

УДК 378

DOI: <https://doi.org/10.17721/2415-3699>

Наведено результати педагогічних досліджень науково-педагогічних працівників, викладачів, науковців, аспірантів, які працюють над проблемами розвитку сучасної освіти та науково-педагогічної думки в теоретичному, історичному та практичному аспектах.

Для науково-педагогічних працівників, викладачів, науковців, аспірантів і студентів.

The journal represents results of researches in education and pedagogy conducted by scientific-pedagogical staff, teachers, researchers and postgraduate students who work on the problems of development of modern education and scientific-pedagogical thought in theoretical, historical and practical aspects.

This issue is for scientific-pedagogical staff, teachers, researchers, postgraduates and students.

Представлены результаты педагогических исследований научных и научно-педагогических работников, преподавателей, исследователей, аспирантов, работающих над проблемами развития современного образования и научно-педагогической мысли в теоретическом, историческом и практическом аспектах.

Для научных и научно-педагогических работников, преподавателей, исследователей, аспирантов и студентов.

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Адреса редколегії	Факультет психології, просп. Академіка Глушкова, 2-а, м. Київ, 03680, Україна ☎ 38 (044) 521 35 09; 38 (044) 522 16 48; 38 (044) 521 35 13, e-mail: pedvisnyk@gmail.com
Затверджено	вченою радою факультету психології 30 серпня 2021 року (протокол № 1)
Зареєстровано	Державною реєстраційною службою України. Свідоцтво про державну реєстрацію KB № 21231-11031P від 30.01.15
Засновник та видавець	Київський національний університет імені Тараса Шевченка, ВПЦ "Київський університет" Свідоцтво внесено до Державного реєстру ДК № 1103 від 31.10.02
Адреса видавця	б-р Тараса Шевченка, 14, м. Київ, 01601, Україна; ☎ (38 044) 239 32 22, 239 31 72; факс 239 31 28
Журнал входить	до переліку фахових наукових видань України (категорія Б), у яких можуть публікуватися результати дисертаційних робіт на здобуття наукових ступенів кандидата і доктора наук у галузі педагогіки. Наказ МОН України № 420 від 15 квітня 2021

BULLETIN of

TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV

ISSN 2617-4510 (Online); ISSN 2415-3699 (Print)

PEDAGOGY

2(14)/2021

Established in 2015

UDC 378

DOI: <https://doi.org/10.17721/2415-3699>

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Approved by	The Academic Council of the Faculty of Psychology August 30, 2021 (Protocol № 1)
Certified by the	Ministry of Justice of Ukraine State Certificate # 21231-11031P on 30.01.15
Founded and published by	Taras Shevchenko National University of Kyiv, Publishing and Polygraphic Center "Kyiv University" State Certificate # 1103 issued on 31.10.2002
Address:	14, Taras Shevchenko blvd., Kyiv, 01601, Ukraine; ☎ (38044) 239 32 22, 239 31 72; Fax 239 31 28
The Journal is included	in the list of scientific professional editions of Ukraine (Category B) where the results of PhD and Dr of Sci. dissertations of academic degree seekers in the field of Pedagogy can be published. Decree of Ministry of Education and Science of Ukraine # 420 issued on 15.04.2021

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HISTORY OF THE DEVELOPMENT OF INCLUSIVE EDUCATION ABROAD

The article identifies the features of inclusive education, in particular, describes the content of this education abroad, in countries such as the United States, Italy, Germany. Scientists interpret inclusive education as a comprehensive system of educational services that takes into account the peculiarities of psychophysical development of all students. The forms and methods used in the learning process reveal the individual capabilities and potential of the student. Inclusive educational services cover all aspects of the student's academic and social life and include the formation of an individual curriculum, the creation of a favorable educational environment, the provision of support services of specialists. The generalization and systematization of foreign materials allowed us to determine that at the present stage of development of society there is a strengthening of international cooperation between many countries, due to the pedagogical and social significance of inclusion.

Keywords: inclusive education, inclusion, experience, USA, Italy, Germany.

Introduction. An important condition for successful socialization, full participation in society, effective self-realization and self-development of people with disabilities in various types of professional and social activities is the development of inclusive education. The word "inclusion" – comes from the verb "Include" (French origin) and means – "contain, include, cover, have in its composition". Nowadays, this word is becoming a term, more reflecting a new view not only of education but also of the place of man in society. Since the 90s of the twentieth century the leading model of modern social relations in relation to people with disabilities, in particular children with disabilities, is inclusion, which is based on the recognition and respect of individual human differences and provides for the preservation of relative autonomy of each social group. Group, should be modified on the basis of pluralism of customs and opinions [Kolupaeva A., 2014].

Analysis of recent research and publications. Inclusion is the central idea of the development of modern education, which raises profound social and value changes in our society. Inclusion is based on the idea of inclusion, which is that any person (of another race, religion, culture, person with disabilities) can be part of social relations. It is important that this inclusion contributes to the interests of all members of society, increasing their ability to live independently, ensuring the equality of their rights in all activities. Behind this is a deep philosophical problem – the problem of the relationship "I and the Other", the problem of forming our consciousness in terms of social interaction. Openness to others has limits, one of which is to preserve one's identity. In the absence of this possibility, the invasion of another will be perceived as hostile, as destructive, and it will meet resistance.

The studies of the problem of attracting people with special needs to study in educational institutions, their rehabilitation and socialization to social norms were presented by the following scientists: S. Bogdanov, G. Gavryushenko, M. Zakharchuk, A. Kolupaeva, N. Naida, N. Sofiy, I. Sadova, I. Yarmoschuk and others.

The purpose of the article is to consider the features of inclusive education and its development abroad.

Presentation of main positions. Inclusive education as a concept, philosophy of education (such as democratic education, civic education, personality-oriented education etc.) is described differently in different sources. I. Sadova defines that in modern foreign pedagogy there is no generally accepted single interpretation of the term "inclusive education" and there are many approaches to its

interpretation: from the narrow sense within a single educational environment in which children interact with people with special needs, teachers and their healthy peers, to a broad understanding of inclusion in the context of philosophy (philosophical category, the main core of which is the recognition of the value of the uniqueness of each child without exception) [Sadova I., 2020].

Inclusive education is a system of educational services based on the principle of ensuring the basic right of a child to education and the right to study at the place of residence in an educational institution. To ensure equal access to quality education, inclusive educational institutions must adapt programs and plans, forms and methods of teaching and resources to the individual needs of children with special educational needs [Bondar V., 2004]. But society itself and its social institutions (education, culture, labor market, etc.) have developed rules governing social interaction. These norms, or social stereotypes, for a long time included the rejection of people with disabilities, their social isolation. Today, disability receives a new interpretation and is seen not as a feature of man, but as a "barrier" of society itself.

Researcher M. Zakharchuk singled out the basic concepts that correspond to the stages of development of inclusive education. (until 1960) – the process of forced separation of persons on racial, social, medical or other grounds. Segregation restricts people's access to education, sets special rules for land use, transport, services and other social benefits. Normalization (1968–1975) – the process of adaptation of a person with special needs to social norms and values necessary for normal life in society. The basic idea of normalization is based on the belief that any person, regardless of the peculiarities of psychophysical development should lead a full social life and receive the necessary support. Educational mainstreaming (1975–1983) is an effective way of educational integration of students with special needs by means of creating a favorable learning environment, socialization, improving curricula, expanding the cognitive abilities of these students in the process of life. Inclusive education (1983–2004) – joint education of people with special needs with peers with typical development; mixed education system (2004 – present) – a comprehensive inclusive education system. The main feature of these stages was the idea of social justice, which opens the way to the realization of the rights and opportunities of each person and provides equal access to quality education [Zakharchuk M., 2013].

The idea of inclusion originated at the mainstream stage as a continuation and improvement of the process of integration of children with special needs into the educational space and civil society. Therefore, inclusive education is interpreted as a comprehensive system of educational services that takes into account the peculiarities of psychophysical development of all students. The forms and methods used in the learning process reveal the individual capabilities and potential of the student. Inclusive educational services cover all aspects of the student's academic and social life and include the formation of an individual curriculum, the creation of a favorable educational environment, the provision of support services of specialists. Inclusive education involves the creation of an educational environment that would meet the needs and capabilities of each person, regardless of the peculiarities of his psychophysical development [Lokshina O., 2002]. Inclusive education – a flexible, individualized system of education for children with special needs in psychophysical development in a mass secondary school at the place of residence. Training (if necessary) is based on an individual curriculum, provided with medical, social and psychological and pedagogical support [Kolupaeva A, 2014]. The idea of inclusion arose in the context of large-scale changes in the understanding of human rights, dignity and identity. The change in attitudes towards people with disabilities has been just one manifestation of these changes. The ideology of inclusion (inclusive society) was formed as a result of awareness of the value of human diversity and differences between people.

Today, inclusive education abroad covers the context of the social and legal changes that have taken place in the educational policy of countries where the inclusion of children with special needs has long been a successful and sustainable practice. First of all, as I. Sadova [Sadova I., 2020] points out, inclusive education is considered in the plane of formation of new norms of public morality and respect for differences between people, fight against discrimination and liberal-democratic reforms. Researching inclusive education abroad, O. Prodius points out that in each country inclusive education develops uniquely, depending on the traditions of the educational system, customs and culture, the mentality of the predominant peoples and regulations relating to the education system [Prodius O, 2019].

The introduction of inclusion is possible only on the basis of the principles of democratization and in the absence of discrimination on any grounds. Foreign scholars distinguish three models of inclusive education: conservative, liberal and social-democratic, peculiar to specific developed countries. The conservative system of Italy, Germany, Austria, Belgium and France provides for a high level of stratification by social status and income level. In these countries, inclusive education is provided within the framework of general education, in the absence of integration for people with disabilities. The social democratic regimes of Denmark and Finland solve many of the problems of the so-called "family sphere" (for example, care for the elderly and children). In these countries, inclusive education is successfully provided for all children with disabilities. The liberal regime (UK) is characterized by the dependence of social insurance on the market, with the state regulating the market rather than directly providing direct social security. As the level of social differentiation in society is quite high, social assistance is somewhat limited, given that increasing the level of social benefits reduces the incentive to enter the market and to work. Inclusive

education in each country develops uniquely, in accordance with the legal institutions, customs, traditions, mentality of the state. U.S. educational regulations governing the rights and responsibilities of people with disabilities are based on both international and U.S. law. At the national (federal) level, the system of normative and legal provision of equal access to educational services for people with special needs is the US Constitution and other federal legislation in the field of educational and social policy, including laws on the protection of children's civil rights – US Declaration of Independence (1776), US Constitution (1789), Civil Rights Act (1964), Childhood Act (2010); laws governing the educational and legal status of persons with special needs in society.

As early as the middle of the eighteenth century, special education programs were introduced in many shelters and institutions for those people in the United States. Many prominent people of the time, including Samuel Howe and Hervey Wilbur, advocated for the rehabilitation and reintegration of people with disabilities into society. Basically, the philosophy of that period was based on the assumption that diseases such as mental retardation can be cured. In 1830, the first schools for children with visual and hearing problems were established in the United States. Students in these schools were isolated and enrolled in special programs. Because they were large institutions, they were often located hundreds of kilometers from the homes of students and children were here almost all the time [Zakharchuk M.E., 2013]. The first steps towards affordable higher education for people with disabilities were evident after the end of the First World War, especially in the United States. The U.S. government passed the Vocational Rehabilitation Act of 1918, which helps create tuition for disabled veterans in colleges. Also after World War II, a huge number of disabled veterans were enrolled in colleges. Some higher education institutions provided them with a variety of services, such as physical accessibility to university buildings, priority places, and course registration. At that time, discrimination still existed, and some colleges denied students with disabilities due to the unavailability of campuses

In general, the policy of social support for people with disabilities in the United States is based on creating conditions for equal participation of people with disabilities in society. According to the American concept of "social justice", people with special needs are evaluated and perceived not through the prism of special needs, but as citizens with other opportunities. A set of normative and legal documents has been formed in the American educational space, which define a humanistic position on the protection and support of disabled persons. In the modern American school, learning models for students with special needs (adaptive learning environments, integrated classroom, maximization of educational correction, team individualization, cooperative learning, learning based on student achievement) have merged to form a blended learning system that is the dominant model. provision of inclusive educational services. To ensure effective work, inclusive institutions create multidisciplinary teams (secondary school teacher, special school teacher, teacher's assistant, psychologist, social pedagogue, etc.), which work in a joint consultation to provide support, pedagogical and socio-psychological support depending on individual needs of children

Peculiarities of the genesis of inclusive education are thorough legal support of equal rights of persons with special

needs, coexistence of models of inclusive education of students (adaptive learning environments, integrated classroom, maximization of educational correction, team individualization, cooperative learning, blended learning system, results-based learning student achievements), organization of a differentiated approach to disabled students taking into account their educational needs, integration of educational institutions, research institutions, public organizations in the field of support for people with special needs [Lansdown D., 2001]. Conditions for the effective introduction of inclusive education in the classroom include a combination of clear definition of the purpose and objectives of this process with the flexibility and dynamism of its planning, creating an atmosphere of trust, support, open communication and cooperation of teachers. The organization of inclusive education for children in secondary schools in the United States needs to make changes that will help create an effective inclusive school. In particular, we are talking about changes at the level of the philosophy of inclusion, the formation of an adequate physical environment and quality teaching and methodological support, the creation of new teaching methods (depending on the individual needs of the student) and so on.

Many European documents and projects focusing on inclusive education are covered by the European Agency for Special Needs and Inclusive Education, which aims to help member countries improve their educational policies and practices at all levels of education and lifelong learning. In Western Europe, changes in the special education system began in the 1970s. Half a century ago in Italy, members of the Democratic Psychiatry movement demanded that most people with mental disabilities be isolated from society and that school reform be introduced to enable children with disabilities to receive education based on inclusive and integrated learning. As a result, Italy completely abandoned special schools. In Italy, the education of children with disabilities in educational schools is guaranteed by the Constitution and Law No. 104 of 1992. And the first law banning the existence of specialized closed classes for children with disabilities was passed in the country in 1971. Italy received an award from the UN for school integration of children with special needs. Today, the European Agency for Special Needs for Education and Inclusive Education recognizes Italy as a leader in the system of inclusive education both in terms of legislation, public funding and tolerance.

Current Italian legislation has contributed to further changes in social attitudes, awareness and maturity of various stakeholders, especially the families of students with disabilities. This has created a kind of virtuous cycle that supports the inclusive potential of the Italian university system. In 1971, under public pressure, a new Law on Education was passed, which legislated the right of parents to choose an educational institution, defined the status of public schools for all children with disabilities, and provided state support for the education of children with mental and physical disabilities. At the initiative of the Democratic Psychiatry public movement, educational reform began in the country in 1972, which enabled children with disabilities to become full members of society. The aim of this public association was to achieve progressive changes in psychiatric medical institutions, to eliminate the isolation of socially dangerous persons with mental disorders who became prisoners in isolated institutions. Members of this movement believed that the emergence of mental disorders in many cases is provoked by society and school, including special educational institutions. Therefore, it is necessary to initiate changes,

and, above all, to introduce school reform, which would provide an opportunity to feel like a full member of society and people with mental and physical disabilities. Under public pressure in Italy in 1971 a new "Law on Education" was adopted, which legislated the right of parents to choose an educational institution, defined the status of public schools, where all children with disabilities, provided state support for education of children with mental and physical disabilities development [Kolupaeva A, 2009].

Also, over the last few years, the education system and Italian universities have undergone major changes in order to adapt to European standards and improve the quality of education by personalizing courses. By law, a student with a disability can benefit from the support of a specialist tutor and counselor who provides personal advice throughout the course of study at no cost to the student. The role of a specialized teacher is fundamental as a system mediator, facilitator of communication and moderator with the study group; various roles are realized through focus groups, individual counseling and connecting the student with teachers. The aim of this public association was to achieve progressive changes in psychiatric medical institutions, to eliminate the isolation of socially dangerous persons with mental disorders who became prisoners of isolated institutions. In 1977, amendments were made to the Education Act, which stipulated that children with special needs should go to school near their homes and study in classes with their peers. Class size could not exceed 20 people, no more than two children with disabilities can study in such a class; special classes in mainstream schools are canceled. The updated Education Act of 1992, in the section on the education of children with special needs, prioritizes work on the interaction of schools with institutions of different subordination in order to provide comprehensive assistance to students with special educational needs by various professionals who need to work closely with each other; involvement of parents in the process of teaching children with special needs. Today in the country more than 90 % of children with psychophysical development receive education in general institutions. According to the Education Act, there are no special schools or classes in the Italian school system. Italian law did not formally prohibit such structures. Some of them, more than fifty, still operate mainly in the northern regions. Such institutions are mostly visited by parents of children with very severe cases of complex disability or those who are disappointed with integration education, calling it "compulsory". According to various institutions, specialized schools are attended by several thousand children with disabilities. The education departments of the country's provinces have advisory services, which include various specialists, school administrators, employees of education departments, representatives of public organizations, and, if necessary, specialists from health services. Employees of these services organize inclusive education, diagnosing children and identifying their needs, provide counseling and educational assistance to teachers and school administration. Teachers' assistants work in mass municipal institutions. The didactic and curriculum of the class and the school as a whole is developed in order to involve students with disabilities as widely as possible. In the context of teaching students with disabilities in Italy, it is common to study in inclusive classes subjects traditional for special schools (eg Braille, sign language), provided that they teach students with disabilities who need to study them.

The education departments of the provinces of the country have advisory services, which include various specialists, school administrators, education departments, representatives of public organizations, and, if necessary, representatives of health services. Employees of these services organize inclusive education, diagnosing children and determining their needs, provide counseling and educational assistance to teachers and school administration. Mass municipal institutions, both preschool and school, employ teacher assistants who provide assistance to students with disabilities and, together with the class teacher, are responsible for the success of students with special needs. Assistants of teachers together with the teacher make individual curricula for each student with features of psychophysical development taking into account his educational needs, including correctional and rehabilitation care, which in some cases is provided outside the school in medical and social rehabilitation centers [Kolupaeva A., 2009]. With the ratification of the UN Convention on the Rights of Persons with Disabilities in Germany in 2009, German secondary schools are obliged to implement inclusive education. Previously, most students with disabilities were educated in so-called "schools with special needs", which were organized according to the types of disability, such as for students with hearing impairments.

The reform of the education sector took place in Germany, where in the early 1970s, thanks to the activities of the public parent organization Life Assistance, the Ministry of Education, Religion and Culture passed regulations that certify that every child with disabilities has the right to choose an educational institution should be provided with psychological and pedagogical support, involved in the pedagogical process, regardless of the severity of the disease [Kolupaeva A., 2009]. The basic educational document on the organization of joint education of children with developmental disabilities and their healthy peers for all regions of the country (Lands) were adopted in 1972. "Recommendations for the organization of special training". The adopted document provided an opportunity to develop "cooperative" forms of organizing educational activities of mass and special schools, which include joint mass events, separate classes, visiting students with impaired development of mass schools and providing them with correctional and rehabilitation services in a special institution and more. In addressing the issues of psychological and pedagogical support of students with special needs in the context of inclusive education, Germany distinguishes from other European countries the variability of the organization of such support, which is due to differences in the legislation of the Lands. In some countries, educational regulations allow schools to have special teachers and specialists in their staff who provide assistance to children with special needs. In some cases, special teachers perform the functions of a teacher's assistant, working with class teachers. Psychological and pedagogical support is provided by pedagogical centers that operate in each region, although the forms of work organization may be different. The centers provide a variety of assistance to students with special educational needs, conduct career guidance work with them, coordinate the activities of various professionals, advise parents and teachers of mainstream and special schools, and more. In addition to the centers, support for students with special needs is provided by services that operate outside schools and are funded by local governments. These are medical and social services, resource centers, rehabilitation institutions, etc. Currently in Germany, in parallel with the system of special educational

institutions, where there are children, mostly with complex disorders, there are institutions of inclusive education [Kolupaeva A., 2009].

