ізраїльська освітня система не виключає німецьку культуру, німецьку літературу як з наукових зацікавлень, так і з освітніх програм, хоча і робить це у свій особливий спосіб, відповідно до науково-педагогічної



концепції, що сформована навколо збереження єврейської культури та доказів її унікального впливу на інші культури та держави. Також Ізраїль розробив свою державницьку позицію щодо Німеччини уже після 1945 р. і після створення держави Ізраїль (1948 р.), а Україна ж, навпаки, саме зараз перебуває у стані війни, будучи державою і це теж створює особливі умови та впливає на шляхи вирішення українського питання.

ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ РОЗВІДОК

Отже, враховуючи досвід Ізраїлю та особливості української воєнної, геополітичної, соціокультурної, географічної тощо ситуації, дійсно, певні аспекти цілком можливо почерпнути, зокрема щодо розробки науково-педагогічної концепції у підході до залучення російського компонента в курси зарубіжної та української літератури (щодо авторів українського походження). Як відомо, деякі кроки у цьому напрямку вже є, хоча в дечому досить радикальні, як от «культура скасування» («cancel culture») усього російського, що зумовлено військовим вторгненням та злочинами Росії проти України у 2022 році.

Звісно, потрібно враховувати думку суспільства, а надто в умовах активної фази війни, коли більшість українців сповненні зневаги і огиди до російської культури. Та «культура скасування» – не вирішення, бо, в контексті професійної освіти науки, такий підхід не відповідає реальності та ознакам науковості: універсальності, загальнозначущості, фрагментарності, знеособленості, спадкоємності, критичності, достовірності, позаморальності, раціональності тощо, адже літературознавство – це наука, яка має вивчати все розмаїття літературного світу і соціуму. В свою чергу, літературне питання – комплексне, особливо в час війни, і охоплює різні вектори: освіту (знання та виховання), психологію (особистість), культуру (традиції), соціологію (думки громадськості), політику (лобіювання та пропаганда), право (закон), етику (поведінка), філософію (ідеологію та уявлення), історію (факти), релігію (віра), тож вирішувати питання з російським компонентом в літературознавчих дисциплінах України треба, але лише з урахуванням цих векторів, бо йдеться про літературу країни агресора та окупанта. Орім того, суто в державницькому ключі, ворога потрібно знати, щоб перемогти не лише на полі бою, але і в культурно-освітньому просторі, бо у випадку Росії, її література – це її ідеологічне осердя і, водночас, частина світової літератури.

Тож ми пропонуємо запровадити, на час війни та післявоєнного періоду, спеціальний курс для майбутніх та діючих філологів і педагогів, розроблений науковцями різних, уже згаданих, напрямів, який стосуватиметься методики роботи з російськими творами у необхідній та корисній державі унікальній концепції, що поєднує україноцентричність та об'єктивність науки.

Отже, науковці мають запропонувати суспільству сталу науково-педагогічну концепцію, відповідно до неї підходи до вивчення російських творів та розробити програму підготовки (спецкурс) для майбутніх та діючих фахівців, на базі навчальних університетських програм та курсів підвищення кваліфікації педагогів. Це вкрай важливо, щоб гармонійно дотримуватися сутті науки, відстоювати інтереси держави та отримати професійних фахівців у школах та університетах, які знатимуть та вмітимуть працювати з російською літературою без шкоди собі, студентам, учням та державі.

Окрім зазначених рекомендацій, що уже встановлюють вектор подальшого розвитку нашої теми, результати та ідеї, що були висунуті у статті, можуть мати



продовження в більш ґрунтовних дослідженнях певних аспектів, зокрема, щодо вивчення підходу ізраїльської вищої освіти до літературознавчих дисциплін та їх безпосереднього зв'язку з суспільними науками, що вплинуло на структуру гуманітарних факультетів та напрямів підготовки фахівців-філологів, педагогів тощо.

ЛІТЕРАТУРА

1. Волошук, М., Галушко, К. Гоменюк, І., Громенко, С., Денисенко, В., Домановський, А. ... (2022) *Нова схема української історії*. Локальна історія. Мультимедійна онлайн-платформа про минуле та сучасне України. Режим доступу <https://cutt.ly/2ZygzG> (дата звернення: 16.07.2022).
2. Громенко, С. (19 квітня 2022) *Чому саме Україна – справжня спадкоємиця Руси*. Локальна історія. Мультимедійна онлайн-платформа про минуле та сучасне України. Режим доступу <https://cutt.ly/DZyafg> (дата звернення: 20.07.2022).
3. Громенко, С. (1 червня 2022) *Шкільні вчителі справді виграють війни. Росія це розумію і готується до цього, а Україна?* Локальна історія. Мультимедійна онлайн-платформа про минуле та сучасне України. Режим доступу <https://cutt.ly/TZy18R> (дата звернення: 21.07.2022).
4. Детальна інформація про курси у Віснику Ташпав Гуманітарного факультету Лестера та Саллі Антін Тель-Авівського університету (2022). Режим доступу <https://cutt.ly/vZyUiM> (дата звернення: 22.07.2022).
5. Ешлбом, Е. (2018). *Червоний голод. Війна Сталіна проти України*. Електронна бібліотека RoyalLib. Режим доступу <https://cutt.ly/SZytn73> (дата звернення: 20.07.2022).
6. Інститут дослідження голодомору. (2020). *Конвенція ООН про запобігання злочину геноциду і покарання за нього. До 75-х роковин Голодомору в Україні*. Режим доступу <https://cutt.ly/uZyt1e3> (дата звернення: 20.07.2022).
7. Ксьондзик, Н. (2009) *Сучасна література в Ізраїлі. Корисні уроки для українців*. ЛітАкцент. Режим доступу <https://cutt.ly/NZyqUw> (дата звернення: 22.07.2022).
8. Снайдер, Т. (2022) *Путін давно мріяв про світ без українців. Тепер ми бачимо, що це означає* // Локальна історія. Мультимедійна онлайн-платформа про минуле та сучасне України. Режим доступу <https://cutt.ly/IZyedxg> (дата звернення: 20.07.2022).
9. Толмачов, В.М., Седельнік, В.Д., Іванов, Д.А. (2003). *Зарубіжна література ХХ століття : навч. посіб. для студ. з 35 ВНЗ* ; під ред. М. Толмачова. Москва: Видавничий центр «Академія».
10. Шкільна програма по літературі в Росії (2022). Режим доступу <https://cutt.ly/dZyw1LL> (дата звернення: 20.07.2022).
11. Department for German language and literature of The Hebrew University of Jerusalem. (2022). *Programs*. Retrieved from <https://en.german.huji.ac.il/book/programs>.
12. Department for German language and literature of The Hebrew University of Jerusalem. (2022). *Why study German Literature?* Retrieved from <https://en.german.huji.ac.il/book/about>.
13. Departments of Language Studies (1999-2022). *Israel Science and Technology Directory*. Retrieved from https://www.science.co.il/language/Departments.php#google/_vignette.
14. Eshel, A., Rokem, N. (2015) Berlin and Jerusalem: Toward German-Hebrew Studies. In Aschheim S. E., Liska V. *The German-Jewish Experience Revisited*, pp. 265–272. Berlin: De Gruyter. Retrieved from <https://www.jstor.org/stable/j.ctvbkjwr1.18>



15. Morris, L. (2016) German Studies and Jewish Studies: Symbiosis of Two Fields. *German Studies Review*, 3 (39), 601-610. Baltimore: The Johns Hopkins University Press. Retrieved from <https://www.jstor.org/stable/24809108>.

16. Sheffi, N. (1999) The Hebrew absorption of German literature in the Yishuv. *Israel Affairs*, 4 (5), 158–171. Retrieved from <https://cutt.ly/tZywOjo> <https://doi.org/10.1080/13537129908719535>.

17. The Haifa Center for German and European Studies (HCGES) is a joint project of the University of Haifa and the German Academic Exchange Service (DAAD) (2022). Retrieved from <https://hcg.es.haifa.ac.il/>

18. Weiss-Wendt, A. (2019). When the End Justifies the Means: Raphaël Lemkin and the Shaping of a Popular Discourse on Genocide. *Genocide Studies and Prevention: An International Journal*, 13 (1), 173–188. Retrieved from <https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1585&context=gsp>.



DOI: 10.31891/2308-4081/2022-12(1)-11

Assistant lecturer, **VITALIY YUDENOK**
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Address: 24 Kyiv-Moscow Street, Hlukhiv,
Sumy region, 41401, Ukraine
E-mail: yudenok_vitalii@ukr.net
ORCID 0000-0001-5092-7523

THE ISSUE OF FUTURE TEACHERS' ASSESSMENT COMPETENCE IN FOREIGN COUNTRIES AND UKRAINE

ABSTRACT

The article analyzes the problem of assessment competence of future teachers in foreign countries and in Ukraine. The article proves that assessment competence is a structural element of professional competence of future teachers in general and physical education teachers in particular.

The purpose of the article is to theoretically analyze the problem of assessment competence of future teachers in foreign countries and in Ukraine.

In the result of the analysis of scientific elaborations of foreign and domestic scientists, we can state that the comparison of European and domestic models of assessment competence showed a number of differences. They exist due to socio-economic factors (in Ukraine today we cannot name a large number of educational programs with foreign language teaching, high mobility scientific and pedagogical staff and applicants for higher education in various specialties who participate in exchange programs) and teaching traditions (giving preference to basic education over vocational and economic-oriented).

In European educational programs, there are no separate courses on mastering higher education students' assessment competence, but there are three types of master's programs in assessment (assessment "in general"; assessment with a focus on statistical and sociological methods; assessment in specific areas of governmental policy); additional education programs (advanced training courses) and assessment courses in undergraduate programs.

Regarding the Ukrainian system of bachelor's degree training for teachers in general and physical education teachers in particular, its research showed that in the absence of separate courses on mastery of assessment knowledge and skills, some programs contain elements of control and assessment activities and concise information blocks of assessment. In the Ukrainian educational system, evaluative information is insufficiently systematized and considered in the context of various educational disciplines.