25 % of students with disabilities study in German higher education institutions. By law, such students must be provided with the necessary technical and auxiliary facilities, medical and social support, services from state social services. Parents pay some of the costs only if they receive a higher salary than the average salary. Every child with disabilities has the right to choose a higher education institution, should be provided with psychological and pedagogical support, involved in the pedagogical process, regardless of the severity of the disease. Regarding the issue of psychological and pedagogical support of students with special needs in the context of inclusive education, Germany differs from other European countries in the variability of its organization, due to differences in the legislation of certain regions. In some cities, educational regulations provide for special specialists in educational institutions who provide appropriate assistance. Psychological and pedagogical support is provided by pedagogical centers that operate in each region, although the forms of work organization may be different. In addition to the centers, support for students with special needs is provided by services that operate outside secondary education institutions and are funded by local governments. In each higher education institution there is a network of advisory services or offices, where the student is provided with assistance on all necessary educational and organizational issues. Students with disabilities can also use the services of an assistant during the internship. The establishment of a counseling service office within the university structure is an important step to help students in need. Also, students with special needs are allowed to extend the term of passing tests, replacing the written exam with an oral or passing individually [Prodius O., 2019].

Almost all German universities have specially equipped dormitories for students, but the number of rooms is limited. To ensure equal educational opportunities, the search for ways of joint learning begins, which are conducted in parallel in a number of European countries, the United States and Japan.

Conclusions. Thus, the generalization and systematization of foreign materials allowed to determine that at the present stage of society there is an increase in international cooperation between many countries, due to the pedagogical and social importance of inclusion, which contributes to creating a legal framework for inclusive education and targeted policies. possible discriminatory barriers both in the education system and in society as a whole. Given the importance of these transformations, we conclude that the problem of ensuring the right of children with disabilities to education raises the question of the readiness of secondary schools to implement inclusive education. First of all, it is said that, with the main emphasis on generally accepted legal norms, inclusive education is designed to create a system of value orientations of a developing democratic society, in which the concept of "diversity" is a natural outline. The assessment procedure is the first important step in diagnosing a child's special educational needs. This term is widely used in legislative documents around the world, but the number of types of classification on this basis varies

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Надійшла до редколегії 18.05.21

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ІСТОРІЯ РОЗВИТКУ ІНКЛЮЗИВНОЇ ОСВІТИ ЗА КОРДОНОМ

Визначено особливості інклюзивної освіти, зокрема описано її зміст за кордоном, у таких країнах, як США, Італія Німеччина. Інклюзивну освіту вчені трактують як комплексну систему надання освітніх послуг, що враховує особливості психофізичного розвитку всіх учнів. Форми і методи, які застосовують у процесі навчання, розкривають індивідуальні можливості та потенціал учня. Інклюзивні освітні послуги охоплюють усі аспекти академічного і суспільного життя учня, а також формування індивідуального навчального плану, створення сприятливого освітнього середовища, забезпечення допоміжними послугами та супроводом фахівців. Узагальнення і систематизація зарубіжних матеріалів дозволили визначити, що на сучасному етапі розвитку суспільства спостерігається посилення міжнародного співробітництва між багатьма країнами світу, обумовлене педагогічною та соціальною значущістю інклюзії.

Ключові слова: інклюзивна освіта, інклюзія, досвід, США, Італія, Німеччина.

UDC 378

DOI: <https://doi.org/10.17721/2415-3699.2021.14.02>Nadiia Kuzmenko, Dr of Sci. (Pedagogy), Prof.
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FUNCTIONING OF HIGHER EDUCATION INSTITUTIONS OF ROMANIA IN THE CONDITIONS OF AUTONOMIZATION

The article is devoted to the analysis of the higher education system of Romania. Peculiarities of functioning of higher education institutions of different forms of ownership in the conditions of autonomy are determined. The Romanian practical experience of supporting students educational and professional orientation and promoting their professional inclusion in the labour market is noteworthy. The activities of advisory departments in each institution of higher education regarding students choice of a professional route should be borrowed from Ukraine.

Keywords: *autonomy, higher education, higher education institutions, national minorities, Romania.*

Introduction. Solving the complex issues of integrating national education into the world civilisation requires study, analysis, involvement, creative interpretation and updating the experience of countries that began adapting educational systems to the modern European model much earlier and have already achieved some success. Studying the knowledge of the higher education system in Eastern Europe, in particular, Romania, can be helpful for Ukraine primarily because of the similarity of educational changes that are taking place in Ukraine today and have already taken place in neighbouring Romania. The analysis of positive tendencies will improve the autonomy of Ukrainian universities, and the study of negative tendencies will save from mistakes in the development of the quality assurance system of university education.

Analysis of recent research and publications. The problems of the functioning of the Romanian higher education system are, to some extent, represented in the scientific research of foreign (R. Lucu and L. Todorescu, A. Strat, R. Danchiu) researchers. Ukrainian researcher M. Oliynyk made a historical and pedagogical analysis of the stages of formation of the system of teacher training in Eastern Europe, focusing on the experience of Poland and Romania. I. Mariutz analysed the stages of reforming Romania's higher education. M. Palchuk paid attention to studying the functioning of vocational education and training in Romania. However, in the conditions of socio-economic changes and constant improvement of the higher education system, there is a need for a deeper analysis of the functioning of higher education institutions in the conditions of autonomy.

The purpose of the article is an in-depth analysis of the functioning of the Romanian higher education system in the context of the autonomy of higher education institutions.

Presentation of main positions. By the provisions of the Law on National Education №1/2011, universities and other higher education institutions in Romania have autonomy and have the right to establish and implement their development policy within the legal framework established by current legislation. The Ministry of National Education coordinates the activities of universities and other higher education institutions while respecting the autonomy of universities.

The university's autonomy is correlated with the principle of personal and public responsibility for the quality of all didactic and scientific activities carried out in higher education institutions. The university's autonomy covers management, structuring and operation of the institution, didactic and research activities, administration and financing. From a financial point of view, the university's autonomy is realised as the right to manage funds allocated from the state budget or other sources, according to the Law and the personal responsibility of higher education institutions. State higher education is financed from the state budget based on funding

agreements between the Ministry of Education, Research, Youth and Sports and higher education institutions [Cotoi, Sulea, & Cotoi, 2012].

The national education system in Romania is open. At the level of higher education, openness is ensured by the Charter of a different university. The Charter of the university is adopted by the Senate of the university and establishes a set of rights and responsibilities, as well as the rules governing the activities of the university community in each field. Higher education is provided by the following types of higher education institutions: universities, institutes, educational academies, whose mission might include education and research or education only.

The specialisations and groups of specialisations are established by the Ministry of National Education and the Ministry of Labour, Social Solidarity and Family, higher education institutions, and other stakeholders. Higher education institutions, as a rule, structurally have several faculties, colleges, departments and divisions of research, design and micro-production. Training indicators for all educational levels, financed from the state budget and local budgets, are set annually by government decisions [Strat & Danciu, 2013].

According to the Law on National Education №1/2011, only high school graduates with a bachelor's degree can be enrolled in higher education institutions. Higher education institutions establish the admission methodology by the general criteria established by the Ministry of National Education. The selection and admission procedure can be based on the average obtained by candidates from the bachelor's exam and various disciplines studied in high school and the grade obtained in the entrance exam, entirely organised by higher education institutions.

Candidates for the bachelor's degree are high school graduates. For candidates who have received honours in secondary school competitions and competitions recognised by the Ministry of National Education and international, higher education institutions may provide their methods and applicable Law special requirements for admission, except for the possibility of enrolment without entrance competition places financed from the budget. This provision can be used only once by current legislation [LEGE Nr. 1/2011, 2020].

According to the Romanian Law №441/2001 "On Approval of the Government Emergency Order №133/2000 "On State and Postgraduate Public Education with Payment", higher education institutions have the right to accept a certain number of students, which exceeds the number of places financed from the state budget, for conditions that students agree to pay tuition fees. Candidates accepted for paid positions must exceed the minimum limit set in the admission criteria [Mariuts, 2012].

For the entire study period, students receive free medical and psychological care in university medical and psychological offices or clinics and departments of public hospitals. They also enjoy a 50 % discount during the year on the cost of domestic public transport (except air transport) and tickets to museums, concerts, theatre, opera, cinema, and other cultural and sporting events organised by government agencies. Orphan students have the right to use free domestic transport (except air transport). For other levels of education, scholarships and other forms of material and financial support are provided according to specific criteria [Tulin, 2020].

From the 2005-2006 academic year, all higher education institutions, public or private, were required to implement a new education structure at three levels: bachelor, master and doctor. First-year students began studying in a new structure. The official provisions for the new structure apply to all institutions (accredited or authorised to operate temporarily), industries and specialisations, except for professions regulated at the level of the European Union. Each level has its admission and releases procedures [Mariuts, 2016].

Within the Romanian higher education system, special rules have been set for studying conditions applicable to regulated professions at the European level. The first level, a bachelor's degree, includes a minimum of 180 and a maximum of 240 credits, depending on the field and specialisation. The second level, the master's degree, includes a minimum of 60 and a maximum of 120 study credits depending on the duration of the first level, provided that the total number of credits for the I and II levels is at least 300 [Romiță & Liliana-Luminița, 2012].

Current Romanian legislation provides the general framework necessary for establishing private educational institutions of all levels, including universities and other higher education institutions. To be recognised as part of the national education system, private educational institutions must be accredited by the procedures established by Law. The establishment of public or private higher education institutions is possible only with the help of special laws by the procedure of accreditation and recognition of diplomas of higher education institutions. Diplomas and certificates issued by accredited private educational institutions provide the same benefits as diplomas issued by public educational institutions. The responsibility for the administration and financing of the activities of private educational institutions rests entirely with the organisers of such private institutions.

Representatives of national minorities have the right to study and study in their mother tongue at all levels and in all forms of education, provided there is sufficient demand. Therefore, the conditions for teaching in the languages of national minorities for students belonging to these minorities are organised in several higher education institutions. Besides, some higher education institutions have organised initial teacher training departments for teaching minority languages in pre-university education. Simultaneously, the Law on National Education № 1/2011 stipulates that learning Romanian as the state language is a duty for all citizens, regardless of nationality [Cotoi, Sulea, & Cotoi, 2012].

Higher education institutions form a curriculum for each field of activity and specialisation recognised by the Romanian Law GD 493/2013. The curriculum is a complex document that includes the duration of the study, subjects by type and year of study, activities, number of hours allocated for subjects and activities, loans, etc.

Curricula are established independently of higher education institutions by national higher education development strategies and national academic standards. According to the Law on Accreditation of Higher Education Institutions

and Recognition of Diplomas (88/1993), the higher education program must include compulsory, optional and optional subjects. Compulsory and optional subjects should belong to one of the following categories: fundamental disciplines, profile or specialised disciplines and additional disciplines [Tulin, 2020].

The structure and content of the curriculum in terms of subjects, activities and number of hours must comply with national academic standards. Specific standards establish an indicative list of essential, specialised (specialised) and additional disciplines and their weight limits in the curriculum for each specialisation. Depending on the specialisation, the share of different types of disciplines in the total number of hours can be 15–30 % for basic disciplines, from 50 % to 80 % for specialised (specialised) disciplines and between 5 % and 10 % for additional disciplines. Most training programs are compulsory (at least 60 %, but up to 90 % for specific specialisations). Electives may be eligible for credit, but this is not usually practised. In terms of activity, national standards established for each field of reference and specialisation the relationship between theoretical activity (courses) and practical (seminars, laboratories, practical training, project activities, etc.). For most specialisations, this ratio is 1:1 with a maximum deviation of 20 % in either direction; however, for specific specialisations, the time allotted for practical activities should be much longer than the time allotted for theoretical classes (for example, 1:2 in the case of medicine).

The final curriculum for each discipline is developed by higher education institutions by these specific standards, analysed by the councils of departments and approved by the Senate of a particular university. Modern language courses are required, regardless of field or specialisation. Many educational institutions provide full training in a modern language of international use for specific specialisations [Palchuk, 2011].

Educational and methodological activities must meet the requirements established by national academic standards in terms of basic types and duration allocated to each area of activity and specialisation. Teaching activities include courses for most disciplines (academic activities), seminars, laboratory, practical activities and project preparation. Courses are usually conducted with many students and provide basic knowledge in a particular field of study. The seminars are dedicated to the in-depth study of the topics presented in the courses and require the active participation of students. Laboratory hours conducted with smaller groups of students are devoted to research and practical classes conducted under the supervision of a teacher. Specific specialisations require practical activities, such as fieldwork, research, teaching practice, and so on. Teachers have complete freedom in choosing teaching methods. During the teaching activities, teachers use a variety of teaching methods by the specifics of specialisation and discipline, including:

- methods based on exposure (description, explanation, etc.) and methods based on conversation (conversation, heuristic conversation, problem-solving, etc.) – especially during classes;
- methods of teaching and research by discovery: direct research of objects and phenomena (systematic and independent observations, experiments, practical activities, etc.) and indirect research (problem-solving, demonstration with images, films, etc.) – especially during seminars, laboratory work and practical measures;
- project preparation and presentation [Romiță & Liliana-Luminița, 2012].

The teaching materials used in higher education depend on specialisation and discipline. Computer training is widely used for modelling, design, data processing, presentations, information and data collection, communication and more. In higher education institutions and many campuses in Romania, students have unlimited access to public computers connected to the Internet.

Assessment of students in higher education institutions is carried out through periodic (final) exams organised for each discipline in the curriculum. Assessment takes the form of oral, written and practical tests and, in some cases, project presentations. Higher education institutions set criteria for evaluating students' academic and professional results in accordance with university autonomy. Specific requirements and evaluation criteria for each discipline are set out in the introductory part of the file of each discipline [Radkevych, 2018]. Assessment of students success in higher education is based on grades from 1 to 10. The exam of students in each discipline is taken by a commission consisting of a teacher who supports the courses of the discipline and at least one other specialist from the same department or faculty. After each exam, the grades given to students are recorded in student records and in official documents of the institution.

Higher education institutions hold two regular examination sessions during the academic year – usually in February and June-July, respectively – and at least one re-examination session, which is usually held in the autumn, before the start of the academic year. Re-examinations are organised for students who have not passed at all or have not passed one or more subjects during regular examination sessions. Students have the opportunity to try three times to make a particular discipline; students who do not pass the discipline after these three tests must retake all the training activities organised for that discipline. According to the provisions of the legislation, higher education institutions may set specific financial fees for re-examination [Romiță & Liliana-Luminița, 2012].

Students who have not passed the exam twice in a particular subject may be transferred to the next year and may retake the exam with the Rector's approval. This third test must be completed by the first regular examination session this year. Students who do not pass the exam for the third time must complete all educational activities organised in the relevant discipline for the second time.

Completing long-term higher education ends with an exam organised based on general criteria established by the Ministry of National Education. The content of the exam and specific criteria are set by the university senates within their autonomy. Graduates who have passed the bachelor's exam receive the title of bachelor in the relevant profile and specialisation, certified by a diploma issued by the institution organising the exam. Graduates who do not pass the exam can receive on request a certificate of long-term university education and a copy of the transcript – indicating all the subjects studied and grades obtained.

Students or graduates who choose the teaching profession must complete courses organised by the Department of Teaching Staff (DPPD). Passing these special training courses is certified by a diploma [Romiță & Liliana-Luminița, 2012]. Final exams must be taken before an examination board created for each specialisation to obtain higher education. Examination commissions are created by the Rector of the institution of higher education, which organises the exams based on the proposals of the faculty councils. The examination commission must have at least three members with the title of doctor. The chairman of the commission must perform the didactic function of a professor or associate pro-

fessor of the university. The diploma supplement was introduced based on a Ministerial Order adopted in April 2000. Today, it is issued automatically and free of charge for higher education programs in Romanian and English by all higher education institutions.

To support the educational and professional orientation of students and promote their professional inclusion in the labour market, each higher education institution has established advisory departments on the choice of professional route and presence in the labour market. Maintaining constant contact with the labour market, departments have the following general functions:

- provide stakeholders with information on existing industries and curricula in higher education;
- provide students with information and advice on choosing or changing an individual career path in the context of the university program and credit-module system;
- encourage the establishment of alumni associations of higher education institutions that support both its interests and the interests of new generations of graduates with economic, cultural and administrative communities at the local or regional level;
- constantly study the needs of the labour market and promote specific measures for knowledge of companies and their needs in academically qualified personnel;
- provide consulting, methodological and pedagogical support in student learning, maintaining contact with the economic and business environment [Romiță & Liliana-Luminița, 2012].

The doctoral diploma is the highest scientific degree awarded in all fields, after 3-4 years of study and original research. It is awarded based on the first academic degree (or master's degree) and requires examinations and the submission of an original dissertation. The holder of a doctoral degree receives a doctorate in this field (doctor of sciences or arts). According to the current legislation, a doctoral degree is provided in sciences and arts in fundamental areas. In science, the doctoral degree is organised in the following fields: exact sciences, natural sciences, humanities, social and political sciences, educational sciences, economics, legal sciences, agricultural and forestry sciences, medical sciences, architecture and urban planning, engineering sciences, theology, military sciences. In the arts, the fields in which the doctoral degree is organised are visual arts, music, theatre, cinema, ballet, physical education and sports. Completion of doctoral studies is characterised by the development and defence of a doctoral dissertation and the appointment of a doctoral degree.

According to the Law on National Education № 1/2011, doctoral programs are usually organised in the form of full-time education and, except in the form of part-time employment. The content of doctoral studies includes the following:

- general training in a high-level doctoral school in the form of courses or seminars;
- the training course, determined by the student and the supervisor, and then approved by the council of the department or the academic council of the research institute;
- public presentation of the doctoral dissertation [Romiță & Liliana-Luminița, 2012].

Conclusions. Thus, the analysis of the functioning of Romanian higher education institutions allows us to conclude that Romanian legislation in the field of education provides equal access to all levels of higher education for both Romanian citizens and national minorities, carefully regulate educational processes, taking into account the authentic learning opportunities of participants educational process. The conditions for the autonomy of higher education institutions provide

more guarantees for improving the higher education system. The study of the Romanian experience of the functioning of higher education institutions in the conditions of autonomy can be helpful during the reform of the educational system of Ukraine with the aim of its qualitative renewal and integration into the European educational space.

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Надійшла до редколегії 20.03.21

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ФУНКЦІОНУВАННЯ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ РУМУНІЇ В УМОВАХ АВТОНОМІЗАЦІЇ

Проаналізовано системи вищої освіти Румунії та особливості функціонування закладів вищої освіти різних форм власності в умовах автономізації. Досліджено основні нормативно-правові документи, які регулюють функціонування системи освіти Румунії, зокрема закон "Про національну освіту", №1/2011 від 5 січня 2011 р. Визначено, що відповідно до Закону "Про національну освіту" університети та інші заклади вищої освіти Румунії мають автономію і відповідно право встановлювати та реалізовувати власну політику розвитку згідно з чинним законодавством. У свою чергу, Міністерство національної освіти координує діяльність університетів та інших закладів вищої освіти, дотримуючись автономії університетів. Розглянуто особливості функціонування закладів вищої освіти на різних освітніх рівнях: бакалаврському, магістерському, докторському. Визначено встановлені спеціальні норми закладів вищої освіти Румунії щодо умов навчання до регульованих професій на європейському рівні. Бакалаврський рівень включає мінімум 180 і максимум 240 кредитів залежно від галузі та спеціалізації. Магістерський рівень включає мінімум 60 і максимум 120 навчальних кредитів залежно від тривалості першого рівня. Розглянуто особливості діяльності учасників освітнього процесу закладів вищої освіти Румунії. Особливу увагу приділено діагностиці знань і умінь студентів та організації екзаменаційної сесії, випускних іспитів та можливості перескладання. Студенти або випускники, які обирають професію викладача, зобов'язані закінчити курси, організовані кафедрами для підготовки викладацького складу (DPPD). Заслужує на увагу румунський практичний досвід підтримки освітньої та професійної орієнтації студентів і сприяння їхнього професійного долучення до ринку праці. Проаналізовано загальні функції та діяльність консультативних відділів щодо вибору професійного напрямку студентами, що варто запозичити Україні.

Ключові слова: автономізація, вища освіта, заклади вищої освіти, національні меншини, Румунія.

UDC 378.11:371.13

DOI: <https://doi.org/10.17721/2415-3699.2021.14.03>

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FORMATION OF PROFESSIONAL AND PEDAGOGICAL COMPETENCIES OF FUTURE TEACHERS IN THE TEACHING PROCESS (ON THE EXAMPLE OF THE UNIVERSITY OF BREMEN)

The article is devoted to the current problem of formation of professional and pedagogical competencies of future teachers of higher education in the learning process on the example of the University of Bremen. The problems and features of the main competencies that are formed in applicants for higher education in the learning process are considered. The content and structure of competencies of future teachers on the example of the University of Bremen are revealed. The basic competencies of students at the stages of university and practical training are analyzed.

Keywords: competence model, university, competence, competence approach, high school teacher, student.

Introduction. Relevant competencies in research and teaching staff are the basis for ensuring that students obtain quality higher education. These competencies are formed in future teachers while studying at universities, which in the future will allow them to apply the competency model in teaching a particular discipline. Future teachers of higher education improve their skills and abilities throughout life, but the basis for their acquisition is laid in the process of learning in higher education, and they are the basis for other competencies. Therefore, we can safely say that the university stage is the most important and it is necessary to give it the greatest role. In this regard, the educational program is important where it is stated what competencies and learning outcomes the graduate should acquire, but even more important is who exactly establishes and shapes them, because, as we know, the experience and training of teachers is crucial. Paying attention to the fact that the development of education is constantly increasing, especially after the signing of the Bologna Agreement and European integration processes, it is important not to lose previous achievements in the pursuit of new innovations and at the same time use new technologies in teaching. In order to effectively integrate the competency approach into the modern education system, it is important to analyze the systems of such training in advanced European countries and their universities, because the European experience of training future university teachers in the university is quite important, and its elements can be integrated into modern educational process.

Analysis of recent research and publications: Issues of competence approach in education are dealt with by such authors as: N. Alyushina, A. Mazarak, T. Plyachenko, O. Smyslova. Problems of organization of the system of higher pedagogical education in Germany V. Bazova, I. Boychevska, V. Gladush, L. Dyachenko, T. Krystopchuk and others; I. Yarmola, A. Yarovenko focus on the personal aspects of the competency model of the manager, teacher of higher education, teacher, future teacher, translator and representatives of other professions. In addition, there are a number of publications by such authors as: V. Ilchenko, O. Savchenko, V. Svistunova, O. Khodan, V. Yagupov, O. Chasnikova, where the competence model and competence approach are used in relation to the training of specialists in the higher education system, or as a basis for reforming education in general.

A number of researches in German classical and modern pedagogy are devoted to the problem of teacher training, namely: B. Armbruster, D. Hansel, K. Klemma, F. Koch, K. Pollmann and others. Among domestic scientists, such scientists as N. Abashkina, I. Akimova, S. Romanov, D. Toropov, G. Fedotova, K. Hufner and

O. Yakovenko studied the topic of higher school teachers in Germany. In the works of foreign scientists K-O. Bauer, D. Dershau, A. Frel, K. Neumann, G. Erning, W. Nagel, S. Oelmann we find coverage of the content of the main professional competencies of teachers in Germany. Scientists point to the essential features that make up competence: subjectivity, generality, the ability of the learner to self-organize, a variety of fundamentally unlimited individual activities, issues of organization of the system of higher pedagogical education in Germany V. Bazova, I. Boychevska, V. Gladush, L. Dyachenko, T. Krystopchuk and others.

Presentation of main positions. The "father" of the classical definition of the term "competence" in Germany is considered to be Franz Emanuel Weinert [Miller N. I., 2016, p. 120]. German researchers I. Botz and T. Hartmann consider the process of competence formation as the development of abilities, as well as changes in norms and values. They emphasize the relativity of the usual for the concept of "qualification" tools for measurement and evaluation, which limit its semantic expansion [Avshenyuk N. M., Desyatov T.M., Dyachenko L.M. et al., 2–14, p. 12].

Researcher Carl-Oswald Bauer emphasizes the importance of professional experience, personal interest and responsibility in the process of mastering competencies. The scientist considers the professional competence of the teacher as a set of the following components of subject knowledge, interdisciplinary knowledge, didactic skills; special pedagogical competencies, which means the existing experience of professional activity and behavioral repertoire of the teacher: teacher-advisor, teacher-supervisor, teacher-expert, etc.; basic pedagogical competencies (diagnostic skills, cognitive abilities (constant intellectual activity), competencies in planning and interaction) [Miller N. I., 2016, p. 67].

While John Erpenbeck and his colleague Volker Heise [Volker Heise, 2010] proposed a special approach to the development of competence as an individual's ability to self-organize and note that competence is a disposition (personal premise) of self-organization in the management of acquired and new knowledge in extraordinary situations. Analyzing various competency theories, scientists consider the professionalism of the specialist as a high level of self-organized activity on the basis of personal, subject-methodical, social-communicative competencies that are integrated into the activity [Konferenz der Kultusminister..., 2008].

Eckhard Klime, the developer of national educational standards in Germany, notes that competence presupposes the existence of personal preconditions that allow to effectively solve various tasks and problems in a particular field of activity. Individual expression of competence,

according to E. Klime, is determined primarily by cognitive components, including affective elements: abilities, knowledge, understanding, skills, abilities, strategies, experience, motivation [Konferenz der Kultusminister..., 2008]. The formation of competencies is defined as a functional manifestation of the combination of all seven of these psychological components in their inseparable unity, as the ability of a person to solve specific professional problems. Taking into account the above concepts, we can conclude that their content is similar, and any competence will be manifested in professional activities [Konferenz der Kultusminister..., 2008].

Formulation of the problem. The issue of acquiring competencies by higher education students is relevant and well studied, however, due to the rapid development and changes in higher education, it is important to explore the issue of competencies in the process of obtaining university education on the example of one of the European universities.

Research methodology. The aim is to determine the main competencies that are formed in applicants for higher education in the learning process, on the example of the University of Bremen.

Objectives of the study:

- to investigate the state of studying the process of formation of competencies in students;
- consider the content and structure of competencies on the example of the University of Bremen;
- to single out the basic competencies that are acquired by applicants for higher education at the University of Bremen.

Presentation of the main material: For Ukrainian higher education institutions, the experience of training higher education teachers in European countries, in particular in Germany, is important, because their science and research have a long tradition. Today there are more than 300 higher education institutions in the country. Since the time of the reformer of higher education Wilhelm von Humboldt (1767–1835), the principle of "unity of research and teaching" has been in force in German universities. Thus, they are not only educational institutions, but also centers for applied and independent basic research. Due to the wide choice of subjects within each faculty in German universities, interdisciplinary learning is possible [Delegation to Ukraine, 2015].

The active implementation of the competence approach to the training of German specialists, including in the field of education, began in 2003 during the implementation of the project "Setting up educational structures", which was the result of a joint initiative of the European Commission and the European University Association. The task of this program was to "identify points of convergence and develop a common understanding of the content of qualifications by level in terms of competencies and learning outcomes". The results are understood as sets of competencies that include knowledge, understanding and skills of the person who masters them [Avshenyuk N. M., Desyatov T. M., Dyachenko L. M. et al., 2014, p. 12].

One of the universities where the competency approach was implemented was the University of Bremen, an elite university in Germany, with about 20 000 students and twelve faculties, and for the first time in Germany introduced the Bremen Perspectives program, which allows young teachers to continue working at the university. All in order that already qualified and certified students from abroad and not only, after training did not leave walls of the favorite alma

mater, and carried out the researches and conducted teaching activity in this university [Universität Bremen, 2021]. The University of Bremen is a university that offers 118 different programs and is ranked 541–550 in the QS Global World University 2021 ranking [Universität Bremen, 2021].

In the process of studying at the University of Bremen, there is a concept of organizing the training of higher school teachers – the concept of polyvalence, as in most German universities. The structure underlying it makes it possible to use the scientific and subject training received by the bachelor as a foundation for further study in the master's degree, in order to obtain the qualification of a high school teacher and directly to start professional activities, such as economics or management. In fact, this system of teacher training based on a consistent model means that the bachelor has no right to teach. Analyzing educational programs, we can conclude that their content is based on the study of academic and psychological-pedagogical disciplines. The two-level model of teaching proves that high-quality acquisition and acquisition of competencies by students is impossible without the cooperation of the university and employers [Konferenz der Kultusminister..., 2008].

In German universities, the basic competencies of higher education students are acquired in the process of university training, practical and in the process of self-development and self-improvement of the teacher. The main set of competencies of higher education seekers can be represented as follows: University stage, during which knowledge is acquired in the process of studying disciplines of a certain specialization (Fachstudium), as well as relevant knowledge and competencies in the field of didactics of specialization subjects (fachdidaktisches Studium). Practical stage, during which, socialization within the teaching profession, which is carried out in the course of practical activities at the stage of two-year pedagogical practice (Lerner im Beruf) [Universität Bremen, 2021].

In addition, in this university competencies are divided into social and personal. Social – is the willingness and ability to form and live in social interaction: to change and adapt; develop the ability to rationally and responsibly discuss and reach agreement with others. Personal – is the willingness and ability of the individual: to identify and comprehend and assess the chances of their development, requirements and limitations in the family, profession, public life; show their own abilities, develop and develop their life plans. Personal competencies include personal qualities, such as independence, self-esteem, reliability, conscious responsibility, the development of self-awareness of values [Lisova S. V., 2011, p. 30].

In addition, it should be noted that this is not the end of the development of competencies, as continuing education and lifelong learning is considered as the third stage of training higher education teachers. Importantly, there are about fifteen teacher training centers (ZfL) in Germany across the country, which aim to improve the content, structure and methods of teacher training in universities. These centers are considered so-called "guardians" of teachers and operate at universities with which a cooperation agreement has been concluded. Their main tasks are: conducting courses for teachers, development of courses and their adaptation, introduction of tools to improve skills [Universität Munster, 2021]. At the university in the training of higher education teachers an important task is the acquisition by students of basic, so-called basic competencies, at the stages of university and practical training, which are presented in Table 1.

Table 1

Basic competencies of students		
Competence	Standard of theoretical training	Standard of application in practice
Ability to plan and conduct training sessions	know relevant educational theories, understand educational and theoretical goals, as well as teaching standards; know the general and subject didactics and basics of planning in the educational process; know different teaching methods and types of tasks; understand the concepts of media education, psychology and evaluation procedures;	combine academic and didactic arguments; be able to choose the content and methods, forms of work and communication. integrate information into the educational process; ability to check one's own teaching process;
Apply project-based teaching methods	know theories of learning and forms of teaching; know theories of motivation to learn and the ability to apply them in practice;	stimulate and support various forms of learning; to develop educational processes taking into account the conclusions about the acquisition of knowledge and skills by students; lead and accompany study groups;
Motivation of students	know learning strategies and self-motivation that positively affect learning success and the impact of work results. know the methods of promoting self-determination, responsibility and cooperation in teaching and working with students; know how to achieve further interest of students in the subject;	Ability to convey to students the methods of responsible learning;
Maintaining norms and values among students	to know and reflect democracy and values, norms, to show them in communication; know how to maintain values and encourage students to their own judgment and independence; know how students work and study;	Act in accordance with their own values and guidelines; use forms of constructive behavior in conflict situations with students and in the case of situations between students;
Student assessment	know how different learning conditions affect students' academic success; know the basics of diagnosis of the educational process; know the principles and approaches to student counseling	recognize talents, talents, abilities and know how to develop them; coordinate learning opportunities and learning requirements; use different forms of advice and differentiate them according to the situation; collaborate with colleagues in developing tips and tricks.
Teacher self-development	know the basics and structures of the education system and universities; know the legal framework; know the opportunities for self-development of teachers	learn to deal with stress; to use expediently and economically working hours and own resources; be able to practice peer counseling as an aid to developing classes and reducing the workload; be able to reflect and prevent emotional burnout at work.

Source: Teaching in Germany – Standards and inhalation requirements. – Access mode: [Konferenz der Kultusminister..., 2008].

Conclusions. Based on the above material, we can conclude that the topic of acquisition of competencies by students in the learning process is relevant, as evidenced by a number of publications devoted to it. However, this issue is so large that it requires detailed study and research, especially in the process of globalization. Analyzing the above definitions of competence by German researchers, we can conclude that the basis of competence are components that can be mastered by a particular individual, these components are changed and improved in the process of professional development of the teacher. In addition, Germany has about fifteen centers for teacher training (ZfL), aimed at improving the content, structure, methods of teacher training in universities and ensure continuous process improvement and acquisition of competencies in professional terms.

We researched the content and structure of competencies and came to the conclusion that in the training of higher school teachers at the University of Bremen, a competency approach is used, which provides for the acquisition of personal competencies and special competencies by higher education students. Students acquire the main competencies at the university stage, the stage of practical training and throughout their professional life.

The basic competencies that are considered necessary and should be possessed by the graduate, future teacher of

higher education, namely: ability to plan classes, motivate students to study activities, use project-based teaching methods, support motivation, norms and values among students, correct assessment and constant self development. We can conclude that some of these competencies are already integrated into our education system and are implemented by applying a competency-based approach to the educational process.

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Надійшла до редколегії 12.06.21

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ФОРМУВАННЯ ПРОФЕСІЙНО-ПЕДАГОГІЧНИХ КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ ВИКЛАДАЧІВ У ПРОЦЕСІ НАВЧАННЯ (НА ПРИКЛАДІ БРЕМЕНСЬКОГО УНІВЕРСИТЕТУ)

Розглянуто актуальну проблему формування професійно-педагогічних компетентностей майбутніх викладачів вищої школи у процесі навчання на прикладі Бременського університету, а також проблеми та особливості основних компетентностей, що формуються у здобувачів вищої освіти в процесі навчання. Розкрито зміст і структуру компетентностей майбутніх викладачів на прикладі Бременського університету. Проаналізовано базові компетентності у студентів на етапах університетської та практичної підготовки. Визначено основні компетентності, які формуються у здобувачів вищої освіти в процесі навчання, на прикладі Бременського університету. Проаналізовано визначення компетентності німецькими дослідниками, як висновок, що в основі компетентності лежать компоненти, якими може оволодіти конкретна особистість, ці компоненти змінюються і вдосконалюються в процесі професійного розвитку викладача. Досліджено зміст і структуру компетентностей викладачів вищої школи в Бременському університеті, застосовувані при підготовці компетентного підходу, що передбачає набуття здобувачами вищої освіти персональних компетентностей і спеціальних. Виокремлено необхідні базові компетентності випускника, майбутнього педагога вищої школи, а саме: вміння планувати заняття, мотивувати студентів до навчання, застосовувати проєктні методи навчання, підтримувати мотивацію, норми і цінності серед студентів, правильно оцінювати та постійно саморозвиватись.

Ключові слова: викладач вищої школи, компетентнісна модель, компетентність, компетентнісний підхід, студент, університет.

UDC 378

DOI: <https://doi.org/10.17721/2415-3699.2021.14.04>

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ESTABLISHMENT AND DEVELOPMENT OF EDUCATION AT THE IMPERIAL KHARKIV UNIVERSITY

The article analyzes current ideas on the formation and development of education at the Imperial Kharkiv University at the Faculty of Law. Special emphasis is placed on the history of creation and activity of this faculty. In the XIX-early XX centuries the Imperial Kharkiv University functioned as a part of four faculties: physics and mathematical, historical and philological, medical and legal. The activities of this faculty laid the foundations for the development of legal education in Ukraine.

Keywords: classical university, Imperial Kharkiv University, higher education.

Introduction. Nowadays, the study, analysis, generalization and creative use of the experience of the functioning of classical universities of Ukraine, which have enriched the development of domestic pedagogical science with a unique contribution, acquires special significance. The progressive views of scientists who worked in classical universities in the XIX – early XX centuries, has not lost its relevance today. Thorough research, extensive coverage and adapted to the cultural and temporal context of the application of these leading ideas ensures compliance with the principles of unity, continuity and continuity in the development of pedagogy. Appealing to primary resources that reflect the achievements of the national educational system in the past, contributes to the awareness of the present and to determine the prospects for the development of pedagogical science.

There are scientific traditions of theoretical and empirical research in classical universities, long-term multifaceted and in-depth experimental work have been preserved, cultivated and multiplied for centuries; original scientific schools are formed; teachings, theories, approaches that are soon reflected in the curricula and educational programs of training, in particular, and the educational sphere [Mel'nychenko, 2009].

One of the leading principles of progress of modern higher education is the advanced development of personality qualities, an important role in ensuring the implementation of which belongs to the university as a social, philosophical and pedagogical phenomenon. The answer to the challenges of the modern age is connected with classical education. Classical University as an organization, center of education and science, cultural center must not only transfer knowledge to students, but also produce new ones by involving students in scientific research, teach them to critically analyze, independently, freely, creatively think and act, independently formulate and solve new challenges, develop and learn throughout life.

In this process, the achievements of the best domestic classical universities, which include Vasyl Nazarovych Karazin Kharkiv National University (its name dates from 1999 to the present), acquire special significance. This is one of the oldest universities in Ukraine, which from 2009 to 2014 had the status of an autonomous research. During its existence, Kharkiv University has changed its official name several times. In Soviet times, the university was named: Gorky Kharkiv State University (1990s–1992), Kharkiv Institute of Public Education (1992–1993), and the Free Academy of Theoretical Knowledge (1993–1994). Although the institution was originally founded on November 17, 1804 on the initiative of the eminent educator Vasily Karazin, and was inaugurated on January 29 (17) 1805 under the name of the Imperial Kharkiv University, which it kept until 1917 [Kharkivs'kyy universytet, 2004; Kharkivs'kyy universytet, 2016].