***Keywords:** assessment competence, future teachers, assessment skills, students of general secondary education.*

ФОРМУВАННЯ ОЦІНЮВАЛЬНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ У ЗАРУБІЖНИХ КРАЇНАХ ТА УКРАЇНІ

АНОТАЦІЯ

У статті проаналізовано проблему оцінювальної компетентності майбутніх вчителів в зарубіжних країнах та в Україні. У статті доведено, що оцінювальна



компетентність є структурним елементом професійної компетентності як майбутнього вчителя загалом, так і вчителя фізичної культури зокрема.

Мета статті – теоретично проаналізувати проблему оцінювальної компетентності майбутніх вчителів в зарубіжних країнах та в Україні.

У результаті аналізу праць зарубіжних та вітчизняних науковців можемо констатувати, що порівняння європейської та вітчизняної моделей формування оцінювальної компетентності показало наявність низки відмінностей, зумовлених соціально-економічними факторами (в Україні сьогодні не можна говорити про наявність великої кількості освітніх програм з викладанням іноземною мовою, високим рівнем мобільності науково-педагогічних кадрів і здобувачів вищої освіти різних спеціальностей, які беруть участь в програмах обміну) та традиціями навчання (надання переваги фундаментальній освіті перед професійно- й економічно-орієнтованою).

В європейських освітніх програмах окремі курси з оволодіння здобувачами вищої освіти оцінювальною компетентністю відсутні, проте існують окремо, незалежно від педагогічних, три типи магістерських програм з оцінювання (оцінювання «в цілому»; оцінювання з фокусом на статистичні та соціологічні методи; оцінювання в конкретних сферах державної політики); програми додаткової освіти (курси підвищення кваліфікації); курси з оцінювання в програмах бакалаврату. Щодо українських систем бакалаврської підготовки вчителів загалом та вчителів фізичної культури зокрема, то їхнє дослідження засвідчило: за відсутності окремих курсів з оволодіння оцінювальними знаннями та вміннями, деякі робочі програми фрагментарно містять елементи контрольно-оцінювальної діяльності та стислі інформаційні блоки оцінювального характеру. В українському освітньому просторі оцінювальна інформація недостатньо систематизована й розглядається в розрізі різних освітніх дисциплін.

***Ключові слова:** оцінювальна компетентність, майбутні вчителі, оцінювальні вміння, здобувачі загальної середньої освіти.*

INTRODUCTION

Education has always been a special function of society and the state aimed at the formation and development of socially significant qualities of each person as a member of society and a citizen of the state.

We consider the problem of forming assessment competence in a future teacher in general and physical education teacher in a general secondary education institution, in particular, as one of the important tasks of bachelor's degree training, both in Ukraine and abroad. The assessment technologies of foreign countries and methods introduced into the domestic education system function effectively, periodically undergoing adequate adjustments as needed. They are not final in the general list of existing assessment tools, but the mastery of them by future physical education teachers in Ukraine requires the opportunity to improve the experience gained in practice. According to domestic researcher A. Kryvoruchko, "assessment competence is a set of knowledge, skills and abilities of the teacher that ensure the successful and effective implementation of the process of assessing student achievement". We agree with this definition (Kryvoruchko, 2011).

For our study, it is important to define assessment competence as a structural element of professional competence of both future teachers in general and physical education teachers in particular. The term "assessment" under the influence of competence approach got a new interpretation and transformed from "specific activity" into a "personal quality of the specialist" that is "assessment competence".



In our study, we rely on the thesis proposed by prominent domestic scientists S. Sysoeva, and T. Krystopchuk: “Ukraine’s integration into the world educational space and globalization, as well as accession to the Bologna process have radically changed the philosophy of education and the concept of its development. The education system itself is able to influence globalization, forming a line of future culture, economy, politics of the region, and the state” (Sysoeva & Krystopchuk, 2012).

THE AIM OF THE STUDY

The purpose of the article is to theoretically analyze the problem of assessment competence of future teachers in foreign countries and in Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The issue of certain aspects of forms and methods of assessing academic achievements of applicants for both higher and general secondary education is the subject of research of such domestic scientists and practitioners as A. Kryvoruchko (2011), S. Kurtas (2014) and others.

The focus of their work is on attracting foreign experience in the organization of assessment activities in educational institutions. Important for our study is the scientific research of T. Kanivets (2012) on the fundamentals of pedagogical assessment in Ukraine based on foreign experience. O. Lokshina (2000) reveals general information about the assessment of academic achievements of applicants for general secondary education in foreign schools. Among Ukrainian researchers should be noted the scientific works of S. Hryshchenko (2021) which reveal the importance of assessment competence in the development of professional success of future teachers (Hryshchenko, 2021).

Materials from the websites of evaluation societies (American Evaluating Association, 2012; Australasian Evaluation Society Inc., 2012; International Development Evaluation Association (IDEAS), 2012; European Evaluation Society, 2012) are devoted to the definition of theoretical problems of assessment in the United States and Australia, which is considered as one of the methods of pedagogical stimulation.

While conducting the research a number of general scientific methods, such as study, analysis and synthesis of reference, scientific pedagogical sources, as well as systematization and generalization have been used.

RESULTS

As for the preparation for the assessment of academic achievement, Spanish teachers acquire relevant skills during the two-year basic course for a bachelor’s degree (BUP) and a university training course (COU) in four areas: science and technology; biology and health; special sciences and humanities; language. They use a 10-point system for assessing academic achievements: 10 (matricula de honor), 9–9,9 (sobresaliente), 7–8,9 (notable), 5–6,9 (aprobado), below 5 (suspensio). Education reform has modernized the higher education system and created the Institute of Evaluation System, which aims to improve the quality of future professionals’ training, evaluate research and the scientific system to increase the motivation of teachers to improve personal professionalism and quality of teaching materials. In the absence of targeted assessment training courses in Spanish teacher training programs, we note that as an alternative to them, the University of Madrid has a special master’s program, which provides training for assessment in economics, politics, sociology (Kurtas, 2014).

Based on T. Kanivets’ (2012) research on the theory and practice of assessment in European countries, we note that the improvement of approaches to assessment of learning



outcomes is exacerbated by integration processes in Europe and the need to find some consensus on the conceptual framework of assessment. In order to define the main criteria for improving the assessment system in the European Union at the present stage, the following key concepts are being developed: the basis for assessment; its standards (evaluation against the criterion); means of verification that are necessary to establish the plausibility of evaluation decisions; ensuring the quality of the assessment process (Kanivets, 2012).

Successful solution to these problems will allow to build a common coherent system for diagnosing the level of education of the younger generation in Western European countries, which will be an important step to ensure a dramatic improvement in the quality of secondary education. The most common form of performance appraisal for general secondary education is that teachers assess each other's knowledge on a daily basis considering their answers to questions or physical exercises, if they are physical education teachers, by grading each type of work. Such daily internal assessment (at the class or school level) consists of "normative" and "criterion" components. The achievements of each student are assessed against a certain norm, which is taken as the average achievement of a group or class, and against the average social criterion, which is presented in normative documents at the level of the region or the state (national standard). Another type of performance assessment in European countries is external assessment, which makes it possible to compare and obtain data on the level of knowledge of applicants at the regional or national level and take measures to improve overall educational attainment. Due to the need to improve the quality of students' knowledge, skills and abilities in the education system in general, the development of assessment is especially important because it allows to identify the level of achievements of students at a certain stage of learning and take timely measures to improve outcomes. The transition from class to class in European countries is based mainly on the results of continuous assessment of knowledge, skills and abilities of students by the teacher in the classroom. Periodic assessment (exams at the end of the school year and a series of tests at regular intervals during the school year) often play only a supporting role. According to foreign experts, continuous assessment (rather than periodic) provides a more realistic picture of student progress. In the study of O. Lokshina (Lokshina, 2000) and T. Kanivets (Kanivets, 2012) it is noted that "in the presence of common trends in the development of approaches to assessing the performance of secondary school students in Western European countries, each of them has its own national system, which has developed and functioned for a long time. In Austria, for example, continuous assessment, which includes a block of examinations conducted and assessed by a teacher, is a rule of the education system. The assessment is conducted according to a five-point system: 1 – "excellent", 2 – "good", 3 – "satisfactory", 4 – "passed", 5 – "failed". A key factor of the assessment in Germany is the availability of separate assessment courses in German bachelor's degree programs (e.g. in Konstanz, Koblenz-Landau, Humboldt educational institutions, Guttenberg and Eberhard), as well as analysts who are able to effectively assess regulatory impact (e.g. at the universities of Bern, Salzburg, Göttingen, Münster, and Tübingen; at the German Higher School of Management in Speyer, the Lökkum Evangelical Academy, the Darmstadt University of Applied Sciences) (Kurtas, 2014).

It should be noted that in American higher education institutions, in contrast to Ukrainian ones, higher education students independently plan their own educational program and there is a lack of significant lecture overload of the educational process. The preparation process involves the use of various forms and methods of teaching, including



assessment methods of conducting authentic interviews, keeping educational diaries (learning journal), writing analytical (autobiographical) essays and concise “minute” works (one minute papers), organizing group discussions (brainstorming, buss groups), presentation of projects, modeling of pedagogical situations, use of a case method, creation of a portfolio.

The grade scale used in secondary schools in Greece is characterized by differentiation in terms of the level of education – primary and secondary school, and the peculiarity is the absence of negative grades in primary school. Thus, in grades 3–4 of primary schools, students receive: A – “excellent”, B – “very good”, C – “good”, D – “good enough”. In grades 5–6, the rating scale looks like this: 9, 10 – “excellent”; 7, 8 – “very good”; 5, 6 – “good”; 3, 4 – “quite good”. In high school, students of general secondary education are transferred to the next grade, provided that the final grade in each subject is 10 points out of 20 possible. The introduction of the assessment system in France was aimed at making it possible to obtain information about the achievements and failures of each individual student of general secondary education at the beginning of the school year. It is done in order to introduce corrective measures before teaching new material and to make national data available to the public and thus provide better assessment, starting at the class level and ending at the national level. In addition, the annual assessment provides better monitoring of the development of the education system and the implementation of control procedures.