The purpose of the article was to analyze and characterize the formation and development of education at the Imperial Kharkiv University at the Faculty of Law. To achieve this objective, the following tasks were implemented:

- the analysis of the history of creation and activity of the law faculty of the Imperial Kharkiv University has been carried out;
- the personalities of teachers of the law faculty of the Imperial Kharkiv University have been characterized;
- information on the current rating of Kharkiv University has been generalized.

Analysis of recent researches and publications on the problem of training in classical domestic universities suggests that a significant contribution to its development within the philosophical understanding made scientists O. Akimova, V. Bekh, B. Gershunsky, V. Kremin, V. Masalsky, A. Melnychenko, M. Romanenko and others.

Today, the theoretical and methodological research of educators M. Bogachevska, O. Gomilko, S. Kulchytsky and others deserve special attention about the above-mentioned problem. The research of such domestic scientists as O. Akimova, M. Polyakov, M. Minakov and others is devoted to the specifics of university development in the context of Ukrainian reality.

Special attention was paid to the study of the formation and development of education at the Imperial Kharkiv University in works by V. Bakirov, Y. Bezkhutry, G. Dzvonkova, V. Dukhopelnikov, B. Zaitsev, V. Ivashchenko, V. Kravchenko, A. Kuzminsky, A. Parfinenko, S. Posokhov, S. Siropolko, O. Tsyunyak, A. Chervyatsova and others.

Summarizing the scientific achievements of these researchers, we agree that the formation of the classical university model of education took place in the inseparable unity of two opposite trends: conservative and adaptive. The sustainability of the university has always ensured the preservation and reproduction of the most valuable achievements of human culture, acquired by previous generations. And the priority of scientific research, on the contrary, served as a factor in the adaptation and development of the university in specific historical conditions [Kharkivs'kyy universytet, 2004].

Presentation of the main positions. In the XIX – early XX centuries Imperial Kharkiv University was established and operated as part of four faculties: physics and mathematics, history and philology, medicine and law. The activity of this faculty laid the foundations of the genesis of legal education in Ukraine, contributed to the accumulation and cultivation of moral and spiritual values as the basis for the formation of culture, provided an organic unity of domestic university education with educational institutions in Western Europe. The names of famous scientists and

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educators are connected with the Faculty of Law, which will be discussed in detail later in the article.

These professors of the Imperial Kharkiv University were concerned with the problems of technicalization of life, its domestication, the creation of a human society, the formation of appropriate thinking, mental balance, responsible behavior, creative consciousness. These issues remain relevant today. Prominent figures of law faculty personified high moral qualities, humanity and served as an example for students to follow.

A generalized analysis of the literature [Yurydycheskyi fakul'tet..., 1908; Yurydycheskyi fakul'tet..., 2005] suggests that, first, obtaining a university education at the Faculty of Law was a guarantee of access to a career – civilian or military, which was a step towards further higher professional and personal development. Secondly, the service provided not only practical objective advantages and material benefits, but also ranks, social status, respect for others, appropriate self-realization, self-confidence, sense of life, etc., which saved from the grayness, the freshness of a monotonous existence. According to the old Rules of 1820, most of the provisions and requirements of which are still relevant today, students were required in particular:

"...3. Everyone admitted to the University must remember that he has the honorary title of student and therefore must provide himself with the necessary teaching aids, books and other teaching aids, must constantly deal with them...

4. Listening to the lectures and understanding them requires careful preparation for them; but preparing must always and everywhere be combined with repetition, which is rightly called the mother of all sciences.

5. Every student should take care to know everything that is taught; should come to the lecture with a paper or notebook and write down everything that the professor considers worthy of attention...

8. When certifying the mind, it is necessary to certify the heart, so the student, along with academic success, will be required to be friendly, which will be placed next to success in science or even above it.

9. If a student, at home or outside, is noticed in drunkenness, which harms the body and soul, and does not correct after the first persuasion, he will not only be badly noted in the Acts of the Board, but will be given to the strictest punishment.

10. Students who will start playing gambling will have a bad note, because they not only take away golden time, but also waste estates and put into debt.

11. Students are also forbidden to enter all dishonorable places, as this discredits the name, harms the body and soul.

12. No one can take revenge for the insult on their own or through others, but seek satisfaction from management.

14. No one may leave the city after graduation without legally releasing himself from all obligations and penalties.

16. If any of the students violates these rules, he or she, in order not to spoil others by the bad example, will be deprived of the title of student and expelled from the University" [Yurydycheskyi fakul'tet..., 1908, p. 68-69].

These rather categorical and strict rules had their meaning and were justified by the positive changes that took place in the consciousness and behavior of the student of the past.

It is worth recalling that the history of the Faculty of Law is usually divided into five periods: I – 1804–1835; II – 1835–1863; III – 1863–1884; IV – 1884–1920; V – 2004–present. The criteria for determining such periodization are the "experienced" statutes of the university and the closure in 1920 and the resumption of activities in 2004 [Yurydycheskyi fakul'tet..., 2005, p. 19].

The statute of 1804 gave the university broad autonomy and positioned it at the head of the educational district. The purpose of the institution was to prepare young people for various public services. According to this statute, 4 departments and 25 departments were approved within Kharkiv University.

The first university statute provided for a department of "moral and political sciences", which, in addition to philosophical sciences and theology, taught a number of legal disciplines. The first dean of the department was the famous German philosopher J. Schad, invited to Kharkiv University on the recommendation of I. Goethe and F. Schiller. This statute states that the university is an institution of higher education for teaching science, training young people for civil service. The statute provided for teaching students the sciences and methods of scientific research. Particular attention was paid to the organization of scientific societies, designed to intensify the research work of professors and teachers of the university, to publish their works, to enrich the educational process with research results.

The second university statute of 1835 significantly changed the university structure. Instead of four departments, three faculties were established – philosophical, medical and legal, the composition of these departments changed radically. It was provided by all subsequent statutes of 1863 and 1884 [Yurydycheskyi fakul'tet..., 2005, p. 25-26].

According to this statute, in 1835 the university was already subordinated to the Ministry of Public Education and was directly dependent on the trustee of the educational district. The second statute destroyed the internal management system and deprived the university of the status of head of the educational district, transferring these responsibilities to the trustee.

According to the fourth statute, in 1884 the university autonomy was abolished, the principle of election when filling vacant positions was abolished. The appointment depended on the minister, and the faculty was not allowed to make recommendations on the appointment. The dean of the faculty was appointed by the trustee of the district and approved by the minister for a term of four years.

Deans of the Faculty of Law in this period were: professors A. Stoyanov, M. Alekseenko, L. Zagursky, M. Ostroumov. Scientific and pedagogical activity at the faculty was carried out by professors M. Gredeskul, I. Sokalsky, G. Shershenevych, L. Vladimirov, V. Danevsky, I. Dytyatin, G. Tsekhanovetsky, M. Chubynsky and others [Yurydycheskyi fakul'tet..., 2005, p. 35-36].

And the rector of the university was its student, the former dean of the Faculty of Law, Alekseenko Mykhailo Martynovych. He went through a difficult path from candidate, full-time associate professor, full professor to rector. His dedicated work was associated with this educational institution for over thirty years. M. Alekseenko, thanks to his purposefulness, hard work, was an example to follow in the student environment.

At the same time, the Faculty of Law was headed by Dean L. Zagursky. He was a professor at the Department of Civil Law and Civil Judiciary and taught a course in Roman and Russian civil law. This discipline was compulsory for law students. But, even without this requirement, they attended L. Zagursky's lectures and practical classes with pleasure and great interest [Yurydycheskyi fakul'tet..., 1908, p. 116].

Also, the personality of A. Stoyanov, former dean of the faculty, honorary professor of Kharkiv University, cannot be ignored. A. Stoyanov worked in this institution for more than twenty-five years.

Andrei Mykolayovych's lectures on Roman law, which he gave during 15 years of his teaching activity, were especially successful among students. These classes were attended

not only by lawyers but also by students of other faculties, and took place in a constantly crowded audience [Yurydycheskyi fakul'tet..., 2005, p. 35]. The explanation of unsurpassed success must be sought in the natural eloquence of Stoyanov-orator, in his erudition, confidence and logical clarity of the opinions expressed. Also, A. Stoyanov's works impress with a wide range of scientific research: history of law, comparative jurisprudence, international law, state law, Roman law, methodology of legal sciences.

The influence of prominent figures on students is difficult to overestimate. All of them, despite their functional responsibilities for management and natural time constraints, in the late nineteenth century worked fruitfully at the Faculty of Law, which included 12 departments: Roman law, civil law and civil justice, criminal law and criminal justice, history of Russian law, state law, international law, police law, financial law, church law, political economy and statistics, encyclopedia of law and history of philosophy of law [Yurydycheskyi fakul'tet..., 2005, p. 5]. Well-known legal scholars who have made a significant contribution to the development of almost all branches of legal science taught at these departments.

Although classical education was characterized by the universality of general training, and graduates had a wide choice of employment in various fields of activity in the civil service, industry, education, health care, but a certain division in the field of professional interest still existed. In particular, such scientists as L. Vladimirov, V. Danevsky, M. Gredeskul and others worked at the Department of Criminology.

All of them, except V. Danevsky (graduated from Moscow University with a gold medal in 1875), were graduates of Kharkiv University. Everyone had a special talent. During their stay at this educational institution, they demonstrated strong inclinations and abilities to study and work, and therefore were left at the university to prepare for a professorship. In our opinion, it is worth noting the fact that the professors were active, creative, active, purposeful. The development of such traits, in the process of climbing the professional ladder, was supported among students.

Thus, L. Vladimirov worked first as a private associate professor (1867), then as a full-time associate professor (1871) (before that he received a master's degree in criminal law), then as an extraordinary professor (1872) and an

ordinary professor (1874), and, at the end of his career, (1892) received the title of Honored Professor and an offer to continue teaching for another five years [Yurydycheskyi fakul'tet..., 1908, p. 224-225]. The professional formation and ascent of other professors was almost the same in stages.

M. Gredeskul graduated from the third Kharkiv gymnasium with a gold medal in 1883 and entered the Faculty of Physics and Mathematics of Kharkiv University, which he brilliantly graduated in 1887. And in 1890 Mykola Andriyovych passed external examinations at the Faculty of Law and was left at the university as a scholarship holder to prepare for a professorship. Later, his fate resembled the biography of L. Vladimirov. Numerous works by M. Gredeskul testify to the extraordinary unique creative personality and richness of his inner world.

Biographical data from the life of these professors testify to the uniqueness, creativity of the personality of each of them. Already by the fact of their existence and activity, by personal example, they influenced students and formed in them the appropriate values, qualities and personality traits, worldview, patterns of behavior and so on. Also, the activities of teachers of the Imperial Kharkiv University contributed to the formation and development of higher education in Ukraine. The contribution of scientists-teachers of this institution provided further formation and prospects of progress of domestic classical universities.

Summarizing the views of V. Masalsky and G. Dymydenko [Masalsky&Dymydenko, 2010, p. 105-106], we are inclined to their position that the modern "classical university" is a multidisciplinary institution of higher education, which carries out educational activities related to higher education at the bachelor's and master's levels, educational and scientific level of doctor of philosophy from a wide range of natural sciences, humanities and economic sciences. It is an institution that conducts basic and applied research, is a leading scientific and methodological center, has a developed infrastructure of educational, scientific and research and production units, the appropriate level of staffing and logistics, promotes scientific knowledge and carries out cultural and educational activities. Given these criteria, among the current ten best classical universities in Ukraine, Kharkiv University in 2019 took an honorable second place, which is shown in Table 1 below [Krashchi klasychni..., 2019].

Table 1

The best classical universities of Ukraine 2019 (according to the information resource "Osvita.ua")

Name of educational institution	Place	Place in the general rating	TOP 200 Ukraine	Score point for the contract	Scopus	Final score
Taras Shevchenko National University of Kyiv	1	1	1	4	1	6
V.N. Karazin Kharkiv National University	2	3	3	21	2	26
Ivan Franko National University of Lviv	3	4	9	17	4	30
National University of Kyiv-Mohyla Academy	4	5-6	12	2	20	34
Odessa National University named after I.I. Mechnikov	5	8	16	32	5	53
Oles Honchar Dnipro National University	6	10	14	41	8	63
Sumy State University	7	13-14	6	63	12	81
Yuriy Fedkovych Chernivtsi National University	8	13-14	24	54	3	81
Vasyl Stus Donetsk National University	9	21	31	47	19	97
Uzhhorod National University	10	26	35	70	13	118

On the eve of the introductory campaign, the Center for International Projects "Euroeducation" in partnership with an international group of experts IREG Observatory on Academic Ranking and Excellence presented the academic ranking of higher education institutions "Top 200 Ukraine 2020", which has been published for 14 years [Reytnyhy zakladiv..., 2020]. According to the compilers of the rating, to ensure full openness, transparency and independence of university rankings, only open data of direct measurements,

displayed on open web resources of independent national and international organizations and institutions, were used. And any data or assessments of the universities and governing bodies themselves were not used.

The consolidated rating of higher education institutions of Ukraine in 2020 covers the results of 241 higher education establishments, and also contains sub-ratings: "Best Classical Universities of Ukraine", "Best Private Universities", "Best Kyiv Universities", "Best Universities of Ukraine", "Best Pedagogical Universities". This

Consolidated rating is compiled by the information resource "Osvita.ua" on the basis of the ratings of higher education establishments: "TOP-200 Ukraine", "Scopus" and "External Evaluation Ball for the contract". The ten leaders of the consolidated rating of the higher education establishments of Ukraine "Top-200" 2020 are as follows:

1. **Taras Shevchenko National University of Kyiv;**
- 2-3. National University "Kyiv-Mohyla Academy";
- 2-3. National Technical University of "I. Sikorsky Polytechnic Institute of Kyiv";
4. Ivan Franko National University of Lviv;
5. **Kharkiv National University named after V.N. Karazin;**
6. Danylo Halytsky Lviv National Medical University;
7. National University "Lviv Polytechnic";
8. Odessa National University named after I.I. Mechnikov;

9. National Medical University named after O.O. Bohomolets;

10. Dnipropetrovsk Medical Academy of the Ministry of Health of Ukraine.

According to the results of the Consolidated Rating in 2020, the undisputed leader is Taras Shevchenko National University of Kyiv that heads the ranking table for the fourth year in a row. The second and third place in the ranking in 2020 was shared by National Technical University of Ukraine "Igor Sikorsky Polytechnic Institute of Kyiv" and the National University of Kyiv-Mohyla Academy. As last year, the fourth place in the Consolidated Rating was taken by Ivan Franko National University of Lviv. In fifth place is Kharkiv National University named after V.N. Karazin that took the 4th position among the best classical universities of Ukraine (Table 2).

Table 2

The best classical universities of Ukraine 2020 (according to the information resource "Osvita.ua")

Name of educational institution	Place	Place in the general rating	TOP 200 Ukraine	Score point for the contract	Scopus	Final score
Taras Shevchenko National University of Kyiv	1	1	2	4	1	7
National University of Kyiv-Mohyla Academy	2	2-3	7	2	19	28
Ivan Franko National University of Lviv	3	4	8	20	3	31
V.N. Karazin Kharkiv National University	4	5	6	24	2	32
Odessa National University named after I.I. Mechnikov	5	8	18	33	4	55
Sumy State University	6	11-12	3	60	9	72
Oles Honchar Dnipro National University	7	13	23	49	11	83
Yuriy Fedkovych Chernivtsi National University	8	15	20	61	5	86
Vasyl Stus Donetsk National University	9	18	29	46	21	96
Uzhhorod National University	10	20	11	80	14	105

Conclusions. Summarizing the essence of the analyzed source materials, we state that the functioning of the Imperial Kharkiv University, its law faculty is an integral part of the intellectual, cultural and spiritual history of Ukraine. This university started publishing national newspapers and magazines, creating scientific societies. Formation and development of education at the Imperial Kharkiv University (XIX – early XX centuries.) directly related to the personalities, the activities of its famous teachers.

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Надійшла до редколегії 04.03.21

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СТАНОВЛЕННЯ ТА РОЗВИТОК ОСВІТИ В ІМПЕРАТОРСЬКОМУ ХАРКІВСЬКОМУ УНІВЕРСИТЕТІ

Проаналізовано актуальні ідеї щодо проблеми становлення та розвитку освіти в Імператорському Харківському університеті на юридичному факультеті, його історію створення та діяльність. У XIX – на початку XX ст. Університет налічував чотири факультети: фізико-математичний, історико-філологічний, медичний та юридичний, діяльність якого заклала підвалини розвитку юридичної освіти в Україні, сприяла накопиченню та культивуванню морально-духовних цінностей як основи формування культури, забезпечила органічне єднання вітчизняної університетської освіти з такими ж закордонними навчальними закладами. На юридичному факультеті класична освіта характеризувалася універсальністю всезагальної підготовки. Випускники мали широкий вибір працевлаштування, що стосувався різноманітних сфер діяльності у державній службі, промисловості, освіті, охороні здоров'я. Розглянуто життєпис викладачів юридичного факультету, де активно і наполегливо працювали вчені-освітяни: М. Алексєєнко, Л. Володимиров, М. Гредескул, В. Даневський, І. Дитятін, Л. Загурський, М. Остроумов, І. Сокальський, А. Стоянов, Г. Цехановецький, М. Чубинський, Г. Шершеневич. Знані викладачі юридичного факультету уособлювали високі моральні якості, людяність і слугували яскравим прикладом для наслідування студентською молоддю. Внесок вчених-педагогів цього закладу забезпечив подальше формування та перспективи поступу вітчизняних класичних університетів. Узагальнено інформацію щодо сучасного рейтингу Харківського університету як класичного університету.

Ключові слова: вища освіта, Імператорський Харківський університет, класичний університет.

UDC 378

DOI: <https://doi.org/10.17721/2415-3699.2021.14.05>

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TOLERANCE AS A VALUE OF A FUTURE HIGHER EDUCATION TEACHER

Approaches to the interpretation of the term "tolerance" are revealed. The preparation of the future teacher for the formation of tolerance as an important component of the system of his professional training is outlined. The organizational and pedagogical conditions of activity of the institution of higher education which provide preparation of future teachers for formation of tolerance in them are defined.

Keywords: formation, tolerance, pedagogical condition.

Introduction. The system of higher education, which prepares the future teacher for professional activity in the multicultural world, has a decisive role in solving the problems of tolerance formation. It is the teacher who has the leading mission in building the educational process in a way that would emphasize the importance of tolerant relations in society. These considerations are especially relevant for the Ukrainian state, which, after gaining independence, remains multinational in its composition and with different religious denominations.

The importance of interethnic tolerance is growing, because it is this phenomenon that ensures success in the process of solving the problem of consolidation of the Ukrainian nation, the formation of a new type of civil society. Tolerance is a guarantee of stability, unity of society, an indicator of readiness for peaceful coexistence with the world community and community.

The need to increase the level of tolerance at the state and interstate levels is due to the processes of globalization of social development taking place in the economic and political activities of the world community, which have the following features: creation of a common regional and world economic, information, communication space; world communities (European Union, World Trade Organization); the transition of mankind to scientific and information technologies, deepening the development of social relations.

At the same time, the problem of forming tolerance in future teachers of higher education remains poorly studied. However, there are contradictions between: 1) the urgency of the problem of educating the tolerance of the individual in modern Ukraine and its insufficient research in pedagogical science; 2) socially conditioned need to prepare future teachers for the formation of tolerance and insufficient development of ways to solve this problem; 3) the potential of the process of professional training of future teachers to form tolerance in students and the unfounded pedagogical conditions of its implementation. The exceptional importance of the researched problem is strengthened by the Declaration of Principles of Tolerance, approved by the resolution of the General Conference of UNESCO, by a number of state documents.

The purpose of the article – to justify the essence of tolerance as a human virtue and value of the future teacher of high school.

Analysis of recent researches and publications. The urgency of forming interethnic tolerance is growing in connection with the discovery of such a negative phenomenon in society as intolerance. Manifestations of intolerant behavior are observed in xenophobia. Discrimination. The problem of terror is gaining new global significance.

In pedagogical science, tolerance is studied through the prism of multicultural education (I. Bekh, O. Hryva, O. Sukhomlynska); cultures of interethnic communication (T. Atroshchenko, O. Gubenko, I. Palko); pedagogy of peace (O. Bezkorovaina, M. Kabatchenko, O. Kopitsa). G. Volyk,

V. Kuzmenko, O. Orlovska study the problems of preparing the future teacher for the education of students' tolerance.

A number of modern pedagogical researches are directed on education of tolerance at students of institutions of higher education in the course of studying of a foreign language – T. Belous; features of education of tolerance at lyceum students of France; possibilities of application of French pedagogical experience in the domestic system of education – O. Matienko; formation of tolerance in the field of student relations in the multicultural environment of higher education – Ya. Dovgoplova, O. Stolyarenko; education of tolerance as a professionally significant quality of personality of a teacher of a modern national school – Yu. Todortsev. Their research is aimed at identifying, substantiating and experimentally testing pedagogical conditions that effectively influence the formation of tolerant personality traits, the characterization of interpersonal tolerant relationships, behavioral response, a system of tolerant attitudes, and is a significant contribution to the development of domestic science.

The purpose of the article is to reveal the approaches to the interpretation of the term "tolerance" and to determine the organizational and pedagogical conditions of higher education institutions that provide training for future teachers to form tolerance in them.

According to the purpose the following tasks of research are defined: 1) to find out essential characteristics of tolerance as professional quality of the person on the basis of the analysis of philosophical, social-psychological, pedagogical literature and content of the Internet; 2) to determine and substantiate the organizational and pedagogical conditions that ensure the effective formation of tolerance in future teachers of free economic education.

Presentation of the main positions. In a multicultural society, the teacher should be an initiator in the active support of such a dialogue of cultures, through which students would have the opportunity to learn the essence of themselves and others through comparison and interaction with them, acquire skills of empathy, practical cooperation between different ethnic groups. Accordingly, the importance of tolerance is growing, which is a defining and necessary condition for dialogue.

No less important is the role of the teacher – to lead the ideas of the basic principle of political strategy – the peaceful coexistence of states, countries and peoples, the rejection of any forceful methods of resolving interethnic and interfaith conflicts. With the expansion and deepening of human communication, there is a growing need to form a person who can build these relationships on the principles of tolerance: respect, acceptance and understanding of the world's cultures, forms of self-expression and ways of human individuality, harmony in diversity.

Given the development of the world information space, the teacher must form in the younger generation the ability to live and work in fundamentally new conditions, based on the principles of tolerance, mutual understanding,

cooperation. In this regard, the preparation of the future teacher to cultivate tolerance of students is defined as a socio-pedagogical problem.

Theoretical and methodological analysis of tolerance shows that among the various approaches to the study of this phenomenon S. Ilyinska outlines the axiological approach and interprets tolerance as "value in itself" (for G. Marcuse – "goal in itself", for G. I. Nicholson – "good in myself") or as one of the values of liberal democracy; idealistic, whose supporters see in tolerance a certain ideal to which society must strive; ontological-historical, which interprets tolerance as a certain way of coexistence of groups in history; conflict – as a struggle, of course, within certain limits, which can not be defined a priori, because they are determined by the practice of struggle.

Ukrainian scientist O. Shayuk expanded the classification of methodological approaches and singled out the epistemologic – justifies the imperfection of their own knowledge and the possibility of knowing the truth and other knowledge; xenological – based on the assertion of a different attitude to another as a stranger; existential-humanistic – studies tolerance as a way of life in the context of a person's fulfillment of his human mission; socio-cultural – realizes tolerance as the intention of universal needs and interests and appears as a fundamental form of any effective social interaction; V. Stepin – enables the achievement of higher levels of tolerance in the life of various subjects and communities (individual, group, ethnic group, nation, society, humanity) by establishing full-fledged, especially in the socio-psychological format, interactions and relationships; denies aggression and intolerance in all its forms.

The most complete concept of tolerance is revealed in the Declaration of Principles of Tolerance. "Tolerance means respect, perception and understanding of the rich diversity of cultures of our world, forms of self-expression and self-expression of the human person, tolerance is unity in diversity. It is not only a moral obligation, but also a political and legal one. Tolerance is what makes peace possible, facilitates the transition from a culture of war to a culture of peace" (Declaration of the Principles of Tolerance).

Most scholars, including I. Zhdanov and S. Shchekoldin, define different types of tolerance: political, racial, national, religious, educational, gender, physiological, and so on. According to Ukrainian scholars I. Kyrychenko and N. Panina, national tolerance can be interpreted as the potential for maintaining peace and tranquility in the country, and as an indicator: the degree of readiness of the mass consciousness to openness and cooperation with the world community based on universally recognized democratic principles.

Ukrainian researcher of interethnic tolerance in the political process of Ukraine I. Kushnirenko distinguishes between "tolerance" and "interethnic tolerance", where tolerance is objectively necessary as a mandatory regulatory tool, as a multifaceted current "organizing force" in the development of society and social consciousness, which gives the ability to interpret it as a structural component in the organization of society and the achievement of political progress. International tolerance is a specific feature of the national character, which is manifested in tolerance and evaluation of the national "they", equivalent to "we". In essence, interethnic tolerance is the ideological basis of ethnic diversity and at the same time a policy of compromise, consent and unity. Therefore, interethnic tolerance is one of the principles of state national policy, characterized by cooperation of different nationalities. At the present stage of development of our state, interethnic tolerance, namely its formation, is of great importance for Ukraine as a polyethnic state, which includes

different national minorities with their ethnic, cultural and linguistic identity, and is the main psychological and pedagogical problem.

The preparation of the future teacher for the formation of tolerance of students should be interpreted as an important component of the system of his professional training. The basis in this direction is fundamental research on higher school pedagogy (A. Aleksyuk, I. Bekh, I. Zyazyun, A. Kuzminsky, O. Infantry), theories and practices of professional training of future teachers (O. Akimova, G. Ball, R. Gurevich, I. Zyazyun, N. Nichkalo, 3. Courland, G. Tarasenko); concepts of training future teachers on the basis of personality-oriented education (I. Bekh, O. Bondarevskaya, I. Pidlasy), competence approach to professional training of future teachers (I. Karpyuk, O. Ovcharuk), activity approach (O. Leontiev, V. Davydov), culturological approach (V. Bibler, O. Verbytsky, V. Slastyonin).

It should be noted that the components of the process of preparing future teachers for the education of interethnic tolerance are: motivational, orientation, activity, personal.

Features of training future teachers to work in a multicultural environment are: knowledge of cultural diversity; professional orientation on education of interethnic tolerance of students, mastering of methods of influence in a situation of cultural interaction; the presence of "own interethnic identity", a tolerant attitude to cultural and ethnic diversity, which is realized in future professional activities.

The readiness of the future teacher to form their own tolerance and students should be defined as its integrative characteristics, which implies the presence of professional orientation in the specified direction of education, ability to organize activities, the presence of personal traits necessary to build tolerant relationships.

Studying the state of readiness of future teachers to form in them tolerance and education of students' tolerance by motivational criterion, the following indicators are distinguished: motives for acquiring knowledge and skills on the problems of preparing future teachers to educate students' interethnic tolerance; the focus of the future teacher on the education of interethnic tolerance in students (the presence of interest, desire, aspiration); the presence of the aspirations of the future teacher to professional self-improvement, to obtain a positive result in the education of interethnic tolerance in students; orientation of the future teacher on development of tolerant relations in collective and on prevention of difficulties in work on education of interethnic tolerance of pupils. The presence of motives is characterized by stability, intensity, expressiveness.

In general, tolerance (Latin *tolerans* (tolerantis) – patient) is considered as: 1) personal quality, a sign of a humane person or 2) one of the principles of humanistic education. Tolerance can be understood as a partnership in communication, as a subject-subject interaction (I. Bekh, A. Petrovsky); as the formation of a culture of dialogue (M. Bakhtin, V. Bibler); as the formation of attitudes of tolerant consciousness (O. Asmolov, G. Soldatova, L. Shaigerova); as the ability of an individual without denial and opposition to perceive other people's thoughts, lifestyle, behavior and other features, which in sum is the basis for the rejection of aggression (S. Bondyrev, D. Kolesov) [Entsyklopediia osvity, 2008].

The opposite of tolerance is intolerance. Tolerance must be distinguished from passive voluntariness (after all, such passive acceptance does not express a positive value of judgment, and does not form the opposite of deviation).

Due to the multifaceted nature of the phenomenon of "tolerance" in the theory of modern scientific knowledge there

are different approaches to understanding this phenomenon. The philosophical aspect offers the consideration of tolerance as a willingness to constantly and with dignity to perceive a person, thing or event, as patience, tolerance, endurance, reconciliation. The political context focuses on respect for the freedom of another person, his views, thoughts, behavior. Sociology interprets tolerance as mercy, delicacy, commitment to another, etc. [Khomyakov, 2003].

In the general pedagogical context, tolerance is interpreted as a willingness to accept others as they are and interact with them on the basis of consent and understanding [Bekh, 2001; Bekh, 2008].

Tolerance is a feature of the behavior and lifestyle of others; tolerance of other people's way of life, behavior, customs, feelings, ideas, beliefs is a condition for the stability and unity of societies, especially those that are not homogeneous in religious, ethnic or other social dimensions [Artimonova, 2008].

The concept of tolerance is fundamentally a moral concept that has become a political and legal concept. Tolerance is a human virtue, and in the sense of morality means tolerance of differences among people, the ability to live without disturbing others, the ability to have rights and freedoms without violating the rights and freedoms of others [Etyka, 2002].

According to the philosophical encyclopedic dictionary, "tolerance" is a term used to describe a friendly or, at least, restrained attitude to individual and group differences (religious, ethnic, cultural, civilizational). The worldview basis of tolerance is the appreciation of diversity – natural, individual, cultural [Filosofskyy entsyklopedychnyy..., 2002].

Tolerance is an understanding (awareness) of the needs and problems of another person or group of people, and therefore – tolerance for these needs and problems. And understanding (awareness) is not possible without knowledge.

An example of the harmfulness of misinterpreting the concept of "tolerance" is the imposition of stereotyped patterns of behavior. When a child at school is constantly told that a certain category of people should be "tolerant", but do not explain why (or say "so accepted", "culture of behavior", etc.). Faced with real-life episodes where "tolerance / tolerance" needs to be demonstrated, a person with such attitudes becomes understaffed and acts according to his or her logic of behavior, rather than obscure patterns imposed by someone [Sukhomlyns'ka, 1997].

The best way to achieve tolerance for a certain category of people is to give society the most accessible and understandable information about how a person lives, who is different from others, what his needs are, what problems he has, what opportunities he has, what can be useful for society. Because for each person the most valuable and important knowledge is that which he reached with his own mind, comparing and analyzing the information obtained. Tolerance implies respect for society and each individual member [Zhelanova, 2008].

Pedagogical conditions for creating tolerance in education are: 1) the formation of a tolerant space, an environment characterized by the unity of all subjects of the educational process and forms of organization of their relations, which, on the one hand, are the main components of pedagogical ethics, and on the other – the basis, model moral education of students; 2) the culture of communication in dialogue, as mutual understanding, mutual respect, compassion and empathy, a sense of partnership; 3) synergetic thinking, which allows you to perceive a wide range of personal qualities, individual and ethnic manifestations of man; 4) personality-oriented approach in the educational process, the basis of which is

the subject-subject relationship in the system "educator-pupil" [Zalesova, 2015].

It is worth focusing on the principles of tolerance in education: trusting cooperation – the establishment in the educational institution of relations of mutual understanding and mutual demands between the administration, teachers, on the one hand, and students, on the other; ecology of relationships – providing a favorable socio-psychological climate in the educational institution as a basis for the formation of a tolerant environment; formation of self-esteem, self-respect, respect for the environment, peoples, regardless of their social affiliation, nationality, race, culture, religion; synergetism, which ensures the development of personality, is its source and driving force; creativity, which ensures the implementation of variable approaches to the establishment of tolerant relations and analysis of the situation of interaction.

It should be noted that a creative approach to the use of the principle of tolerance is the key to the effectiveness of the whole process of education and creates favorable conditions for further adaptation of the individual in other areas of social relations. Tolerance in education involves: the development of observation skills, the ability to self-analysis, self-knowledge; formation of skills of positive internal dialogue with oneself; development of the ability to get to know other people, analysis of the situation, circumstances in the family, class, group, team; implementation of self-assessment correction; formation of empathy and reflection, which promote tolerant communication; development of emotional stability in difficult life situations; mastering the methods of self-regulation and response to intolerance [Kalashnikova, 2014].

The basis of tolerance in education is the recognition of the rights of others to life, death, freedom and dignity; benevolent awareness of the presence in their social environment of representatives of other cultures, recognition of the positive aspects of diversity; ability to appreciate various manifestations of people; the ability to see common, mutually beneficial goals and interests for different people, groups and to achieve them; recognition of the interdependence of human existence [Solovei, Kudina & Spitsyn, 2013].

The activity of the teacher from the standpoint of tolerance has three aspects: the personality of the educator, which is characterized by tolerant qualities; manifestation of tolerance in professional activity; implementation of the principles of tolerance in pedagogical communication. A tolerant educator realizes that he is perceived as a role model, masters and uses appropriate skills to develop dialogue and peaceful conflict resolution; encourages creative approaches to problem solving; provides conditions for joint constructive activity of participants of educational process and for personal achievements, does not support aggressive behavior or the sharpened rivalry; promotes the involvement of students and parents in decision-making and development of joint activities; teaches to think critically and appreciate the positions of others; clearly formulates its own position on controversial issues; appreciates cultural diversity and creates conditions for the recognition of cultural differences and their manifestations in life [Zalesova, 2015].

Ways to implement tolerance in education are developed in the pedagogy of tolerance – "pedagogy of cooperation", "pedagogy of success", "pedagogy of dialogue", "pedagogy of nonviolence" (Sh. Amonashvili, I. Volkov, E. Ilyin, S. Lysenkova, V. Sukhomlinsky and etc.), according to which the achievement of positive results in the upbringing of children is possible provided that their interests are taken into account, giving them the right to free choice, sensitive attitude to them and adequate acceptance of all their

positive and negative features. The main positions of these pedagogical systems are the manifestation of interest in the child's life, his experiences; communication with her as an adult, who is expected to have mutual trust, respect, understanding; taking into account the internal motivation of her behavior; establishing sincere and trusting relationships with the child, creating an atmosphere of cooperation, co-creation.

Consider the organizational and pedagogical conditions that provide training for future teachers to form tolerance in them and ensure the effectiveness of their preparation for the education of tolerance in students. The first condition is the optimal combination of theoretical, methodological, practical, components of training future teachers to form tolerance of students. The problem of the relationship between theory and practice is closely related to the study of the competence approach to the training of future teachers.

According to the position of A. Verbytsky, to form a holistic structure of future professional activity of a specialist it is necessary to organize such training that provides the transition, transformation of one type of activity (cognitive) into another (professional) with a corresponding change of needs, motives, goals, actions, means and results. Contextual learning is the best way to ensure the unity of theoretical and practical training of future teachers for the formation of tolerance.

The second important condition for the formation of tolerance is to take into account the peculiarities of personality-oriented learning in the training of future teachers (I. Bekh, O. Bondarevskaya, I. Pidlasy, S. Podmazin) and the study of tolerance, it can be seen that the principles of personality-oriented learning personality.

Personality-oriented learning influences the values of tolerant culture of each member of society, which are not knowledge, but the meanings of tolerance, tolerant states, not skills, but individual characteristics, independent learning activities and life experiences aimed at tolerant learning, not a pedagogical requirement., and pedagogical support and care, cooperation and dialogue, not the amount of information learned, but the holistic development and personal growth of the future teacher.

The third condition for the formation of tolerance is the activation of cognitive activity of students by creating and solving situations of multicultural content. Creating and solving situations of multicultural content stimulate interest in the problem, provide an opportunity to deeply study trends in its development, develop and consolidate the experience of social, professional behavior of the future teacher, put him in a situation of choice, resulting in testing and formation of tolerance, ability to pose in place of another person, to predict situations for her, to anticipate the most probable decisions, to coordinate their own actions with them.

The condition for the formation of tolerance is also the use of interactive learning technologies in the preparation of future teachers for the formation of tolerance of students. This condition will ensure a positive interdependence between the participants of the interaction; reflection – the process of reflection on values: equality, objectivity, respect, justice, etc.; interaction on equal terms, which will provide students with the opportunity to discuss and reflect, recognizing others as equals in terms of diversity [Tsinnosti osvity..., 1997].

It should be noted that the teacher must be a tolerant, competitive specialist. It is necessary to allocate directions of socially-civil and professionally-personally significant qualities of the teacher:

1) educational and qualification (qualities of a teacher as a specialist that meet certain educational standards regarding the professional and personal readiness of a

graduate of a higher educational institution to perform their duties);

2) social and personal (socially significant qualities of a teacher as a representative of a certain society and a translator of its cultural and national heritage);

3) creative (creative potential and creative qualities of the teacher), technological (technology of their formation);

4) developmental (mechanisms of development of professional and pedagogical qualities of the teacher), mental activity (main aspects of pedagogical thinking of the teacher), which realize the corresponding qualities in their dialectical unity and correspond to the components of personality.

Thus, the teacher's personality is defined as the generalization and practical embodiment of all "human" – spiritual and practical, that affirms the teacher in society as a subject of progressive progress of mankind, a fully developed personality of a professional patriot, able to actively participate in social and professional processes. transformations, capable of reflection and endowed with a sense of self-worth, pedagogical optimism, capable of perceiving the self-worth of another person, to spiritual, moral and aesthetic improvement, the establishment of socially progressive priorities, scientific knowledge, universal moral values, intuition, self-conception, emotion, openness to innovation, self-realization.

The axiological imperative for the development of pedagogical education in Ukraine is the training of a new generation of teachers capable of successful professional activity in the conditions of introduction of the humanistic educational paradigm.