The practice of assessing the achievements of French students in general secondary education testifies to the successful implementation of the tasks of assessment. Thus, in the secondary school of France, diagnostic assessment is widely used at the beginning of the school year. As one can see, the rating scales are quite diverse, do not depend on any separate criterion. Countries use both numerical and alphanumeric indicators, sometimes using a scoring system. Summarizing the analyzed material on the practice of assessment in the world, we can say that the assessment scale is determined by the national characteristics of the education system of each country (Kanivets, 2012). The level of quality of knowledge and skills of students, as well as the degree of effectiveness of the educational system as a whole, do not depend on the form of the evaluation indicator, the number of points and their placement in the assessment scale. A significant number of European countries continue to use the 5-point scale and the vast majority of Western European countries use negative assessments to assess works that do not meet the requirements of the standard, when basic knowledge is incomplete and there is no opportunity to overcome the shortcomings. Approaches to assessing the achievements of general secondary school students in primary and secondary schools in many countries are differentiated – there are options for no assessment in primary school or using different assessment scales at two levels of education. In general, assessing the success of students in general secondary education plays an important role in the educational process of foreign countries. It provides the necessary information on the level of knowledge and the degree of progress of students, provides better monitoring of the quality of education at the local, regional and national levels (Kanivets, 2012).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Comparison of European and domestic models of assessment competence showed a number of differences because of socio-economic factors (in modern Ukraine there is not a large number of educational programs with foreign language teaching, high mobility of scientific and pedagogical staff and graduates of various specialties participating in exchange programs) and learning traditions (giving preference to basic education over vocational and economic-oriented).



In European educational programs there are no separate courses on mastering assessment competence by higher education students, but there are three types of master's programs in assessment (assessment «in general»; assessment with a focus on statistical and sociological methods; assessment in specific areas of governmental policy); additional education programs (advanced training courses); and assessment courses in undergraduate programs. Regarding the Ukrainian system of bachelor's degree training for teachers in general and physical education teachers in particular, its research showed that in the absence of separate courses on mastery of assessment knowledge and skills, some programs contain elements of control and assessment activities and concise information blocks of assessment. In the Ukrainian educational space, evaluative information is insufficiently systematized and considered in the context of various educational disciplines.

We consider the study of specific control and evaluation activities of future physical education teachers in the process of bachelor's training to be the prospect of further scientific research.

REFERENCES

1. American Evaluation Association (2022). Retrieved from <http://www.eval.org> (date of access: 12.04.2022).
2. Australasian Evaluation Society Inc. (2022). Retrieved from <http://www.aes.asn.au> (date of access: 12.04.2022).
3. European Evaluation Society (2012). Retrieved from <http://europeanevaluation.org> (date of access: 12.04.2022).
4. Hryshchenko, S. V. (2021). Retsenziia na naukovu monohrafiu T.V. Skoryk «Rozvytok profesiinoi uspishnosti maibutnikh uchyteliv u zakladakh vyshchoi osvity Ukrainy (druha polovyna XX – pochatok XXI stolittia)». [Review of the scientific monograph TV Skoryk "Development of professional success of future teachers in higher education institutions of Ukraine (late 20th – early 21st)"]. *Dydaktyka*, Issue 1, 110–116. (in Ukrainian)
5. International Development Evaluation Association (IDEAS). (2012). Retrieved from <http://ideas-int.org/home/index.cfm?navID=1&itemID=1&CFID=491656&CFTOKEN=64098> (date of access: 12.04.2022).
6. Kanivets, T. M. (2012). *Osnovy pedahohichnoho otsiniuvannia: [Fundamentals of pedagogical assessment]*. Nizhyn: Vydavets PP Lysenko M.M. (in Ukrainian)
7. Kryvoruchko, A. (2011). Vykorystannia suchasnykh form i metodiv otsiniuvannia navchalnykh dosiahnen shkoliariv u pidhotovtsi maibutnikh uchyteliv khimii do otsiniuvalnoi diialnosti. [The use of modern forms and methods of assessment of students' academic achievements in the preparation of future chemistry teachers for assessment activities]. *Humanizatsiia navchalno-vykhovnoho protsesu [Humanization of the educational process]*, Issue 57, 44–53. (in Ukrainian)
8. Kurtas, S. A. (2014). *Formuvannia otsiniuvalnoi kompetentnosti maibutnoho vykladacha u protsesi mahisterskoi pidhotovky: [Formation of educational competence of the future teacher in the process of master's training]*. PhD Thesis. Chernihiv, 232 s. (in Ukrainian)
9. Lokshyna, O. (2000). Otsiniuvannia uspishnosti uchniv u zarubizhnii shkoli. [Assessing student performance in a foreign school]. *Ridna shkola*, 11, 6–10. (in Ukrainian)
10. Sysoieva, S. O., Krystopchuk, T. Ye. (2012). *Osvitni systemy krain Yevropeiskoho Soiuzu: zahalna kharakterystyka: [Educational systems of the European Union: general characteristics]*. Rivne: Ovid. (in Ukrainian)



DOI: 10.31891/2308-4081/2022-12(1)-12

Старший викладач **НАТАЛІЯ РАТУШНЯК**,
Хмельницький обласний інститут післядипломної педагогічної освіти
Адреса: м. Хмельницький, вул. Озерна, 14, 29015, Україна
E-mail: osadchuk_nat@ukr.net
ORCID 0000-0003-1153-9637

Кандидат педагогічних наук, доцент **НАТАЛІЯ СИНЮК**,
Хмельницький національний університет
Адреса: м. Хмельницький, вул. Інститутська, 11, 29000, Україна
E-mail: nvs100377@gmail.com
ORCID 0000-0002-6889-1351

**МІЖНАРОДНА СПІВПРАЦЯ УКРАЇНИ ЯК ЧИННИК РЕАЛІЗАЦІЇ
ОСВІТНІХ РЕФОРМ У ЗАКЛАДАХ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ
(НА ПРИКЛАДІ ПРОГРАМИ ПІДТРИМКИ ОСВІТНІХ РЕФОРМ В УКРАЇНІ
«ДЕМОКРАТИЧНА ШКОЛА»)**

АНОТАЦІЯ

У статті означено вплив міжнародної співпраці на реалізацію освітніх реформ в Україні, зацентовано увагу на необхідності посилення цієї складової як важливого фактора інтеграції національної системи освіти в світовий освітній простір та посилення її конкурентоспроможності на ринку освітніх послуг.

На прикладі Програми «Демократична школа», яка стала програмою підтримки освітніх реформ в Україні, проаналізовано такі напрями співпраці: розробка Державних стандартів початкової та базової середньої освіти, підвищення кваліфікації вчителів за допомогою онлайн-ресурсів, фасилітованих курсів та демократизація закладів освіти України. Так, для демократизації школи експертами та тренерами Програми «Демократична школа» було створено Інструмент демократичного розвитку школи, щоб допомогти вивчити та описати ситуацію в школі; ідентифікувати як досягнення, так і проблеми та виклики, обговорюючи їх відкрито; визначити можливі напрями розвитку; здійснювати моніторинг та оцінку досягнутих змін; сприяти усталенню демократичних практик у закладах освіти. Окрім того, співпраця між Державною службою якості освіти України та Європейським центром імені Вергеланда сприятиме підвищенню якості освіти та якості освітньої діяльності, впровадженню демократичних засад функціонування сфери освіти в Україні, розробленню і впровадженню стандартів та рекомендацій щодо організації внутрішньої системи забезпечення якості освіти закладів загальної середньої освіти.

Зроблено висновки, що міжнародна співпраця України у сфері освіти сприяє розвитку та реалізації освітніх реформ, а участь закладів загальної середньої освіти у міжнародних програмах та проєктах інтегрує Україну у світовий освітній простір. Розширення міжнародних контактів за рахунок укладання угод та здійснення спільних проєктів посилюватиме процес обміну досвідом та інформацією з провідними країнами світу у сфері освіти, що сприятиме поглибленню наявних зв'язків та налагодженню нових контактів.

Ключові слова: загальна середня освіта, міжнародне співробітництво, міжнародна співпраця, інноваційний розвиток, стратегічний пріоритет, європейський освітній простір, інтеграція, мобільність, конкурентоздатність.



**INTERNATIONAL COOPERATION OF UKRAINE AS A FACTOR
IN IMPLEMENTING EDUCATION REFORMS IN SECONDARY SCHOOL
(WITH REFERENCE TO THE “DEMOCRATIC SCHOOL” PROGRAM THAT
SUPPORTS EDUCATION REFORMS IN UKRAINE)**

ABSTRACT

The article highlights the role of international cooperation in the implementation of education reforms in Ukraine. Particular attention has been paid to the importance of improving this aspect as an essential factor in integrating the national education system into the global educational space and increasing its competitiveness in the market of educational services.

Based on the model of the Democratic School Program, which has become a support to education reform in Ukraine, such areas of cooperation as the development of the National Standards for Primary and Basic Secondary Education, teacher advanced training via online resources, facilitated courses, and democratization of educational institutions in Ukraine have been studied. The Democratic School Development Tool was created to democratize the school. It aims to help examine and describe the existing school situation; to identify and openly discuss achievements as well as problems and challenges; to define possible development options; to monitor and evaluate the changes achieved; and to promote the establishment of democratic practices in schools. Furthermore, the cooperation of the State Service of Education Quality of Ukraine and the European Wergeland Center will improve the quality of education and training activities, help implement a democratic framework for the functioning of education in Ukraine, as well as develop and implement standards and recommendations for the organization of the National Quality Assurance System for general secondary education institutions.

It has been concluded that the international cooperation of Ukraine in education supports the development and implementation of education reforms, while participation of general secondary education institutions in international programs and projects integrates Ukraine into the global educational space. Developing international contacts by concluding agreements and implementing joint projects will enhance cooperation with the world's leading countries in the field of education, improving existing partnerships and forging new ones.

Keywords: *general secondary education, international cooperation, innovative development, strategic priority, European educational space, integration, mobility, competitiveness.*

ВСТУП

Глобалізаційні процеси, що відбуваються в сучасному світі, набувають характеру каталізатора трансформаційних процесів системи освіти. Освіта стає інструментом взаємопроникнення не тільки знань і технологій, але й боротьби за ринок, розв'язання геополітичних завдань. Одним із пріоритетів стратегічного розвитку держави визнано її інтеграцію в Європейське співтовариство. Як зауважує В. Андрущенко (2011) «...нинішній етап суспільного прогресу повернувся до інтересів, інтелекту, людського розуму. Визначивши інтелект як стратегічний ресурс розвитку, європейська цивілізація першочергову увагу приділяє освіті й науці» (с. 3). Європейська освіта відкрита й прозора, налаштована на більш широкі міжнародні контакти й досягла у цьому серйозних успіхів.