During the years of Ukraine's independence, a number of normative acts aimed at achieving this strategic goal were adopted, namely: Laws of Ukraine "On Education" (1991), "On General Secondary Education" (1999), "On Higher Education (2014)", "On Innovative Activity" (2002), "On Urgent Measures to Ensure the Functioning and Development of Education in Ukraine" (2012), Regulations on General Education Institutions (2010), Regulations on the Procedure for Implementing Innovative Educational Activities (2012), etc.

The priorities of the development of the domestic higher education system specified in the state documents determine its focus on integration into the European educational space, as well as promoting sustainable development of society by preparing "competitive human capital and creating conditions for lifelong learning" (Law of Ukraine "On Higher Education", 2014).

Modern education, which develops in the conditions of market relations, requires from the teacher a high level of compliance with the requirements of the subjects of pedagogical interaction (students, their parents, colleagues) and society (laws, regulations, instructions, etc.). This necessitates the formation of the teacher's tolerance and competitiveness as qualities that allow to be professionally in demand in society in general and in a particular teaching staff in particular.

Conclusions. The essential characteristics of tolerance as a professional quality of personality are clarified on the basis of the analysis of philosophical, socio-psychological, pedagogical literature and Internet content. The origins of the essence of the concept of this phenomenon are the consideration of such definitions as "tolerance", "nationality". Tolerance is objectively necessary as a mandatory regulatory tool, as a multifaceted "organizational force" in the development of society and social consciousness, which allows to interpret it as a structural component in the organization of society. International

tolerance is defined as a specific feature of the national character, which is manifested in tolerance and evaluation of the national "they", equivalent to "we". In essence, interethnic tolerance is the ideological basis of ethnic diversity and at the same time a policy of compromise, consent and unity. The criteria for the readiness of future teachers to cultivate tolerance are the following components – motivational, orientation, activity and personal.

Organizational and pedagogical conditions of organizational and pedagogical conditions of higher education institution are determined, which provide training of future teachers for the formation of tolerance, ensure effectiveness in preparing future teachers for the formation of tolerance in students: the optimal combination of theoretical, methodological and practical components of future teachers. tolerance and tolerance of students; taking into account the peculiarities of personality-oriented learning in the preparation of future teachers for the formation of tolerance of students; activation of students' cognitive activity by creating situations; application of interactive learning technologies.

The implementation of these conditions is based on a set of interrelated approaches (positive motivational environment, safe environment, cognitive experience, empathy, practical experience); based on the principles of dialogicity, unity in diversity, systematicity, consistency and continuity.

The directions of further research include the following: preparation of the future teacher for the prevention of intolerant behavior in students of CEE; formation of tolerance in the conditions of information space, formation of educational environment and others.

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Надійшла до редколегії 15.05.21

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ТОЛЕРАНТНІСТЬ ЯК ЦІННІСТЬ МАЙБУТНЬОГО ВИКЛАДАЧА ВИЩОЇ ШКОЛИ

Розкрито підходи до трактування терміну "толерантність" як людської чесноти, здатності мати права і свободи, не порушуючи прав і свобод інших; як доброзичливе ставлення до індивідуальних і групових відмінностей (релігійних, етнічних, культурних, цивілізаційних). Висвітлено типи та принципи толерантності, шляхи її реалізації у вихованні через педагогіку толерантності, педагогіку співробітництва, педагогіку успіху, педагогіку діалогу, педагогіку ненасилля. Окреслено підготовку майбутнього педагога до формування толерантності як важливого компонента системи його професійної підготовки. Визначено організаційно-педагогічні умови закладу вищої освіти, що забезпечують підготовку майбутніх педагогів до формування у них толерантності: формування толерантного простору, середовища, яке характеризується єдністю всіх суб'єктів виховного процесу і форм організації їхніх відносин; культура спілкування в діалозі як взаєморозуміння, взаємоповага, співчуття і співпереживання, відчуття партнерства; синергетичне мислення, яке дозволяє сприймати широкий спектр особистісних якостей, індивідуальних і етнічних проявів людини; особистісно орієнтований підхід у виховному процесі, основою якого є суб'єкт-суб'єктні відносини у системі "вихователь-вихованець"; оптимальне поєднання теоретичного, методичного і практичного складників підготовки майбутніх педагогів до формування у них толерантності та толерантності учнів; урахування особливостей особистісно-зорієнтованого навчання в підготовці майбутніх педагогів до формування толерантності учнів; активізація пізнавальної діяльності студентів шляхом створення ситуацій; застосування інтерактивних технологій навчання.

Ключові слова: формування, толерантність, педагогічна умова.

UDC 378

DOI: <https://doi.org/10.17721/2415-3699.2021.14.06>

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PROFESSIONAL DEVELOPMENT OF ACADEMIC STAFF IN SWEDEN ON EXAMPLE OF RESEARCH UNIVERSITY

The article deals with the professional development of teaching staff in Sweden on the example of Lund Research University. The author reveals the national strategy for the development and support of higher education staff in Sweden, as well as the features of the educational activities of Swedish higher education teachers on the example of Lund University. The author reveals the university's approach to improving the activities of teachers, namely the introduction of a teaching course in higher education is mandatory for all who teach at Lund University. We are talking about the course "Teaching and learning in higher education" or "Development of a course in higher education". Accordingly, teachers who supervise doctoral students must undergo special teacher training.

Keywords: research university, teaching staff, teacher's training.

Introduction. Modern system of professional pedagogical training in universities is quite dynamic and requires flexibility, adaptability, consistency and strategic character from the education sector. It is trained pedagogical staff that ensures the progressive renewal of the teaching staff and growth of human capital in any country. The results of teaching staff development and the state of realization of their professional potential depend on the quality of training of teaching staff. In the context of formation of the directions of Ukraine's European integration, the implementation of the world experience of professional training of pedagogical personnel is relevant, and within Europe, the system of training teachers in Sweden demonstrates one of the leading practices.

Analysis of recent research and publications. This topic was studied by a significant number of both foreign and domestic scientists and practitioners, including: A.A. Marushkevych, N.V. Koshechko, B.V. Avramenko, G. Bilyanin, G. Velikanova, V.A. Gladush, Yu.E. Demidova, A.E. Tveritnikova, N. Iliash, A.V. Zhabenko, T.G. Zharovtsev, N.A. Kirichenko, A.L. Klimenko, N.I. Klokar, A.V. Kovtun, I.S. Kocharyan, A.M. Bezus, Yu. Kuzmenko, A.A. Listopad, V.V. Oleinik, I. Oros, G.P. Polyakova and others.

Presentation of the main positions. Higher Education Institutions in Sweden used to appoint their own teaching staff. Teachers at state universities and university colleges may be appointed as professors, lecturers, assistant lecturers, post-doctoral fellows, part-time teachers and guest lecturers (including visiting professors, lecturers and assistant lecturers). Apart from the employment of professors and lecturers which is regulated by the Higher Education Act (Högskolelagen). The university or university college decide to what extent a position should focus on education, research (or development work in the arts for staff in the art field) and administration. Teaching staff from all categories has teaching duties in undergraduate education, however, post-doctoral fellows mainly carry out research.

Promotion of teaching staff in the higher education sector is regulated in the Higher Education Ordinance. A senior lecturer permanently employed at a state higher education institution shall on application be promoted to a permanent position as a professor at the institution, if the senior lecturer is qualified for such a position. Corresponding rules apply for promotion from a position as junior lecturer to senior lecturer. Teaching skills are emphasised in the qualification requirements for all categories of teachers [Eurydice, 2018].

Continuing professional development of academic staff has been expressed in the Higher Education Act as a general obligation for the teacher without concrete quantification. The higher education institutions and staff have a high

level of autonomy in the organisation and participation in CPD. Incentives for Participation in Continuing Professional Development (CPD) Activities. Higher education institutions have full autonomy regarding incentives for individual Continuing Professional Development (CPD). There are several national programmes that offer funding for international CPD for academic staff.

Lund University was founded in 1666 and is ranked among the world's top 100 universities. The University has 40 000 students and 8160 staff based in Lund, Helsingborg and Malmö – the 4th most inventive city in the world by Forbes in 2013. Lund University is highly ranked in many international comparisons of higher education institutions and has been consistently placed in the world's top 100 universities in recent years (among the top 0.4 % of the world's universities); the highest ranked university in Sweden in the QS Rankings 2021. It is also consistently ranked among the world's top 100 universities in world university rankings. Lund University is ranked in the top 150 and 200 in the THE and ARWU rankings, respectively [Lund University, 2020].

According to internationalization Lund University has a lot of achievements, for example position 40th in the Times Higher Education (THE) Most International Universities in the World Rankings 2021; or The Most International Universities in the World Rankings 2021 [Priority areas..., 2017].

Mentioned in strategic plan 2017–2026 of Lund university that Education and research are to be intertwined. Teaching methods, course content and the students' own learning process are to equip students and doctoral students to meet new challenges. The teaching staff shall be highly qualified in teaching and learning and increased educational quality shall be particularly rewarded [Priority areas..., 2017].

The courses for teaching in higher education are mandatory for everyone who teaches at Lund University. Courses are offered by the Division for Higher Education Development as well as the faculties. Lund University's employment act requires at least five weeks of course work for academic positions. This requirement is met by taking "Teaching and learning in higher education" or "Course design in higher education" course. Doctoral students who teach are required to take at least the first of these two courses. Teachers, who supervise students in doctoral education, must have undergone special supervisor training. The courses offered by the Division for Higher Education Development (AHU) are paid for by the Faculty of Social Sciences if you are admitted to the course and employed at the faculty.

The learning environment and teaching style which potential teaching staff should learn how to *provide open environment*. Students experience an open, informal study

environment with teachers and students usually on a first-name basis. The traditional academic hierarchy is replaced by a more collaborative approach, where students are respected as junior colleagues and their opinions valued and encouraged by more experienced peers. This approach encourages dialogue and collaboration between students and teachers and creates opportunities to bring forward new ideas and innovations. *Student-centred education* – there is a lot of support in terms of pedagogy and the teachers make themselves available to help students and ensure course content is fully understood. There is a focus on enabling students to develop their critical and analytical thinking skills, independent research skills, group work, problem solving and leadership skills so as to prepare them for their career. Research university level academic staff should be able to provide *International class*. Lund University is proud to have a strong international profile – they attract students from almost 150 countries. This creates global classroom environments where students encounter different cultural perspectives and start to build their international network. Studies at Lund University are usually undertaken one course (unit/module) at a time, with an examination or essay at the end of each individual course. Studies at the Faculty of Engineering are an exception in that two or more courses are often studied in parallel. Courses can be from two to 20 weeks long, with five, 10 and 20 weeks being the most common lengths [Lund University, 2020].

Teaching staff should be trained to provide lectures, as the most common form of instruction, to groups of 25–30 students. Students are also expected to work independently and develop an in-depth knowledge of their subject through independent study, which is a large part of the learning process takes place outside the classroom as students read and discuss the course material with each other. Students at Lund University are trained to efficiently assess large amounts of information. Study techniques are taught in the classroom and also by study advisors and through workshops, which future teaching staff should be prepared to organize. Group work is common for many of our degree programmes. The goal is for students to practise teamwork in small groups, across different cultures within the class, and also to develop problem solving and leadership skills. Group work is an important aspect to the learning experience in order to simulate the real dynamics of an international work place.

For providing mentioned above learning process future teaching staff should be trained to implement different *teaching methods* used to focus on the critical analysis of the course content with the use of real case studies wherever possible. International guest lecturers and speakers from business, government, NGOs and research regularly feature as part of the curriculum to further connect studies to the professional world [Lund University, 2020].

Education at Lund University is closely aligned to current research, often drawing on the interdisciplinary research approach that has helped secure Lund University's place as Sweden's strongest research university. Lund University educates some 40 000 students per year, and close to 60 % of the University's budget goes to research, illustrating our commitment to being one of the world's top research-intensive universities. This should be taken into account while academic staff training, so they can work in the same direction. Such as Ukrainian universities are still working on building world class research university they should take this important note into account and provide their teaching staff preparation in similar direction, so they can more intensively implement scientific approach into educational process.

Critical thinking and freedom of mind are the cornerstones of academic life at Lund University. By *critical thinking* teaching staff of Lund University mean the ability to assess information on different topics and to form independent and well informed opinions; to scrutinise and question beliefs that are sometimes taken for granted; to revise opinions in the light of new evidence or knowledge; and to give and receive criticism in a constructive and generous manner, as well as the readiness to engage in discussion with fellow students and to learn from others.

By *freedom of mind* staff of Lund University mean the ability to liberate oneself from narrow-minded and conventional wisdoms, to value the authenticity of ideas and experiences in whatever shape they may come, and to appreciate and seek fresh perspectives on old ideas; in short, the ability to think 'outside the box'. Critical thinking and freedom of mind are stimulated in all activities at the University. In seminars, workshops and experiments, students analyse and present solutions to given problems and assignments. Theoretical concepts are tested in practical situations, and practical experiences are employed to develop and enrich theory [The learning environment..., 2021].

Although the above-mentioned initiatives have made a significant contribution, we still need to learn a great deal about how to support the introduction of innovative research-based approaches to teaching. Not only is this type of work often seen as peripheral to educational research issues, but it is also very costly in terms of time and material costs of large-scale implementation projects, let alone study their impact. In addition, there are currently several generally accepted approaches to project design and evaluation that focus on the large-scale implementation of innovative teaching practices.

Conclusion. The analysis of the use of the Swedish experience in the process of professional training of teachers in the educational realities of Ukraine indicates the possibility of adapting the leading pedagogical experience in the context of training and lifelong training of teachers. At the same time, important forms of professional training of teachers based on Swedish experience should be master classes, open lectures, distance learning, group work, intensification of independent learning. Several countries have introduced or are planning to introduce mandatory teacher education initiatives for teachers in higher education institutions, drawing on the experience of Sweden.

Research on the consequences and effectiveness of pedagogical training in higher education institutions is growing. Pedagogical training courses can contribute to changes in participants' approaches to teaching and learning, as well as their learning practices. Pedagogical training can improve participants' attitudes to teaching, as students value the training of teachers who have been trained more than teachers who have not, and that students who receive guidance from teachers who have participated in teaching learn more effectively.

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ПРОФЕСІЙНИЙ РОЗВИТОК АКАДЕМІЧНОГО ПЕРСОНАЛУ У ШВЕЦІЇ НА ПРИКЛАДІ ДОСЛІДНИЦЬКОГО УНІВЕРСИТЕТУ

Розглянуто професійний розвиток викладацького складу в Швеції на прикладі дослідницького університету Лунд. Досліджено загальнодержавну стратегію розвитку і підтримки викладачів вищої школи у Швеції, а також особливості навчальної діяльності на прикладі університету Лунд. Розглянуто підхід університету до вдосконалення діяльності викладачів, а саме: запровадження курсу викладання у вищій школі обов'язкове для всіх, хто викладає в університеті Лунда. Йдеться про проходження курсу "Викладання та навчання у вищій освіті" або "Розробка курсу у вищій освіті". Відповідно, викладачі, які контролюють студентів у докторантурі, повинні пройти спеціальну підготовку керівника. Вищі навчальні заклади Швеції самостійно призначають викладачів на посади. Зайнятість професорів і викладачів регулюється Законом про вищу освіту – Högskolelagen. Університет або університетський коледж вирішує, якою мірою посада має бути зосереджена на освіті, наукових дослідженнях та адмініструванні. Викладацький склад усіх категорій виконує обов'язки викладачів, докторанти в основному проводять дослідження. У стратегічному плані університету Лунда на 2017–2026 роки вказано, що освіта і дослідження мають бути взаємопов'язаними. Методи викладання, зміст курсу і власний процес навчання студентів спрямовані на підготовку студентів та докторантів до нових викликів. Педагогічний колектив має бути висококваліфікованим у навчанні, а підвищена якість освіти має бути особливо винагороджена. Навчальне середовище і стиль викладання, який потенційний викладач повинен навчитися забезпечувати, – це відкрите середовище. Студенти відчують відкрите, неформальне навчальне середовище з викладачами та студентами. Традиційну академічну ієрархію замінює більш спільний підхід, коли студентів поважають як молодших колег, а їхні думки цінують і заохочують більш досвідчені колеги. Цей підхід стимулює діалог і співпрацю між студентами та викладачами і створює можливості для висунування нових ідей та інновацій. Освіта орієнтована на студентів, і тому вчителі істотно допомагають їм та забезпечують повне розуміння змісту курсу. Основну увагу приділено тому, щоб дати студентам змогу розвивати навички критичного й аналітичного мислення, незалежних досліджень, групової роботи для вирішення проблем і лідерські якості, щоб підготувати їх до майбутньої кар'єри. Науково-дослідний персонал Університету повинен відповідати міжнародному рівню. Університет Лунда пишається тим, що має сильний міжнародний профіль – він залучає студентів із майже 150 країн. Це створює глобальне середовище в класі, де студенти стикаються з різними культурними перспективами і починають будувати свою міжнародну мережу.

Ключові слова: дослідницький університет, викладацький склад, підготовка викладачів.

UDK 378

DOI: <https://doi.org/10.17721/2415-3699.2021.14.07>

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COMMUNICATIVE COMPETENCE OF THE FUTURE TEACHER OF HEI: ESSENCE, DEVELOPMENT

The article is devoted to the issue of the essence and development of communicative competence of the future teacher of higher education institution. It emphasizes the reform processes in the educational sphere of Ukraine and, accordingly, rethinking the importance of approaches to teaching students, in particular future teachers of free economic education. It is indicated that one of the main indicators of the quality of education and professional development of its applicants was the acquisition of competencies that ensure their competitiveness in the labor market. Among the most important of them is communicative competence, which helps to solve vital and professional problems. Emphasis is placed on the names of famous scientists who have studied the formation of communicative competence of students, considered it as a personal quality associated with effective communication skills, and highlighted in their work the development of this competence in training professionals. The content of the concepts "competence", "competence", "communicative competence", "professional-communicative competence" and the structure of communicative competence of the teacher, which includes cognitive, emotional and behavioral components with the separation of its components. The positions of some authors who substantiate the named competence as a set of goal-motivational, cognitive-linguistic, procedural-technological are highlighted. reflexive-evaluative components. Attention is paid to the method of interactive learning of students, which contributes to their achievement of high results. It is indicated that the development of communicative competence in students of higher education occurs mainly in the process of socialization and education, it is emphasized that the quality of communicative interaction is especially possible if the situation presented in the works of art is analyzed; that her experience needs to be accumulated as necessary.

Keywords: communicative competence, professional-communicative competence, interactive learning, analysis, teacher, students, contacts, rethinking, HEI, educational process.

Introduction. In Ukraine, the reform of the educational system and the development of social transformations aimed at bringing national educational standards in line with European ones continues. Today, the requirements for the activities of higher education teachers in the field of their professional competencies are changing. There is a need to harmonize their professional activities. Currently, a competency-based approach is being actively introduced into the educational process, which requires strengthening the quality of training of future teachers of higher education institutions that would meet the requirements of employers. Modernization of the system of preparation of future teachers for professional activity is an urgent problem of modern pedagogical science. The quality of their training largely depends on the final result of the formation and development of the personality of a young specialist, so the requirements for their general pedagogical training, the formation of professional qualities and competencies. It is time to ensure a high level of communicative competence of teachers, which contributes to the solution of educational and upbringing tasks in the Free Economic Zone. Reformation processes contribute to the improvement of relations between educators of different countries, their interaction in the development of new theories for practical implementation in the content of their professional activities. There is a rethinking of all forms, methods and technologies of teaching, focused on close cooperation of research and teaching staff and students, interaction between all participants in the educational process.

In modern Ukraine, which has chosen the path of European and world integration, there is a growing demand for highly professional staff, for whom the competence "as a characteristic of learning outcomes" is significant, which is "widely used in educational systems of European countries" [Entsyklopediia osvity, 2008, p. 408]. Well-known scientists note that recently "the problems of competence-oriented education are considered by international organizations – UNESCO, UNICEF, UNDP, the Council of Europe, the Organization for European Cooperation and Development,

the International Department of Standards" [Entsyklopediia osvity, 2008, p. 408]. This is due to the rethinking of the functions of education, as the successful acquisition of the necessary knowledge, skills development and skills development were not sufficient for successful professional activity. One of the main criteria for the quality of education and an indicator of the professional development of its applicants has been the acquisition of competencies that ensure their competitiveness in the labor market and the possibility of career growth. Today, especially important for each of the graduates of higher education is to establish contacts with future employers, constructive communication, interaction. To do this, they must have developed, first of all, communicative competence, which contributes to the solution of vital problems. Its formation and development depend on the ability of the teacher and the student to regulate relations in the process of communication, to realize the importance of a positive attitude to the educational process in the free economic zone. It is important to realize that "...subject to this condition, personal positions of different significance and content are realized, it is possible to move away from the usual social role stereotypes, creating an optimal basis for positive changes in cognitive, emotional and behavioral spheres of each participant. For this type of communication to become a reality, it is necessary to form a humanistic in nature communicative core of the personality of both the teacher and the student." [Kozak, 2013, p. 64].

Education in a higher education institution should be based on mutual understanding of scientific and pedagogical workers and students, their co-creation, which requires constant improvement of professional training, development of communicative competence.

The purpose of the publication is to analyze the views of famous scientists on the development of communicative competence of future teachers, its importance in the professional development of students.

The task of the publication: to reveal the essence of the concept of "communicative competence" through the

prism of the views of famous scientists on its development in future professionals in the field of education.

Analysis of recent research and publications. It is known that the problem of communicative competence of the teacher was raised in the works of N.Yu. Butenko, V.V. Davydova, S.D. Maksymenko, R.S. Nemova, O.V. Sidorenko, V.M. Fedorchuk and others. Communication in the activities of the teacher is considered by them as a means of the process of transmitting information in order to establish emotional contact with the student. Didactics and language teachers A. Aleksyuk, I. Gudzik, T. Donchenko, S. Karaman, O. Kulyk, O. Kucheruk, L. Mamchur, S. Omelchuk, M. Pentlyuk, N. Totska addressed the problem of formation of communicative competence of students. Analysis of research in the field of pedagogical psychology and pedagogy shows that scientists, including B.G. Ananiev, M.S. Kagan, V.A. Kan-Kalik, V.M. Shepel and others. consider communicative competence as a personal quality associated with effective communication skills. The research of communicative competence of specialists of different specialties was carried out by T. Butenko, I. Danchenko, N. Zavinichenko, O. Kasatkina, I. Kozubovska, O. Kraevska, S. Makarenko, V. Nazarenko, M. Timofieva, A. Khomyak, V. Cherevkota, etc. The works of S. Alexandrova, D. Godlevska, O. Zagorodna, Z. Pidruchna are devoted to professional communicative competence, L. Plaki. Communicative competence in terms of linguistics, pedagogy, psychology, sociology, communication theory, culturology studied and foreign scholars L. Bachman, M. Canale, N. Chomsky, K. Foss, O. Argie, J. Koester, D. O'Hair, A. Palmer, G. Rickheit, H. Widdowson, C. Sabee, etc. [Havryliak, 2019, p. 70].

Presentation of the main positions. It is known that the effectiveness of the teacher's communicative competence is manifested in mutual understanding with the partner with whom the communication takes place. Personally oriented communication involves the expression of personal attitudes, feelings, openness, taking into account the views of students. The key principle of the organization of communication in IHE is its subject-subject character: equality of interlocutors, their activity, perception of each other, interaction. Clarifying the essence of the concept of "communicative competence", we pay attention to the interpretation of its components "communication" and "competence", and then – to a holistic understanding of the content. "Communication" is perceived as "two-way contact with another: the transfer of information, receiving it from a partner, mutual understanding between partners" [Terletska, 2013, p. 157]. "Competence" is seen as a "psychological and social quality", which "contributes to the awareness of the individual's own ability to interact effectively with others" [Sotsialna ta preventyivna, 2014, p.125]. Hence the interpretation, which has the following verbal design: communicative competence – a psychological and social quality of the individual, which contributes to the awareness of its ability to maintain (provide) two-way contact with someone else to master information, mutual understanding and enhances their ability to interact with others. Communication in pedagogy, according to contemporaries, is mostly reduced to the informational, speech aspect of communication as a means of transmitting information. The main concepts of various pedagogical concepts and theories are "student-centeredness", "personal orientation", "dialogue", "cooperation", "pedagogical interaction", "tolerance" and so on. They have become key concepts. One of these is the communicative competence of the teacher, which translated from Latin (*communico*) means to make common, connect,

communicate and competens (*competentis*) – means a set of knowledge about the norms and rules of natural communication – dialogue, debate, negotiation and others. [Bekh, 1998, p. 107]. Those who have communicative competence, are able to establish and maintain the necessary contacts with others, have a certain set of knowledge, skills and communication skills, are able to change its direction, understand and be understood by interlocutors. Among the significant conditions for the formation of communicative competence of the future teacher is the student's understanding of the features of pedagogical communication as a component of pedagogical activity and the functions of management and regulation of behavior concentrated in it. For each of the participants in the educational process, the quality of pedagogical communication is determined by the humanistic orientation of the individual (attitude to it as the highest value), communication style, level of tolerance, and so on.

Today, the concept of "communicative competence" is interpreted more broadly than in previous years. His theoretical analysis and understanding continues to this day [Chebotareva, 2014, p. 210]. At the same time, scientists often turn to the interpretation of the essence of competency knowledge: in particular, knowledge of the norms and rules of communication, the level of speech development, non-verbal communication; ability to come into contact with people taking into account their diverse characteristics, behave in accordance with the situation and use its specifics to achieve their own communicative goals; to convince the interlocutor of the strength of their arguments; skills to correctly assess the interlocutor as a potential competitor or partner and choose a communication strategy depending on this assessment, etc. In order to ensure the quality of the process of formation of communicative competence, it is necessary to clearly define its structure [Havryliak, 2019, p. 70]. It is known that in many theoretical studies, the structure of communicative competence of the teacher includes cognitive, emotional and behavioral components. The cognitive component is a system of knowledge about the essence, structure, functions and features of communication in general and professional in particular. The emotional component is manifested in various emotional states of the individual, his willingness to engage in dialogue. The behavioral component includes general and professional-specific communication skills that allow you to successfully establish contact with the interlocutor. It follows that communicative competence is the ability of an individual within a professional activity to establish and maintain the necessary contacts with other people, which includes a set of knowledge, experience, qualities, abilities of the individual that allow him to perform his functions effectively.

Modern scientists, based on the analysis of scientific sources, justify the structuring of communicative competence of future professionals (in this example – foreign language teachers) as a set of such components "a) goal-motivating, reflecting the level of students' interest in further and in motivated possession of modern information and communication technologies – on the other; b) cognitive-linguistic component, which is represented by a set of system knowledge and skills in a foreign language and methods of its teaching (which in combination with the relevant personal qualities are the necessary language and professional competencies of a foreign language teacher), as well as psychology and pedagogy; c) procedural and technological component, which allows, on the one hand, the development of communicative skills and abilities in the field of foreign language communication and teaching foreign languages, on the other – skills and abilities to use

modern ICT in teaching (and further teaching) foreign languages; d) reflexive-evaluative, by which we can assess the level of formation of communicative competence of future teachers of foreign languages using modern information and communication technologies, as well as in the process of reflection on the formation of this competence [Haletskyi, 2020, p. 26]. We consider the ability of a communicatively competent person as the ability of a person to properly use verbal and nonverbal means of speech in order to effectively interact with other people engaged in professional activities. However, sometimes problems arise due to the failure of scientific and pedagogical staff to form the communicative competencies of students. This is due to the inability of some of them to select appropriate teaching materials, the most important sources of information that are consistent with the purpose and objectives of training, as well as erroneous assessments of the abilities and personal qualities of students. Only the awareness of their mistakes, increasing the theoretical and practical readiness of the teacher to provide professional and pedagogical communications will help him to teach young people and form in them communicative competence.

Among others, we distinguish the concept of "professional and communicative competence" of the teacher, to which scientists pay special attention "because any professional activity is based on communication, the ability to organize communicative professional activity in different socio-economic conditions with different professional groups and different cultures." [Tur, 2014, p. 54]. It is interpreted as a system of professional functions of the specialist, which embodies the ability to communicate and in its structure contains a set of motivated knowledge, skills and abilities necessary for professional communication. We agree with the opinion of ON Tour that the "structure of professional-communicative competence includes three components: linguistic, social perception, professional reflection, each of which contains informational, behavioral and motivational components. The development of this competence of the future specialist is possible under the condition of solving specific communicative tasks and is realized at the reflective, active and socio-cultural levels" [Tur, 2014, p. 57]. The level of professional and pedagogical competence of a teacher depends on his personal qualities necessary for adaptation and effective activity. Also important is the knowledge of professional disciplines aimed at perfect command of modern Ukrainian literary language, professional terminology, skills and abilities to solve communicative problems. T. Wolfowska believes that communicative competence is "knowledge of norms and rules of conduct characteristic of the communication situation; the ability to subordinate their behavior to existing rules of communication; the culture of listening to the interlocutor, the manifestation of a tolerant attitude to the thoughts of the interlocutor" [Volfowska, 2001, p. 13–16]. Communicative competence is the result of the experience of communication between people, which is acquired both in the process of direct interaction and indirect. It includes the formation of attitudes to professional and pedagogical communication, the ability to anticipate and take into account its importance in the learning process. Based on the analysis of information on the interpretation of the concept of "communicative competence", "professional-communicative competence", we concluded that among educators analyzed the concept of "professional-pedagogical communicative competence", which is considered as a result of professional competencies and personal qualities, tact, empathy, objectivity, tolerance, organization, initiative, etc.) of the teacher, which allow to

establish psychological contact with students and colleagues; logically transmit information; to organize pedagogically expedient interaction in the educational environment; creatively solve pedagogical problems that arise in the process of acquiring knowledge by students in higher education institutions. Professional and pedagogical communicative competence of the teacher is manifested in the personal aspect of communication (identification of personal qualities during communication), communicative aspect (exchange of information and its understanding), integrative aspect (interaction of partners in the organization and implementation of joint activities), perceptual aspect (one communication partner of another) [Kohut, 2015, p. 63].

The development of communicative competence in students of higher education institutions occurs mainly in the process of socialization and education, when they observe samples of verbal and visual forms of communicative situations and analyze them. Existing deformations in the communicative activity of students can be adjusted by expanding the scope of their social contacts and entering new ones. This development can also take place in the process of specially organized by a highly qualified specialist training. In addition, communicative competence is formed in students in the process of interactive learning, in which students work in a team and have the opportunity to express their own opinions, which leads to tolerance in communication, alternative solutions. The method of interactive learning contributes to the achievement of high results by students, as it is carried out by the teacher using a wide range of interactive tasks that form the skills and abilities of the main types of speech activity. These tasks should be creative, meet the interests and age of students, conducted in small groups, so that the teacher could better monitor educational activities and control the discipline [8, p. 156]. Of course, it is important to get acquainted with the socio-psychological literature, where you can find answers to pressing questions, replenish your vocabulary with professional vocabulary, understand many necessary for further life ways of information enrichment and more. Improving the quality of communicative interaction is also possible by observing and analyzing situations presented in works of art. This allows us to understand which of the rules of interpersonal interaction contribute to the successful course of communicative processes, and which do not. When considering the issue of communicative competence, it is important to keep in mind that real communication is multifaceted and in the process of its provision there may be various obstacles of a psychological nature, which must be overcome and continue to accumulate the necessary experience of partnership.

Conclusion. Thus, analyzing the essence of the concept of "communicative competence" and the views of some well-known scientists on its development in future teachers of higher education, we conclude: the communicative competence of the future teacher appears as an integral quality of personality, performing the function of adaptation, regulation. and students. It is based on observing the behavior of other people, in particular, experts in their field, analysis of acts of communication, demonstration of communication skills in the process of interpersonal interaction with other people, strengthening their capabilities during socio-psychological training. It can be characterized as a system of internal and external resources of effective interaction, providing the ability to establish and maintain the necessary contacts with other people. A high level of formation of communicative competence of the future teacher can be achieved in the construction of education as a holistic system in which

effective is its humanistic orientation, personality-oriented activities of research and teaching staff. When designing the process of formation of communicative competence of future teachers, it is necessary to consider this category as a system that includes a set of knowledge, skills and personality traits. It is an indicator of erudition and methodological awareness of teachers, their ability to improve the communicative competence of students in the process of self-education and self-education.

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Надійшла до редколегії 19.03.21

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КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ МАЙБУТНЬОГО ВИКЛАДАЧА ЗВО: СУТНІСТЬ, РОЗВИТОК

Розглянуто питання сутності та розвитку комунікативної компетентності майбутнього викладача закладу вищої освіти. Наголошено на реформаційних процесах в освітній сфері України і, відповідно, переосмисленні значущості підходів до навчання студентів, зокрема майбутніх викладачів ЗВО. Вказано, що одним із головних показників якості освіти і професійного становлення її здобувачів стало оволодіння компетентностями, які забезпечують їхню конкурентоздатність на ринку праці. Серед найважливіших з них названо комунікативну компетентність, яка сприяє вирішенню життєво важливих та професійних проблем. Акцентовано увагу на іменах відомих учених, які досліджували питання формування комунікативної компетентності здобувачів освіти, розглядали її як особистісну якість, що пов'язана з навичками ефективного спілкування, а також висвітлювали у своїх працях розвиток цієї компетентності у підготовці фахівців різних спеціальностей. Розкрито зміст понять "компетенція", "компетентність", "комунікативна компетентність", "професійно-комунікативна компетентність" і структуру комунікативної компетентності викладача, яка включає когнітивний, емоційний та поведінковий компоненти з виокремленням її складових. Висвітлено позиції окремих авторів, які обґрунтовують названу компетентність як сукупність цілемотиваційного, когнітивно-лінгвістичного, процесуально-технологічного, рефлексивно-оцінного компонентів. Приділено увагу методу інтерактивного навчання студентів, який сприяє досягненню ними високих результатів. Вказано, що розвиток комунікативної компетентності у студентів відбувається переважно у процесі соціалізації і виховання, при спостереженні зразків словесних і зорових форм комунікативних ситуацій. Наголошено, що якість комунікативної взаємодії особливо відстежується під час аналізу ситуацій, поданих у художніх творах, цей досвід слід накопичувати як необхідний.

Ключові слова: комунікативна компетентність, професійно-комунікативна компетентність, інтерактивне навчання, аналіз, викладач, здобувачі освіти, контакти, переосмислення, ЗВО, освітній процес.

UDC 378.1

DOI: <https://doi.org/10.17721/2415-3699.2021.14.08>

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BOLOGNA PROCESS IN UKRAINE: TRENDS, PROBLEMS AND PERSPECTIVES

The study analyzed the process of transformation of the higher education system in Ukraine within the framework of the Bologna process principles implementation; the current state, problems and degree of key provisions implementation under the Bologna Declaration are characterized; the tendencies of development of the Bologna process in Ukraine are pointed out; possible ways to increase the efficiency of the higher education system of Ukraine have been identified.

Keywords: The Bologna process, credit transfer system, mobility, development trends, monitoring of education quality.

Introduction. An integral part of Ukraine's sustainable development in the long term has been the development of a high-quality and comprehensive education sector. The challenges for our country were fisible with no exceptions at every stage of implementing the state strategy for the education development, but the very initial step was a reasonable and justified by European practice decision to implement the Bologna Process. Reform, as world experience shows, is a dynamic and complex phenomenon that requires consistent decisions at both the regulatory and executive levels. Therefore, it is not surprising that Ukraine did not become an exception and rather quickly outlined the peculiarities of the Bologna process implementation in higher education institutions (hereinafter – HEI). Not only the difference between the actual results and the planned ones was noticeable, but also the fact that the newly created education system appeared as an autonomous consequence of the implemented reforms, but not as a primary goal, which thus remains unreached in many parameters. This has led to the need to revise and rethink the process of reform tasks realization.

The purpose of the article is to highlight trends in the Bologna process in Ukraine. Corresponding tasks were:

- 1) Analyze the current state of Bologna process principles implementation over the past decade in Ukraine.
- 2) Describe the current state, problems and implementation degree of key provisions within the Bologna Declaration.
- 3) Identify trends in the Bologna process in Ukraine.

Analysis of recent research and publications. The issues of determining the state of the Bologna process in Ukraine were studied in their works by such Ukrainian scientists as I. Bekeshkina, O. Zlobina, and A. Koretska [Bekeshkina, Zlobina, 2012]. The process of introduction of key principles of the Bologna process in Ukraine was analyzed by V. Kremin [Kremen, 2008] and T. Kozma, M. Rebay, A. Shkhida [Kozma, Rébay, Óhidy, Szolár, 2014]. Based on the results of these studies, there is a need to identify current trends in the Bologna Process in Ukraine to improve the results of the implemented reforms.

Presentation of the main positions. To clarify the status and highlight the results of the Bologna Process in Ukraine, in October-November 2020 we conducted a study that included interviews with participants in the educational process and surveys of 410 students representing different types of universities, in particular:

- multidisciplinary (45.37 %): Taras Shevchenko National University of Kyiv (Kyiv), National University Kyiv-Mohyla Academy (Kyiv), V.N. Karazin Kharkiv National University (Kharkiv), Ivan Franko National University of Lviv (Lviv), Taras Shevchenko National University, "Chernihiv Collegium" (Chernihiv);

- specialized (54.63 %): Kharkiv National Pedagogical University named after G.S. Skovoroda (Kharkiv), Municipal Institution "Kharkiv Humanitarian and Pedagogical Academy" of Kharkiv Regional Council (Kharkiv), Kyiv National University of Trade and Economics (Kyiv), Kharkiv State Zooveterinary Academy (Kharkiv), Kharkiv Regional Institute of Public Administration of the National Academy of Public Administration under the President of Ukraine (Kharkiv), Kharkiv National Economic University named after Semyon Kuznets (Kharkiv), National Aerospace University named after . ME Zhukovsky "Kharkiv Aviation Institute" (Kharkiv), Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine (Donetsk), South Ukrainian National Pedagogical University named after K.D. Ushinsky (Odessa).