Саме тому Україна має узгодити та наблизити свої соціально-економічні інституції до стандартів країн ЄС відповідно до загальноєвропейських вимог, що



потребує проведення низки реформ, спрямованих на підвищення рівня освітніх послуг, забезпечення рівного доступу громадян до якісної освіти, модернізацію змісту освіти відповідно до потреб сучасного ринку праці, адже освіта є ключовою інвестицією в розвиток людського потенціалу, стратегічним ресурсом поліпшення добробуту громадян, захисту національних інтересів, зміцнення авторитету держави на міжнародній арені. Вагомого значення набуває загальна середня освіта як основна ланка в освітній системі будь-якої країни та основа для успішного здобуття освіти наступних рівнів й самоосвіти протягом усього життя.

МЕТА ДОСЛІДЖЕННЯ

Мета дослідження – проаналізувати міжнародну співпрацю України в галузі освіти на прикладі Програми підтримки освітніх реформ в Україні «Демократична школа» (далі – Програма «Демократична школа») як важливого фактора реформування та модернізації національної системи освіти.

ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ

Проблеми перспективи розвитку освіти в контексті інтеграції до європейського освітнього простору та міжнародної співпраці вивчали О. Базиль, І. Козинець, О. Куклін, С. Соколов та ін. Участь українських закладів вищої освіти у міжнародних освітніх проєктах є предметом щорічних обговорень. Серед зарубіжних дослідників цю проблему висвітлюють Ф. Андрушкевич, Л. Жулева, Д. Мацкевич та ін. Питання міжнародного співробітництва в галузі освіти досліджують В. Андрущенко, Т. Антонюк, В. Бакіров, Л. Барановська, М. Барановський, Н. Бідюк, М. Бондаренко, І. Вакарчук, Ю. Горобець, М. Згуровський, О. Іванов, В. Кремень, Д. Табачник, М. Шубартовський та ін.

Для досягнення поставленої мети використано теоретичний метод дослідження – аналіз, синтез, порівняння, інтерпретація, узагальнення офіційних джерел, а саме сайту Міністерства науки і освіти України та Програми «Демократична школа» та ін.

ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ ДОСЛІДЖЕННЯ

Сьогоднішнє покоління суттєво відрізняється від своїх попередників. Давати просто інформацію нині замало, тому необхідно вчити користуватися нею, перетворювати її на корисні знання (Гальцова та Дмитриченко, 2019). Постмайданна Україна потребувала змін, зокрема і в освіті, а гаслом того періоду можна вважати часто цитоване твердження про те, що «неможливо навчати дітей ХХІ століття у школах ХХ століття методами ХІХ століття» (Програма підтримки освітніх реформ в Україні «Демократична школа», 2022). Реформа розпочалася з обговорення Концепції «Нової української школи», а впровадження Нової української школи (НУШ) стало засадничою реформою Міністерства освіти і науки України. Основна мета – створити школу, в якій буде приємно навчатися й яка даватиме учням уміння застосовувати знання у реальному житті. Підходи до навчання та змісту освіти трансформуються, адже мета НУШ – виховати інноватора та громадянина, який вміє ухвалювати відповідальні рішення та брати на себе відповідальність за їх виконання. (Лазебна, 2018).

Розбудова Нової української школи – процес довготривалий. Пріоритетом тут є розвиток компетентностей школярів, що передбачає набуття ними комбінації знань, умінь, навичок, способів мислення, поглядів, цінностей та інших особистих якостей, які визначають здатність особи успішно соціалізуватися, провадити професійну та/або подальшу навчальну діяльність. Тобто формується ядро знань, на



яке накладатиметься уміння цими знаннями користуватися, а також цінності та навички, що знадобляться випускникам української школи у професійному та приватному житті (Концепція «Нової Української школи», 2016).

Усвідомлюючи свої потреби, Україна прагне утвердитися як новітня демократична держава. Від того, які внутрішні перетворення ми здійснимо, від чого відмовимося й що приймемо в національну систему освіти від європейських стандартів, буде залежати рівень нашої науки і освіти, ставлення до нас з боку світової спільноти. (Антонюк, 2013)

Програма «Демократична школа» стала програмою підтримки освітніх реформ в Україні, яка реалізовується Європейським Центром імені Вергеланда (Осло, Норвегія) за підтримки Міністерства закордонних справ Норвегії у співпраці з Міністерством освіти і науки України, Радою Європи, благодійної організації «Центр освітніх ініціатив» та Всеукраїнського фонду «Крок за кроком». Європейський центр імені Вергеланда (далі – Центр) – європейський експертний центр у сфері освіти для демократичного громадянства, прав людини та міжкультурного порозуміння, заснований Радою Європи та Норвегією у 2008 році з метою надання підтримки державам-членам Ради Європи у реалізації політики у згаданій сфері.

Центр відкритий до співпраці з усіма 47-ма державами-членами Ради Європи і пропонує цілу низку навчальних програм, ресурсів та заходів для освітян, тренерів, науковців, політиків та громадськості загалом. Меморандум про співпрацю було підписано 26 червня 2018 року в межах Всеукраїнської конференції «Демократична школа» в Києві, на якій Посол Королівства Норвегія в Україні Уле Т. Хорперстад відзначив, що «це одна з найбільших програм, яку підтримує уряд Норвегії в Україні» (Програма підтримки освітніх реформ в Україні «Демократична школа», 2022).

Програма долучилася до розробки низки державних документів, зокрема й Державного стандарту початкової освіти, Концепції розвитку громадянської освіти в Україні, Державного стандарту базової середньої освіти, а також тісно співпрацює із Державною службою якості освіти (ДСЯО) щодо інструментів аудиту. Так, під час інституційного аудиту у процесі спостереження за навчальними заняттями експерти звертатимуть увагу на те, які ключові компетентності вдалося розвинути та які наскрізні змістові лінії реалізувати (Державна служба якості освіти України. Міжнародне співробітництво, 2022).

Державний стандарт, за яким уже навчаються першокласники з 1 вересня 2018 р. було затверджено на засіданні Кабінету міністрів України 21 лютого 2018 р. Уперше в Україні Державний стандарт створювався із залученням широкого кола фахівців із різних середовищ. Це педагоги-інноватори з різних регіонів України, представники громадського сектору, науковці, батьки. За основу взято досвід семи країн, а саме: Фінляндії, Сінгапуру, Ірландії, Шотландії, Франції, Канади та Польщі.

До розробки Державного стандарту базової середньої освіти затвердженого 30 вересня 2020 року, були залучені міжнародні експерти з проєктів «Нова українська школа – 2» (Польща), «Фінська підтримка реформи української школи» (Фінляндія) та Програма «Демократична школа».

Список компетентностей, яких набуватимуть учні, уже закріплено Законом України «Про освіту» (Про освіту, 2017). Він створювався з урахуванням «Рекомендації Європейського Парламенту та Ради Європи щодо формування ключових компетентностей освіти впродовж життя» (від 18.12.2006 р.):

- вільне володіння державною мовою;



- здатність спілкуватися рідною (у разі відмінності від державної) та іноземними мовами;
- математична компетентність;
- компетентності у галузі природничих наук, техніки і технологій;
- інноваційність;
- екологічна компетентність;
- інформаційно-комунікаційна компетентність;
- навчання впродовж життя;
- громадянські та соціальні компетентності, пов'язані з ідеями демократії, справедливості, рівності, прав людини, добробуту та здорового способу життя, з усвідомленням рівних прав і можливостей;
- культурна компетентність;
- підприємливість та фінансова грамотність (Про основні компетенції для навчання протягом усього життя, 2006).

Завдяки підтримці Європейського фонду освіти, за безпосередньої участі провідних європейських експертів, ці рекомендації та пов'язані з ними європейські документи («Рамки компетентностей») ретельно опрацьовувала команда авторів документа. Спільними для всіх компетентностей є так звані наскрізні вміння: читання з розумінням, вміння висловлювати власну думку усно і письмово, критичне та системне мислення, здатність логічно обґрунтовувати позицію, творчість, ініціативність, вміння конструктивно керувати емоціями, оцінювати ризики, приймати рішення, розв'язувати проблеми, здатність співпрацювати з іншими людьми.

Для набуття цих компетентностей школярі навчаються за діяльнісним підходом. Концепція НУШ пропонує також впроваджувати інтегроване та проєктне навчання. Це сприяє тому, що учні отримують цілісне уявлення про світ, адже вивчають явища з точки зору різних наук та вчать розв'язувати реальні проблеми за допомогою набутих знань.

Саме Програма «Демократична школа» спрямована на реалізацію системних демократичних реформ шкільної і дошкільної освіти в Україні й працює за такими напрямками:

- розробка освітньої політики завдяки участі у експертних робочих групах, ініційованих Міністерством освіти і науки України;
- розробка політики забезпечення якості освіти шляхом надання консультацій та порад, а також через обміни кращими практиками між українськими та міжнародними експертами;
- поширення результатів роботи Програми «Демократична школа», історії успіху, добрих практик, навчальних матеріалів для педагогів та досвіду міжнародних експертів для забезпечення системних змін та висвітлення прогресу реформування системи освіти України;
- розробка нових онлайн-матеріалів та масових відкритих онлайн-курсів для педагогів України (Програма підтримки освітніх реформ в Україні «Демократична школа», 2022).

Так, на платформі Prometheus (партнер Програми) оприлюднено онлайн-курси із циклу «30 кроків до Нової української школи: навчаємо громадянина», які містять практичні поради для ключових реформ у школі: запровадження ціннісно-орієнтованого компетентнісного навчання, розбудови якісного освітнього середовища,



наскрізного розвитку компетентностей, зокрема громадянської. Цикл курсів також орієнтовано на розбудову демократичного врядування, поглиблення реальної участі учнів і налагодження партнерства з батьками та громадою.