To conduct the survey, we developed a system of questions that allowed students to demonstrate a degree of awareness about the Bologna Process principles and an understanding of their capabilities in accordance with this process; to find out whether the key provisions of the Bologna Declaration really function in HEI in the form in which they are declared by the regulatory framework of Ukraine; determine the state of the infrastructure of HEI and its compliance with the needs of the educational process; find out how students evaluate the implementation of the Bologna Process and what ways to improve they can point out. The majority of all respondents – 66.34 % (75 % of respondents studying in sectoral HEI and 54.3 % of respondents studying in multi-sectoral higher education institutions believe that the implementation of the principles of the Bologna Process is mostly "on paper" and is not implemented during educational process. The majority of all respondents (70 %) attribute this to the lack of motivation and unwillingness of teachers to change.

The first block of the questionnaire contained questions related to the credit-module organization of education process in HEI. To the question "What scale is used for your knowledge and skills assessment in the HEI?" 68.3 % of respondents answered that the evaluation is based on the 100-points scale, 21.7 % of respondents – on a four-point scale, 10 % of respondents said that the evaluation is based on both scales. The answers of the respondents according to the types of higher education institutions are given below in Fig. 1 and 2. Such answers may indicate that a significant percentage of teachers assess students' knowledge and skills on a four-point scale, that is, grades are announced with reference to this scale, and documentation is completed referring to a 100-points scale. Thus, there is a "dual system" of assessment of students. This trend is most often observed in sectoral higher education institutions. Students studying in the HEI, where the so-called "dual assessment system" operates, often express a negative attitude to the assessment system in the institution as a whole, noting that

the score on the credit-module system is inaccurate and incomprehensible to them. This leads to the answers to the question "Which of the following do you think are features of

the Bologna Process?", and 40 % of respondents did not identify a unified assessment system based on ECTS provisions as a sign of the Bologna Process.

What scale is used for your knowledge and skills assesment in HEI?

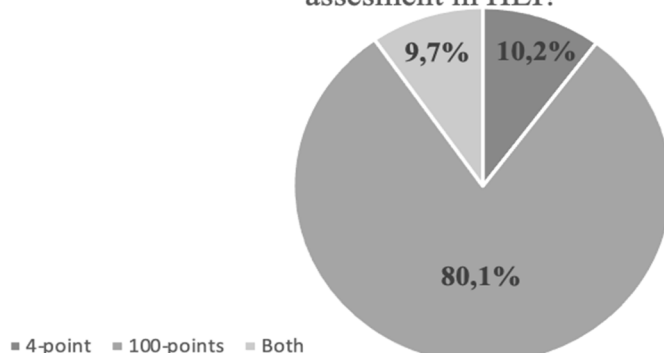


Fig. 1. Student responses from multidisciplinary higher education institutions

What scale is used for your knowledge and skills assesment in HEI?

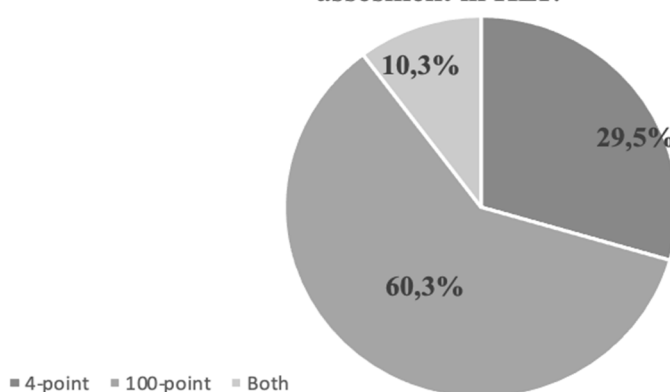


Fig. 2. Student responses from specialized higher education institutions

The majority of students (70 %) do not understand the essence of the concept of "credit" and point that all students in their group receive credit "automatically". At the same time, 80 % of respondents say that the assessment of their answer during the exam depends entirely on their activity and attendance during the semester. For example, if the maximum score was obtained during the semester, it guarantees the highest score on the exam and vice versa, the minimum score does not allow you to get the highest score for the exam. Accordingly, such results may indicate that these forms of final control do not perform their function, and the evaluation process itself contains remnants of the Soviet approach.

The vast majority of students (70 %) do not understand the process of free choice of disciplines, and more than half of respondents (62.2 %) say that they do not choose any discipline. Moreover, this trend is more observed among master's students. This may be a confirmation of the existence of normative "gaps", because to open a subgroup to study the discipline requires a minimum set number of students, and the number of master's groups, compared to bachelor's, is usually lower, so students' free choice is somewhat limited.

Respondents' answers about the objectivity of assessment in HEI were unexpected: only 20 % of respondents believe that assessment in their institution is objective, 35.1 % of respondents – mostly objective, 44.9 % of respondents say that assessment in institution occurs

mostly not objectively. The answers of the respondents according to the types of higher education institutions are given below in Fig. 3 and 4. This shows that more than half of the respondents (52.2 %) studying in multidisciplinary institutions and the vast majority of respondents (73.2 %) studying in specialized institutions believe that the assessment is not objective.

To find out the reasons for this opinion among students, we conducted an additional anonymous survey in those HEIs, where the percentage of people who reported the bias of assessment in their HEIs was the highest. The survey included the question "Which of the following is the reason for biased assessment in the HEI?": 40.5 % of respondents said that they are not familiar with the evaluation criteria of most teachers, 60.5 % of respondents believe that the evaluation process in the HEI contains a corruption component, 30.1 % of respondents – teachers do not meet their own assessment criteria, changing them in the learning process, 14.4 % of respondents – it is difficult to identify such reasons (the total percentage exceeds 100, because in this issue you could choose several answers). Such results may indicate that a large percentage of teachers do not acquaint students with their own assessment criteria at all, some teachers acquaint with the assessment criteria, but do not follow them in the learning process; Unfortunately, the vast majority of respondents (60.5 %) believe that there is a corruption component in their institutions, and this phenomenon is more common in specialized institutions.

Would you consider assesment of your knowledge and skills by your institution as objective?

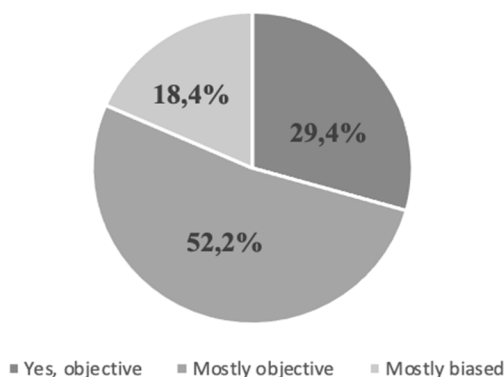


Fig. 3. Answers of respondents in multidisciplinary higher education institutions

Would you consider assesment of your knowledge and skills by your institution as objective?

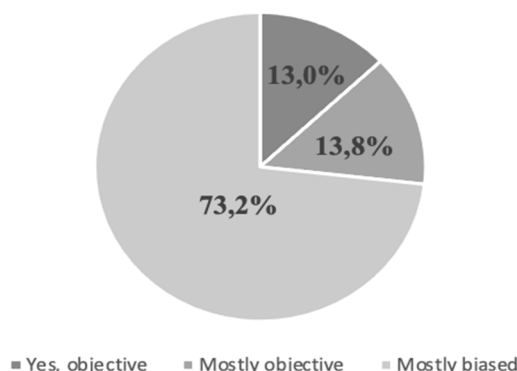


Fig. 4. Answers of respondents in specialized higher education institutions

The survey also shows low awareness of students about the basic provisions of ECTS: only 30 % of respondents correctly indicate the number of hours corresponding to 1 ECTS credit, explaining this by the fact that this information is unnecessary for them. This indicates a low understanding by students of the possibilities of the Bologna Process for them. The above problem is closely related to student mobility: only 35.1 % of respondents are generally aware of this possibility. When asked: "Did you participate in the mobility program", only 6.9 % of respondents said that they were participants in mobility programs.

Determining the difference between a bachelor's and a master's degree was problematic for students. The majority of students (65.1 %) could not distinguish between the two levels (73 % of undergraduate students: 25 % of first-year students, 10 % of second-year students, 34 % of third-year students, 31 % of fourth-year students, and 60 % of students). master's level: 44 % of first-year students, 56 % – second-year students.

To the question "How many hours a week do you spend on independent tasks?" the majority of respondents (60 %) answered that they spend more than 16 hours a week performing independent tasks; 20 % is given from 5 to 10 hours / week; 10 % – up to 5 hours / week; 10 % – this indicates a high overload of students.

To the question "How is the modular control of your knowledge and skills is conducted in HEI?" 90.5 % stated that the modular control takes the form of testing, 63.9 % – in the form of an oral interview, 59.5 % – in the project form, 2 % –

in the format of a colloquium (the total percentage exceeds 100, because respondents could choose several options).

The quality of the organization of the educational process, the possibility of diversification of the learning process is provided, first of all, by the level of infrastructure in the institution, so the second block of questions deals with determining the state of the institution and its compliance with the educational process. In general, students assess the state of infrastructure in their institution as satisfactory. At least, answering the question about the presence of the components necessary for the successful organization of the educational process in HEI, the vast majority of students confirmed that the conditions generally exist (Fig. 5).

However, the availability of the necessary infrastructure does not guarantee its use in the educational process. In particular, despite the fact that 68 % of students confirmed that their free economic zone has a modern library, only 30 % of respondents said that they found the necessary and relevant information there. The situation is similar with the presence of computer classes. Although they are present in 93.9 % of freelancers, only 58 % of students are satisfied with the opportunities to use computers in extracurricular time to perform independent work. The rest are either dissatisfied with the technical condition of the PC, which makes it impossible to use it effectively, or do not have such an opportunity at all (9 %). The situation with the possibility to have free access to the Internet on the territory of the institution is similar. 30 % of respondents are satisfied with it, 20 % are dissatisfied, unfortunately, half of the students do not have such an opportunity at all.

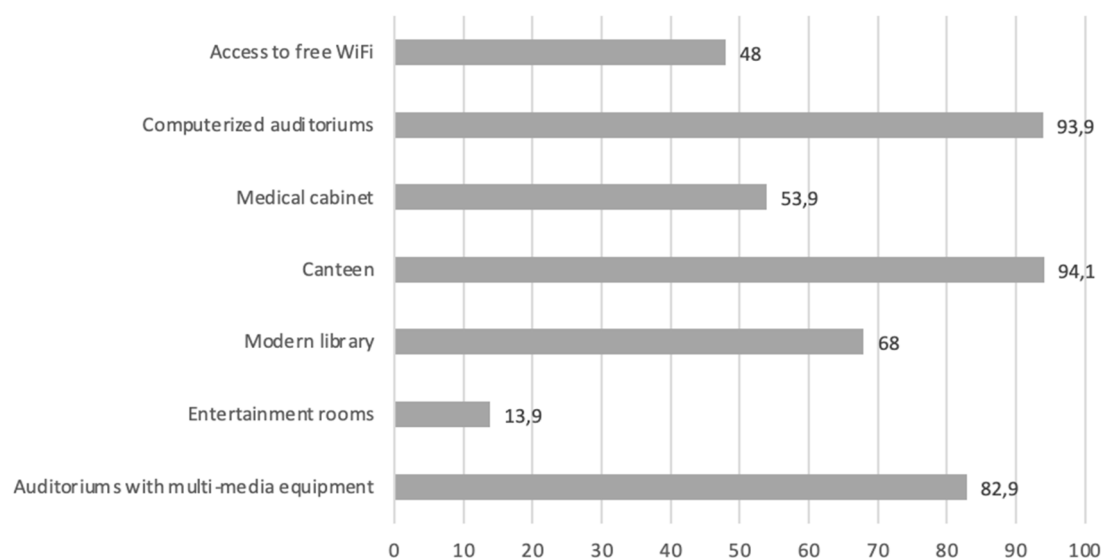


Fig. 5. What is items from the list are present in your HEI?

As for the prospects of solving these problems, the majority of students (70 %) believe that it is necessary to work on motivating teachers and increase awareness of participants in the educational process with the possibilities of the Bologna process through training, while most teachers (65.04 %) believe, that it is necessary to create clear criteria by which they could determine the compliance of the educational process with the principles of the Bologna Process.

Based on the results of the study and analysis of scientific sources, we can distinguish between positive and negative trends in the Bologna process. A positive trend is the significant development of legislation in the field of higher education. The gradual creation of a balanced regulatory system in the education sector may not be fast enough and comprehensive, but it is a dynamic phenomenon. In addition to creating a regulatory framework, the regulatory framework must also meet the challenges of both external and internal influence. For example, the COVID-19 pandemic crisis has confirmed that the adaptation of educational institutions to the new realities of the educational process requires an orderly and clear administrative mechanism, which in turn will contain technical and specialized recommendations for overcoming the crisis. Such non-standard challenges still require standardized and unified approaches that will leave discretion for the autonomy of each individual institution, but within clear and effective rules and recommendations. In Ukraine, the practice of applying international experience and awareness of the need for an effective response to changing educational needs is noticeable, which creates a fruitful basis for the development of a high-quality regulatory framework.

The result of the efforts and professional realization of students both in Ukraine and in most countries of the world is to obtain a diploma of higher education. However, it is important to discuss the "weight" of the diploma and its further impact, for example, on career opportunities and development. The main emphasis is on the comparison and standardization of knowledge between students of different higher education institutions in different countries. The universal solution was the unification of diplomas between the countries participating in the Bologna Process, bringing the recognition criteria to those that can be objectively compared. In practice, this process is much more complex and has a multi-component structure. Despite the fact that Ukrainian diplomas still need an additional recognition procedure in Europe, the unification process facilitates the "leakage" of Ukrainian specialists outside Ukraine. At the same time, the reverse process is taking place within

Ukraine – higher education institutions have received partial autonomy for the issuance of diplomas, which, in turn, provided an opportunity to rate the diplomas received.

Today's global challenges are sudden and continuously suppressive. In both the first and the second case, the ideal response to such challenges would be rapid and comprehensive adaptability. However, the pervasiveness of crisis phenomena is by its nature integral, which cannot be said about the necessary interaction of the administrative and executive components of the educational process. Decisions and recommendations are traditionally difficult and slow in Ukrainian practice with the hierarchy of approvals and responsibilities at both the legislative and executive levels. The same model of interaction is followed by each individual agent of the education sector from schools to universities, thus slowing down the pace of change at each stage of decision-making.

High competence of people with a diploma of higher education, at first glance, is certainly a positive phenomenon. However, the presence of a large number of fictitious institutions, a high level of corruption in the process of acquiring knowledge and their assessment indicates a significant oversaturation of the industry with low-quality consumers and providers of educational services. In turn, this leads to expected but destructive manifestations, such as low quality of education, irrational use of intellectual capital and a large number of people who do not work in education sector.

The term "corruption" is increasingly appearing in the Ukrainian information space with stable dynamics and spread. The processes of creating government institutions with further struggle against the judiciary, international support and demand for reforms, exhausted public attitude to corruption at every stage of the state and social system – all this, however, only indicates the ingrained type of corruption in Ukrainian society. Building high-quality bases for change is impossible without a holistic and transparent mechanism for such development. Corruption makes significant and sometimes irreversible adjustments to such processes and requires a careful, consistent and comprehensive approach to overcoming them.

The volume and expenditure of financial support for higher education institutions is as historically problematic as corruption in Ukraine. The budgetary and contractual form of financial resources for universities is outdated and too simplistic, as it has systemic risks at its core. If the state does not have enough opportunities to finance one or another

educational institution, in the long run such an institution will be prone to the need to seek alternative sources of funding in order to maintain its teaching staff and structure in general. If this funding is made possible through donor, inter-university, grant or fund initiatives, the sustainability of the institution will have fewer systemic risks than in case such funding comes from non-transparent, non-targeted and corrupt activities. It is worth noting that Ukrainian universities are aware of this path and are beginning to actively participate in programs of interaction with the corporate and private sectors in order to build synergies and new opportunities. In this way, it may be important to stimulate such interaction between government agencies through effective administrative and regulatory support.

Adjacent is the tendency of a person to go through the stages of education and its application in a scientific or industrial environment. Approaches to the interpretation of the function of the university, both capitalist and socialist models of development, contain an understanding of the need to apply the acquired knowledge for industrial and social benefit. In our opinion, more historically justified guidelines in this context are the models of functioning of Western types of higher education institutions with a significant history of success in creating both research discoveries and the production of highly qualified specialists for various sectors of the economic and social spheres. Ukraine is characterized in this direction by the lack of a stable and confident understanding of the possibilities of university autonomy in cooperation with other stakeholders, and the tendency of passive direction of the authorities, state navigation of their activities.

Conclusions. For almost two decades, Ukraine has been an active participant in the creation of the European Higher Education Area, which has resulted in many changes in the national higher education system, including:

- the structure of degrees is transformed;
- the mobility process has been introduced;
- diplomas and appendices to them are unified;
- the system of training organization was changed (to credit-module);
- mechanisms for ensuring the quality of higher education have been developed;
- measures were initiated to increase the level of employment of students.

The implementation of the principles of the Bologna Process in Ukrainian higher education institutions is contradictory: the legislative base is rapidly developed, which expands the opportunities of participants in the educational process, but at the same time students and teachers do not understand them enough; assessment in

institutions is based on a credit-module system, but this process is often formal in nature, as the vast majority of students note the functioning of the "dual system" of assessment, respectively, the vast majority of students do not understand its essence; introduced the possibility of "free trajectory of the student", but the ability to independently choose a certain part of the subjects from the proposed list has a smaller percentage of students; anti-corruption departments and divisions have been set up, but most students report a corruption increase; a mobility mechanism has been created, but for various reasons, despite their desire, participants in the educational process often do not use this opportunity, and the mobility process itself has proved to be passive.

Based on the obtained data on the state of Bologna process implementation in the system of higher education in Ukraine, and comparing them with the data of 2012, we identified a number of trends in the Bologna process implementation in Ukraine, including:

1. Stable development of legislation in the field of higher education.
2. Rapid growth in demand for the teaching profession.
3. Slow and partial implementation of the necessary measures in the educational space of the HEI;
4. The growing level of corruption in education.
5. Increasing level of dissatisfaction and distrust in the free evaluation system.
6. Stable passivity of the mobility programs for students.
7. Decreased trust in national institutions for quality assurance in higher education.

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Надійшла до редколегії 23.04.21

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БОЛОНСЬКИЙ ПРОЦЕС В УКРАЇНІ: ТРЕНДИ, ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ

Досліджено тривалий процес трансформації системи вищої освіти України під впливом впровадження принципів Болонської конвенції, що характеризується динамічністю і періодично супроводжується виникненням розбіжностей між запланованим та отриманим результатом. Встановлено, що важливо не тільки своєчасно корегувати і моніторити стан та ефективність впроваджених змін, але й передбачати можливі результати внаслідок тривалого функціонування такої системи. Виокремлено тенденції розвитку Болонського процесу в Україні та визначено можливі шляхи підвищення його ефективності. Проаналізовано процес трансформації системи вищої освіти України у зв'язку з впровадженням принципів Болонського процесу. Охарактеризовано сучасний стан, проблеми та ступінь упровадження ключових положень