Цикл складається зі вступного курсу «Стартуємо до успішної школи» та чотирьох тематичних курсів:

1. «Секрети успішних директора і директорки» для шкільних адміністраторів.
2. «Успішне вчителювання – прості рецепти на щодень» для педагогів.
3. «Школа і громада для дитини» для громади, яка хоче співпрацювати зі школою.

4. «Шкільне життя онлайн» для підтримки шкільної спільноти у впровадженні та використанні цифрових технологій (Програма підтримки освітніх реформ в Україні «Демократична школа», 2022).

Кожен з цих курсів дає змогу отримати сертифікат про 30 годин підвищення кваліфікації. Пропонується інтерактивний посібник «30 кроків до Нової української школи: навчаємо громадянина», який містить структуровані навчальні матеріали для вчителів. Окрім того цікавим є Тулбокс – збірка вправ та матеріалів для формування та оцінки громадянських компетентностей учнів на різних предметах у школі та в рамках позаурочної і позашкільної програми. Всі вправи, викладені у Тулбоксі, розроблені або модифіковані вчителями-практиками, контактна інформація яких міститься у кожному доданому матеріалі та є чинними відповідно до програм і сприяють розвитку громадянських та професійних компетентностей педагога.

Команда програми підтримки освітніх реформ в Україні «Демократична школа» зазначає, що 70 тисяч осіб уже пройшли цей освітній цикл, а два курси – «Стартуємо до успішної школи» й «Успішне вчителювання – прості рецепти на щодень» увійшли в десятку найпопулярніших курсів на Prometheus за 2021 рік. Кількість сертифікованих випускниць і випускників курсів циклу «30 кроків до Нової української школи: навчаємо громадянина» сягнула вже 22,5 тисяч осіб, а загальна кількість – 70 тисяч (Програма підтримки освітніх реформ в Україні «Демократична школа», 2022). Адже саме реалізація компетентнісного підходу у закладах загальної середньої освіти залежить від вчителів.

Програма «Демократична школа» пропонує також змішане дистанційне навчання для педагогів, яке передбачає відбір за мотиваційними анкетами слухачів й слухачок та самостійне опанування навчального матеріалу, його апробацію на практиці та спільне обговорення результатів виконання завдань під час онлайн-занять за підтримки команди експертів-фасилітаторів. Вивчення теорії зведено до необхідного мінімуму, натомість перевага надається практично орієнтованій інформації та виконанню завдань. Для навчання використовується платформа Центру, де розміщено навчальні матеріали. На сьогодні функціонують три фасилітовані онлайн-курси:

1. «Розвиток громадянських компетентностей на різних предметах» для вчителів-предметників.

2. «Розвиток громадянських компетентностей через роботу учнівського самоврядування» для керівників закладів загальної середньої освіти та закладів професійної (професійно-технічної) освіти, їхніх заступників з виховної роботи, класних керівників, педагогів організаторів та інших освітян, які організують роботу учнівського самоврядування в школі.

3. «Як розвивати демократичне врядування в школі?» для керівників та заступників керівників закладів загальної середньої освіти та закладів професійної (професійно-технічної) освіти та ін.



Для перенесення роботи із демократизації закладу освіти у практичну площину експерти та тренери Програми розробили Інструмент демократичного розвитку школи (далі – Інструмент). За основу документу взято положення Європейської конвенції з прав людини, Конвенції про права дитини, Хартії Ради Європи з освіти для демократичного громадянства і прав людини, Рамок компетентностей для демократичної культури, які розроблені Радою Європи, Європейської хартії про участь молоді в місцевому та регіональному житті та інших рекомендацій у сфері освіти для демократичного громадянства і прав людини.

Відтак, Інструмент визначає 25 демократичних стандартів у трьох основних напрямках: розвиток демократичного шкільного середовища та демократичного процесу врядування у школі, включення освіти для демократичного громадянства і прав людини в освітній процес, усталення партнерських зв'язків із громадою. Він слугує основою для самооцінки шкіл, водночас пропонуючи напрями для подальшого демократичного розвитку й допомагає моніторити рух школи у напрямку розвитку культури демократії (Програма підтримки освітніх реформ в Україні «Демократична школа», 2022).

ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ РОЗВІДОК

Таким чином, у статті означено вплив міжнародної співпраці на реалізацію освітніх реформ в Україні, зацентовано увагу на необхідності посилення цієї складової як важливого фактора інтеграції національної системи освіти в світовий освітній простір.

За результатами проведеного аналізу встановлено, що міжнародна співпраця України у сфері освіти сприяє розвитку та реалізації освітніх реформ, а участь закладів загальної середньої освіти у міжнародних програмах та проектах інтегрує Україну у світовий освітній простір. Тобто, необхідно розширювати міжнародні контакти за рахунок укладання угод та здійснення спільних проєктів, посилювати процес обміну досвідом та інформацією з провідними країнами світу у сфері освіти, що сприятиме поглибленню наявних зв'язків та налагодженню нових контактів.

У перспективі наступних розвідок у цьому напрямі плануємо розкрити процес співпраці українських закладів освіти щодо реалізації Інструменту; з'ясувати форми, ступінь, результативність співпраці; проаналізувати детальніше освітні програми співпраці та шляхи їх реалізації в умовах реформування української системи освіти.

ЛІТЕРАТУРА

1. Андрущенко, В. П. (2011). Основні характеристики Європейської університетської освіти та можливості їх реалізації в системі освіти України. *Науковий часопис НПУ імені М.П. Драгоманова. Педагогічні науки: реалії та перспективи*, Вип. 26, 3–15.
2. Антонюк, Т. Д. (2013). Міжнародне співробітництво та інтеграція у галузі освіти як важливий фактор конкурентоспроможності української освітньої системи. *Наукові записки Національного університету «Острозька академія». Історичні науки*, Вип. 21, 149–155. Режим доступу http://nbuv.gov.ua/UJRN/Nznuoai_2013_21_26 (дата звернення: 19.07.2022).
3. Гальцова, О. Л., Дмитриченко М. І. (2019). Міжнародна співпраця України з країнами Європи в галузі освіти. *Причорноморські економічні студії*, Вип. 44, 21–26. Режим доступу: http://nbuv.gov.ua/UJRN/bses_2019_44_6 (дата звернення: 19.07.2022).



4. Державна служба якості освіти України (2022). *Міжнародне співробітництво*. Режим доступу: <https://sqe.gov.ua/diyalnist/mizhnarodne-spivrobitnictvo/>.
5. Лазебна Л. О. (2018). Нова українська школа – основа національної освітньої реформи. *Актуальні проблеми освітнього процесу в контексті європейського вибору України* : зб. мат. Всеукр. кр. столу. Київ : КНУБА.
6. Міністерство освіти і науки України. (2016). *Концепція «Нової української школи»*. Режим доступу https://base.kristti.com.ua/wp-content/uploads/2017/10/rozd_1_/Oglyad.pdf (дата звернення: 12.08.2022).
7. Міністерство освіти і науки України (2022). *Співпраця з міжнародними організаціями*. Режим доступу <https://mon.gov.ua/ua/ministerstvo/diyalnist/mizhnarodna-dilnist/spivprasya-z-mizhnarodnimi-organizaciyami> (дата звернення: 10.08.2022).
8. Програма підтримки освітніх реформ в Україні «Демократична школа» (2022). Режим доступу: <https://www.schools-for-democracy.org/> (дата звернення: 19.07.2022).
9. Про освіту. № 2145-VIII § розд. II ст. 12 (2017). Режим доступу: <https://zakon.rada.gov.ua/laws/show/2145-19#Text> (дата звернення: 19.07.2022).
10. Про повну загальну середню освіту. № 463-IX (2020). Режим доступу <https://zakon.rada.gov.ua/laws/show/463-20#Text> (дата звернення: 9.08.2022).
11. «Про основні компетенції для навчання протягом усього життя» від 18 грудня 2006 року. (2006). *Рекомендація 2006/962/ЄС Європейського Парламенту та Ради (ЄС)*. Режим доступу: https://zakon.rada.gov.ua/laws/show/994_975 (дата звернення: 10.08.2022).



**ПРАВИЛА ОФОРМЛЕННЯ І ПОДАННЯ РУКОПИСІВ
(відповідно до міжнародних вимог)**

Проблематика статей журналу охоплює: теоретико-методологічні засади порівняльної педагогіки, сучасні стратегії і тенденції розвитку освіти, вирішення соціально-педагогічних проблем розвитку освітніх систем у **ЗАРУБІЖНОМУ ДОСВІДІ**.

Усі, хто бажає здійснити публікацію в журналі «Порівняльна професійна педагогіка», просимо подавати матеріали до **20 травня/20 листопада**.

Для публікації статті просимо надсилати:

– відомості про автора (ПІБ, місце роботи, науковий ступінь, вчене звання, електронна пошта, ORCID; для аспірантів – ПІБ, місце навчання, електронна пошта, ORCID);

– електронний варіант наукової статті.

ВАЖЛИВО!

Публікації в журналі «Порівняльна професійна педагогіка» здійснюються **АНГЛІЙСЬКОЮ АБО УКРАЇНСЬКОЮ МОВОЮ**. Обсяг статті – **8–12** сторінок.

СТАТТІ, ЯКІ ПЕРЕКЛАДЕНІ ЗАСОБАМИ ОНЛАЙН-СЕРВІСІВ (НА ЗРАЗОК GOOGLE TRANSLATE), НЕВІДКОРИГОВАНІ, АБО НЕ ВІДПОВІДАЮТЬ ЧИННИМ ВИМОГАМ, ДО ДРУКУ НЕ ПРИЙМАЮТЬСЯ І НЕ ПОВЕРТАЮТЬСЯ!

Технічні характеристики: Microsoft Word, шрифт – Times New Roman; інтервал – 1,5; кегль – 14; відступ абзацу – 1,25 см; поля: ліворуч – 2,5 см; праворуч – 1,5 см; зверху – 2,5 см; знизу – 2,5 см.

Обов'язкові складники статті:

– **АНОТАЦІЯ / ABSTRACT** (обсягом **1800** друкованих знаків, **АНГЛІЙСЬКОЮ ТА УКРАЇНСЬКОЮ МОВАМИ**);

– **КЛЮЧОВІ СЛОВА / KEYWORDS** (не менше 8);

– **ВСТУП / INTRODUCTION** (постановка проблеми в загальному вигляді та її зв'язок із важливими науковими або практичними завданнями);

– **МЕТА ДОСЛІДЖЕННЯ / THE AIM OF THE STUDY**;

– **ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ / THEORETICAL FRAMEWORK AND RESEARCH METHODS** (джерела, на які автор посилається в теоретичній основі дослідження, повинні бути представлені в **ЛІТЕРАТУРІ**; обов'язково вказати методи дослідження);

– **ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ/RESULTS** (виклад основного матеріалу повинен бути чітким, інформативним і демонструвати власні результати дослідження авторів);

– **ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ РОЗВІДОК / CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**;

– **ЛІТЕРАТУРА / REFERENCES** (не менше 10 джерел).

Вимоги до оформлення літератури у статті викладені наприкінці інформаційного листа і повинні відповідати міжнародному стилю Американської психологічної асоціації (APA).



Зверніть увагу, що статті англійською мовою мають цифровий ідентифікатор DOI, який надається кожній статті редколегією журналу. Що стосується україномовних статей, автори повинні самостійно вказати УДК.

СТАТТІ ПРОХОДЯТЬ ПЕРЕВІРКУ В МІЖНАРОДНІЙ СИСТЕМІ АНТИПЛАГІАТ.

**ЗА ДОСТОВІРНІСТЬ ВИКЛАДЕНИХ ФАКТІВ, ЦИТАТ І ПОСИЛАНЬ
НЕСУТЬ ВІДПОВІДАЛЬНІСТЬ АВТОРИ.**

Аспіранти подають статті з **рецензією наукового керівника**; автори без наукових ступенів – із рецензією доктора або кандидата наук із відповідної спеціальності.

Наукові праці докторів наук друкуються в журналі безкоштовно.

Оплата за статтю здійснюється після повідомлення редколегії про відповідність статті вимогам та дозволу до друку. Вартість публікації однієї сторінки – 80 грн.

Статті та відомості про автора надсилати на електронну скриньку
comprofped@gmail.com

За додатковою інформацією просимо звертатися до відповідального секретаря Садовець Олесі Володимирівни (моб. 067-288-36-73).



Приклад оформлення англомовної статті
(скорочено)

Doctor of Science in Pedagogy, Full Professor, **MARYNA GRYNova**
V. H. Korolenko Poltava National Pedagogical University, Ukraine
E-mail: grinovamv@gmail.com
ORCID 0000-0003-3912-9023

PhD in Pedagogy, Associate Professor, **IRYNA KALINICHENKO**
M. V. Ostrogradskyi Poltava Regional Institute for Advanced Teacher Training, Ukraine
E-mail: kalinichenko@poippo.pl.ua
ORCID 0000-0012-4312-8025

TRENDS IN INCLUSIVE EDUCATION IN THE USA AND CANADA

ABSTRACT

This paper deals with foreign experience of implementing inclusive education for children with special educational needs in the United States and Canada. Legal documents on inclusive education in foreign countries have been analyzed. The most relevant topic of American and Canadian scholars' researches on reforming special education is related to integration, that is gradual transition from exclusion of children with special educational needs to inclusion in comprehensive schools. Based on the analysis of American and Canadian researches on inclusive education it has been concluded that the changes in legislation and education policies of North American countries aim to achieve the highest level of progress in regular education and special education. It has been found that the development of inclusive education in Canada has undergone and is significantly influenced by the American education system ... (1800 знаків)

Keywords: children with special educational needs, inclusion, inclusive education, inclusive learning, special education.

АНОТАЦІЯ

У статті проаналізовано зарубіжний досвід упровадження інклюзивного навчання для дітей з особливими освітніми потребами в США та Канаді. Схарактеризовано нормативно-правову основу у сфері інклюзивної освіти в зарубіжних країнах. Провідною темою в дослідженнях американських і канадських науковців стосовно реформування спеціальної освіти став рух у напрямі організації інклюзії, що передбачає поступовий перехід від ізоляції дітей з особливими освітніми потребами до включення їх у середовище закладів загальної середньої освіти ... (1800 знаків)

Ключові слова: діти з особливими освітніми потребами; інклюзія; інклюзивна освіта; інклюзивне навчання; спеціальна освіта.

INTRODUCTION

Nowadays, one can observe an increasing number of people who refuse to participate in social, political, economic and cultural life of their societies. Such a society is neither efficient nor safe. The first education for all movement originated after the conference on education for all was held in Jomtien, Thailand in 1990



THE AIM OF THE STUDY

The paper aims to theoretically analyze the trends in development of inclusive education in the USA and Canada.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The origination and development of inclusive education in North American countries have been studied by S. Alokina, J. Andrews (2000), V. Bondar, E. Danilavichutie, L. Danylenko, A. Gartner (1997), A. Kolupaieva (2009), O. Kryvonosova, D. Lipsky (1997), J. Lupart (2000; 2010), S. Lytovchenko, Yu. Naida, M. Orlansky, T. Sak (2010), L. Savchuk, N. Sofii, Ye. Synova, O. Taranchenko, C. Webber (2010), S. Wilks, M. Winser, V. Zasenکو et al. ...

RESULTS

Over the last few decades, developed countries have undergone significant changes in the attitude towards low-mobility groups of the population and providing quality educational services for children with special educational needs. Therefore, an inclusive model of education is becoming ever more acute. In view of the above, it is rather imperative to study foreign experience of those countries that have already achieved significant progress on this matter. Foreign law and inclusive practice are an important source of ideas about possible ways to solve the problems of implementing inclusive education in Ukraine ...

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

So, theoretical analysis of American and Canadian scientific literature proves that the changes in legislation and education policies of North American countries aim to achieve the highest level of educational progress in regular education and provide children with special educational needs with the opportunity to obtain special education ...

REFERENCES

1. Audette, B., & Algozzine, B. (1992). Free and appropriate education for all students: total quality and the transformation of American public education. *Remedial and Special Education*, 13 (6), 8–18.
2. Barth, R. S. (1990). *Improving schools from within: teachers, parents and principles can make a difference*. San Francisco, CA : Jossey-Bass.
3. Żylińska, M. (2012). *Cyfrowi Tubylcy i Cyfrowi Imigranci w Jednej Klasie [Digital Natives and Digital Immigrants in One Class]*. Retrieved from <https://osswiata.pl/zylinska/2012/08/16/cyfrowi-tubylcy-i-cyfrowi-imigranci-w-jednej-klasie/> (in Polish)



Приклад оформлення україномовної статті
(скорочено)

УДК 376

МАРИНА ГРИНЬОВА, доктор педагогічних наук, професор
Полтавський національний педагогічний університет імені В. Г. Короленка
E-mail: grinovamv@gmail.com
ORCID 0000-0003-3912-9023

ІРИНА КАЛІНІЧЕНКО, кандидат педагогічних наук, доцент
Полтавський обласний інститут післядипломної педагогічної освіти
імені М. В. Остроградського
E-mail: kalinichenko@poippo.pl.ua
ORCID 0000-0012-4312-8025

ТЕНДЕНЦІЇ РОЗВИТКУ ІНКЛЮЗИВНОЇ ОСВІТИ В США ТА КАНАДІ

АНОТАЦІЯ

У статті проаналізовано зарубіжний досвід упровадження інклюзивного навчання для дітей з особливими освітніми потребами в США та Канаді. Характеризовано нормативно-правову основу у сфері інклюзивної освіти в зарубіжних країнах. Провідною темою в дослідженнях американських і канадських науковців стосовно реформування спеціальної освіти став рух у напрямі організації інклюзії, що передбачає поступовий перехід від ізоляції дітей з особливими освітніми потребами до включення їх у середовище закладів загальної середньої освіти ... (1800 знаків)

Ключові слова: діти з особливими освітніми потребами; інклюзія; інклюзивна освіта; інклюзивне навчання; спеціальна освіта.

ABSTRACT

This paper deals with foreign experience of implementing inclusive education for children with special educational needs in the United States and Canada. Legal documents on inclusive education in foreign countries have been analyzed. The most relevant topic of American and Canadian scholars' researches on reforming special education is related to integration, that is gradual transition from exclusion of children with special educational needs to inclusion in comprehensive schools. Based on the analysis of American and Canadian researches on inclusive education it has been concluded that the changes in legislation and education policies of North American countries aim to achieve the highest level of progress in regular education and special education. It has been found that the development of inclusive education in Canada has undergone and is significantly influenced by the American education system ... (1800 знаків).

Keywords: children with special educational needs, inclusion, inclusive education, inclusive learning, special education.

ВСТУП

Сьогодні перед світом постає проблема зростання кількості людей, які відірвані від активної участі в соціальному, політичному, економічному й культурному житті своїх суспільств. Таке суспільство не є ані ефективним, ані безпечним. Уперше рух за



освіту для всіх розпочався з моменту проведення конференції з освіти для всіх у Джомтєні (Таїланд) у 1990 році ...

МЕТА ДОСЛІДЖЕННЯ

Мета статті – теоретично проаналізувати тенденції розвитку інклюзивної освіти в США та Канаді.

ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ

Становлення й розвиток інклюзивної освіти в країнах Північної Америки досліджували науковці С. Альохіна, Дж. Андрес (J. Andrews), В. Бондар, Ч. Веббер (C. Webber), С. Вілс (S. Wilks), М. Вінсер (M. Winser), А. Гартнер (A. Gartner), Л. Даниленко, Е. Данілавічюте, В. Засенко, А. Колупаєва, О. Кривоносова, С. Литовченко, Д. Ліпські (D. Lipsky), Дж. Лупарт (J. Lupart), Ю. Найда, М. Орланські (M. Orlandy), Л. Савчук, Т. Сак, Е. Синьова, Н. Софій, О. Таранченко та інші ...

ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ

Останні десятиліття в розвинутих країнах світу відбулися суттєві зміни в ставленні до маломобільних груп населення й наданні якісних освітніх послуг для дітей з особливими освітніми потребами. Дедалі більшої динаміки набуває й інклюзивна модель освіти. Значущим аспектом стає вивчення іноземного досвіду країн, які крокують у цьому напрямку. Іноземне право та інклюзивна практика – важливі джерела ідей про можливі шляхи розв'язання проблем упровадження інклюзивної освіти в Україні ...

ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ РОЗВІДОК

Унаслідок аналізу американської та канадської наукової літератури підсумовано, що зміни в законодавстві й освітній політиці північноамериканських країн спрямовані на досягнення найвищої успішності всіх категорій дітей у загальній освіті та створення рівних можливостей здобувати освіту для всіх учнів – у спеціальній освіті ...

ЛІТЕРАТУРА

Приклади оформлення посилань та списку літератури згідно з вимогами міжнародного стилю Американської психологічної асоціації (APA Style)

APA стиль передбачає використання посилань у тексті роботи щоразу, коли ви цитуєте джерело, будь то парафраз, цитата всередині рядка чи блокова цитата.

Внутрішньотекстове посилання містить інформацію про: автора праці (редактора/укладача/назву цитованого джерела, якщо автор відсутній), що цитується, рік видання та сторінковий інтервал (номери сторінок, із яких взято цитату). Сторінковий інтервал дозволяється не вказувати, якщо ви не цитуєте, а висловлюєте якусь ідею чи посилаєтесь на роботу в цілому.

Парафраз. Не береться в лапки. Прізвище(а) автора(ів) може з'явитися:

1) безпосередньо в реченні, тоді після нього в круглих дужках зазначається рік видання;

2) у дужках після парафразу разом із роком видання (через кому).



Наприклад:

The publishing process consists of several stages of editing (Tymoshyk, 2004).

У редакційно-видавничому процесі існує кілька етапів редагування (Тимошик, 2004).

According to M. Tymoshyk (2004), the publishing process consists of several stages of editing.

За Тимошиком (2004), у редакційно-видавничому процесі існує кілька етапів редагування.

Обидва посилання вказують на те, що інформація, яка міститься в реченні, може бути розташована у праці Тимошика, виданій 2004 року.

Більш розгорнута інформація про згадане джерело буде міститися у списку використаних джерел.

Цитата всередині рядка. Береться в лапки. Прізвище(а) автора(ів) може з'явитися:

1) безпосередньо в реченні, тоді після нього в круглих дужках зазначається рік видання, а після цитати в круглих дужках зазначається сторінковий інтервал;

2) у дужках після цитати разом із роком видання та сторінковим інтервалом (через кому).

Наприклад:

W. Wordsworth (2006) claimed that poetry was “the spontaneous overflow of powerful feelings” (p. 263).

Вордсворт (2006) заявив, що романтична поезія була відзначена як «спонтанний перелив сильних почуттів» (с. 263).

Poetry is “the spontaneous overflow of powerful feelings” (Wordsworth, 2006, p. 263).

Романтична поезія характеризується «спонтанним переливом сильних почуттів» (Вордсворт, 2006, с. 263).

Обидва посилання вказують на те, що інформація, яка міститься в реченні, розташована на сторінці 263 твору 2006 року, автором якого є Вордсворт. Більш розгорнуту інформацію про згадане джерело можна отримати зі списку використаних джерел.

Блокова цитата (складається із трьох і більше рядків). Подається в тексті з нового рядка з абзацним відступом для всієї цитати, не береться в лапки. Міжрядковий інтервал – подвійний. Після тексту цитати ставиться крапка і вказується вихідне джерело в дужках.

Наприклад:

In publishing, the concept of editing is primarily used to refer to types of work directly related to the activities of the press. Modern editing is associated with sociocultural professional activities aimed at analyzing and improving linguistic works during their preparation for reproduction by means of printing, or broadcast (Khoniu, 2006, p. 45).

У галузі видавничої справи поняття «редагування» насамперед використовується для позначення видів роботи, безпосередньо пов'язаних із діяльністю органів друку. Сучасне редагування належить до сфери суспільно-культурної професійної діяльності, що спрямована на аналіз і вдосконалення мовних творів під час їхньої підготовки до відтворення засобами поліграфії, або до трансляції (Хоню, 2006, с. 45).



Посилання на роботу кількох авторів (редакторів/укладачів)

Внутрішньотекстове посилання на роботу кількох авторів залежить від їх кількості:

1) 2–5 авторів. У внутрішньотекстовому посиланні необхідно перерахувати прізвища всіх авторів (через кому). Перед останнім автором пишеться знак «&», якщо автори перераховуються в дужках, або слово «та», якщо автори перераховуються в реченні, а рік видання та сторінковий інтервал у дужках.

Наприклад:

(Kernis, Cornell, Sun, Berry, & Harlow, 1993) *або* (Kernis, Cornell, Sun, Berry, & Harlow, 1993, p. 199)

Research findings by L. Boiko, S. Hrechka & N. Pavliuk (2010) prove ...

Результати дослідження Бойко, Гречки, та Павлюка (2010) підтверджують ...

або

L. Boiko, S. Hrechka & N. Pavliuk (2010) state, “Biology is a system of sciences...” (p. 5).

Л. Бойко, С. Гречка та Н. Поліщук (2010) стверджують: «Біологія – це система наук...» (с. 5).

2) 6 авторів і більше. У внутрішньотекстовому посиланні необхідно вказати прізвище першого автора і слово «та ін.».

(Jones et al., 1998) *або* (Jones et al., 1998, p. 7)

(Boiko et al., 2005) *або* (Boiko et al., 2005, p. 10)

Research findings by O. Velychko et al. (2014) prove ...

Результати дослідження О. Величко та ін. (2014) підтверджують ...

або

O. Velychko et al. (2014) indicate, “Biology is a system of sciences ...” (p. 10).

О. Величко та ін. (2005) стверджують: «Біологія – це система наук...» (с. 10).

Посилання на декілька робіт різних авторів (одночасно)

Якщо парафраз стосується кількох робіт різних авторів, тоді після парафразу необхідно вказати прізвище автора однієї книги і рік видання, після знаку «;» вказати прізвище автора другої книги і рік видання.

Наприклад:

Many researchers consider literary editing to be one of the most important stages of text processing (Feller, 2004; Rizun, 2002).

Чимало дослідників вважають літературне редагування одним із найважливіших етапів обробки тексту (Феллер, 2004; Різун, 2002).

Посилання на роботу невідомого автора

Якщо автора (редактора/укладача) праці встановити неможливо, слід процитувати джерело за його назвою або використати перші два слова в дужках. Назви книг і доповідей слід указати курсивом або підкреслити; назви статей, розділів і веб-сторінок узяти в лапки.

Наприклад:

A similar study was done of students learning to format research papers (“Using APA”, 2001).



Аналогічне опитування було проведено серед студентів, які вивчають формат наукових праць («Using APA», 2001).

Якщо автором виступає організація або державна установа, слід указати назву цієї організації або взяти її у дужки, коли цитують уперше.

Наприклад:

According to the American Psychological Association (2000), ...

Згідно з вимогами Американської психологічної асоціації (2000), ...

**Посилання на декілька робіт різних авторів
з однаковими прізвищами**

Якщо два або більше авторів мають однакові прізвища, у внутрішньотекстовому посиланні необхідно вказати також перші ініціали (або навіть повне ім'я, якщо різні автори мають однакові ініціали).

Наприклад:

There are different opinions on the effects of cloning (R. Miller, 2012; A. Miller, 2014).

Існують різні думки щодо наслідків клонування (Р. Міллер, 12; А. Міллер, 46).

While some medical ethicists argue that cloning will lead to ... (R. Miller, 2012), others point out that the benefits of medical researches deny such reasoning (A. Miller, 2014).

Хоча деякі медичні фахівці з етики стверджують, що клонування призведе до дизайнерських дітей (Р. Міллер, 2012), інші відзначають, що переваги медичних досліджень перевершують це міркування (А. Міллер, 2014).

Упорядкування списку використаних джерел

Список використаних джерел подається після основного тексту статті і повинен містити інформацію, необхідну для того, щоб знайти й отримати будь-яке процитоване джерело. Кожне процитоване в роботі джерело повинно з'явитися у списку використаних джерел. Відповідно, кожен запис у списку використаних джерел повинен бути згаданим у тексті роботи.

Цитований матеріал подається в алфавітному порядку за прізвищем автора (редактора/укладача, якщо немає автора). Якщо матеріал не має автора, його необхідно розподілити за першою літерою його назви.

Якщо в бібліографічному описі зазначено кілька робіт одного й того ж автора, редактора або упорядника, тоді записи розташовуються за роками видання в порядку зростання.

Правила бібліографічного опису для списку використаних джерел

Якщо в публікації зазначено не більше семи авторів (редакторів/укладачів, якщо книга без автора), то в посиланні необхідно вказати усіх авторів.

Якщо в публікації зазначено вісім та більше авторів (редакторів/укладачів), у посиланні необхідно перерахувати імена перших шести авторів, а потім вставити три крапки (...) та додати ім'я останнього автора.

Назви книг, журналів зазначаються без скорочень.

1. Книга: 1–7 авторів

Прізвище1, Ініціали1, Прізвище2, Ініціали2, Прізвище3, Ініціали3, Прізвище4, Ініціали4, Прізвище5, Ініціали5, Прізвище6, Ініціали6, & Прізвище7,



Ініціали⁷. (Рік). *Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

Bragg, S. M. (2010). *Wiley revenue recognition: Rules and scenarios* (2nd ed.). Hoboken, NJ: Wiley.

Тymoshuk, M. V. (2004). *Vydavnycha sprava ta redahuvannia*. Kyiv: In Yure.

Hubbard, R. G., Koehn, M. F., Omstein, S. I., Audenrode, M. V., & Royer, J. (2010). *The mutual fund industry: Competition and investor welfare*. New York, NY: Columbia University Press.

2. Книга: 8 і більше авторів

Прізвище¹, Ініціали¹, Прізвище², Ініціали², Прізвище³, Ініціали³, Прізвище⁴, Ініціали⁴, Прізвище⁵, Ініціали⁵, Прізвище⁶, Ініціали⁶ ... Прізвище останнього автора, Ініціали. (Рік). *Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

Zinn, H., Konopacki, M., Buhle, P., Watkins, J. E., Mills, S., Mullins, J. W. ... Komisar, R. (2008). *A people's history of American empire: A graphic adaptation*. New York, NY: Metropolitan Books.

Prusova, V. H., Prykhach, O. S., Dovhan, K. L., Ostapenko, H. H., Boiko, S. O., Polishchuk, O. O. ... Bondar, H. R. (2004). *Matematyka*. Kyiv: Osvita.

3. Книга за редакцією

Прізвище редактора, Ініціали. (Ред.). (Рік). *Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

McNamara, R. H. (Ed.). (2008). *Homelessness in America*. Westport, CT: Praeger Publishers.

Ophir, A., Givoni, M., & Hanafi, S. (Eds.). (2009). *The power of inclusive exclusion*. New York, NY: Zone.

Fihol, N. (Red.). (2009). *Ukrainska mova*. Kyiv: NTUU "KPI".

Prusova, V. H., Prykhach, O. S., Dovhan, K. L., Ostapenko, H. H., Boiko, S. O., Polishchuk, O. O. ... Bondar, H. R. (Red.). (2004). *Matematyka*. Kyiv: Osvita.

4. Книга: автор-організація

Назва організації. (Рік). *Назва книги: Підназва* (номер видання). (Номер звіту (якщо це доречно)). Місце видання: Видавництво.

Peace Corps. (2006). *A life inspired*. Washington, DC: Author.

Instytut svitovoi ekonomiky ta mizhnarodnykh vidnosyn. (2012). *Derzhava v ekonomitsi Yaponii*. Kyiv: Nauka.

5. Книга без автора

Назва книги: Підназва. (Рік). (номер видання). Місце видання: Видавництво.

Twenty-four hours a day. (2010). Miami, FL: BN Publishing.

Ukrainska mova. (2009). Kyiv: NTUU "KPI".

6. Частина книги

Прізвище автора глави, Ініціали. (Рік). Назва глави: Підназва. В Ініціали Прізвище редактора або укладача (відповідальність скорочено), *Назва книги: Підназва* (номер видання). (сторінковий інтервал). Місце видання: Видавництво.



Grosman, D. (2009). Writing in the dark. In T. Morrison (Ed.), *Burn this book* (pp. 22–32). New York, NY: HarperCollins Publishers.

Farrell, S. E. (2009). Art. In D. Simmons (Ed.), *New critical essays on Kurt Vonnegut* (p. 91). New York, NY: Palgrave Macmillan.

Balashova, Ye. (2014). Stratehichni doslidzhennia. V A. Sukhorukov (Red.), *Priorytety investytsiinoho zabezpechennia* (2-he vyd.). (S. 5–9). Kyiv: Naukova dumka.

7. Багатотомні видання

Прізвище автора багатотомної праці, Ініціали, & Прізвище редактора, Ініціали (Ред.). (Рік). *Назва багатотомної праці: Підназва* (номер видання). (Діапазон томів). Місце видання: Видавництво.

Milton, J. (1847). *The prose works of John Milton* (Vol. 1–2). Philadelphia, PA: John W. Moore.

Oliinyk, B., & Shevchuk, S. (Red.). (2006). *Vybrani tvory* (T. 1–2). Kyiv: Ukrainska entsyklopediia.

8. Багатотомне видання (окремий том)

Прізвище автора тому, Ініціали. (Рік). Назва тому: Підназва. В Ініціали Прізвище редактора (Ред.), *Назва багатотомної праці: Підназва* (номер видання). (Номер тому, сторінковий інтервал). Місце видання: Видавництво.

Niehuis, S. (2008). Dating. In J. T. Sears (Ed.), *The Greenwood encyclopedia of love* (Vol. 6, pp. 57–60). Westport, CT: Greenwood.

Oliinyk, B. (2006). *Pereklady. Publitsystyka*. V. D. Pavlychko (Red.), *Vybrani tvory* (T. 2, S. 60–61). Kyiv: Ukrainska entsyklopediia.

9. Автореферат або дисертація

Прізвище, Ініціали. (Рік). *Назва роботи: Підназва*. (Тип роботи з вказівкою наукового ступеня автора). Університет, у якому захищено дисертацію, Місто.

Mylott, E. (2009). *To flatten her sphere to a circle, mount it and take to the road: The bicycle*. (Master's thesis). University at Albany, State University of New York, Albany.

Salenko, O. (2001). *Naukovi osnovy vysokoefektyvnoho hidro rizannia*. (Dys. kand. tekhn. nauk). Natsionalnyi tekhnichnyi universytet Ukrainy “Kyivskyi Politekhnicnyi Instytut”, Kyiv.

Zaitseva, I. (2001). *Rozvytok estetychnoi kultury maibutnikh uchyteliv zasobamy teatralnoho mystetstva*. (Avtoref. dys. kand. ped. nauk). Tsentralnyi instytut pisliadyploumnoi pedahohichnoi osvity APN Ukrainy. Kyiv.

10. Матеріали конференцій

Прізвище, Ініціали. (Рік). *Назва виступу*, Відомості про конференцію. Місце видання: Видавництво.

Josang, A., Maseng, T., & Knapskog, S. J. (Eds.). (2009). *Identity and privacy in the Internet age, 14th Nordic conference on secure IT systems, NordSec 2009*. Heidelberg, Germany: Springer Berlin.

Polishchuk, O. (Red.). (2008). *Inzheneriia prohramnoho zabezpechennia*, Materialy konferentsii molodykh vchenykh. Kyiv: Nauka.



11. Закони, статuti, накази

Назва закону, статуту або наказу. Номер закону § Номер розділу номер статті. (Рік затвердження).

Serve America Act. 42 U.S.C. § 12501et seq. (2009).

Pro Natsionalnu politsiu. № 580-VIII § rozd. II st. 6. (2015).

12. Урядові публікації

Назва офіційного органу. (Рік). Назва урядового документа: Підзаголовок. Місце публікації: Видавець.

U.S. Department of Justice, Federal Bureau of Investigation. (2009). *The FBI story*. Washington, DC: GPO.

13. Патент

Прізвище винахідника, Ініціали. (Рік публікації). Номер патенту (вказати країну). Місце видання: Патентне відомство.

Le Van Meautte, V. (2003). U.S. Patent No 6,601,955. Washington, DC: U.S. Patent and Trademark Office.

Matsko, H. (1999). Patent Ukrainy 26933. Kyiv: Derzhavne patentne vidomstvo Ukrainy.

14. Стаття з журналу

Прізвище, Ініціали. (Рік). Назва статті: Підназва. *Назва журналу*, Номер журналу, Сторінковий інтервал.

Rowe, I.L., & Carson, N.E. (1981). *Medical manpower in Victoria* (4). East Bentleigh (AU): Monash University, Department of Community Practice.

Roik, M. (2014). Suchasnyi stan reiestratsii predstavnykiv rodu Salix. *Bioenerhetyka*, 1 (5), 21–23.

15. Стаття з газети

Прізвище, Ініціали. (Дата випуску). Назва статті: Підназва. *Назва газети*, сторінковий інтервал.

Itzkoff, D. (2010, March 31). A touch for funny bones and earlobes. *New York Times*, p. C1.

Ali, A. H. (2010, April 27). “South Park” and the informal Fatwa. *Wall Street Journal*, p. A17.

Lykhovyd, I. (2016, Sichen 15). Medychnyi proryv. Den, s. 2.

16. Електронні ресурси

БО документа*. Взято з <http://> або DOI:

*За прикладами, наведеними вище (книги, журналу, газети і т.д., але без відомостей про місце видання і видавництво)

Ingwersen, P. (1992). *Information retrieval interaction*. Retrieved from <http://www.db.dk/pi/iri>.

Musés, C. A. (Ed.). (1961). *Esoteric teachings of the Tibetan Tantra*. Retrieved from <http://www.sacred-texts.com>.



Hsueh, C. (2010). Weblog-based electronic portfolios. *Educational Technology Research*, 58(2), 11-27. doi:10.1007/s11423-008-9098-1.

Itzkoff, D. (2010, March 31). A touch for funny bones and earlobes. *New York Times*, p. C1. Retrieved from www.nytimes.com.

Dakhno, I. (2014). Pravo intelektualnoi vlasnosti. Kyiv: TsUL. Vziato z http://culon-line.com.ua/full/959-pravo-intelect-vlasn_dahnopdf.html.

Детальніше: **Міжнародні правила цитування та посилання в наукових роботах** : методичні рекомендації / автори-укладачі: О. Боженко, Ю. Корян, М. Федорець ; редколегія: В. С. Пашкова, О. В. Воскобойнікова-Гузєва, Я. Є. Сошинська, О. М. Бруй ; Науково-технічна бібліотека ім. Г. І. Денисенка Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського» ; Українська бібліотечна асоціація. – Київ : УБА, 2016. – Електрон. вид. – 1 електрон. опт. диск (CD-ROM). – 117 с. – ISBN 978-966-97569-2-3.

ЗВЕРНІТЬ УВАГУ!

В англomовній статті українські джерела подаються транслітеровано (з перекладом у квадратних дужках). Відповідні зразки пропонуються у прикладах оформлення посилань та списку літератури в англomовній статті згідно з вимогами міжнародного стилю Американської психологічної асоціації (APA Style), представлених вище.

З чинними правилами впорядкування транслітерації українського алфавіту латиницею можна ознайомитися на сайті:

<http://zakon2.rada.gov.ua/laws/show/55-2010-%D0%BF>.

<http://zakon2.rada.gov.ua/laws/show/55-2010-%D0%BF>



Address of the Editorial Board:

Center of Comparative Professional Pedagogy,
Khmelnyskyi National University,
11 Instytutska St., room 4-427,
Khmelnyskyi, 29016, Ukraine
<http://khnu.km.ua/angl/j/>
e-mail: comprofped@gmail.com

Адреса редакції:

Центр порівняльної професійної педагогіки
Хмельницький національний університет,
вул. Інститутська, 11, ауд. 4-427
м. Хмельницький
Україна, 29016
Оф. сайт: <http://khnu.km.ua/angl/j/>
e-mail: comprofped@gmail.com

Підп. до друку 01.09.2022. Ум. друк. арк. – 10,48. Обл.-вид. арк. – 10,32.
Папір офсетний. Друк різнографією.
Наклад 100, зам. № 105/22

Віддруковано у редакційно-видавничому відділі
Хмельницького національного університету.
29016, м. Хмельницький, вул. Інститутська, 7/1, тел. (0382) 77-33-63.
Свідоцтво про внесення в Державний реєстр, серія ДК № 4489 від 18.02.2013

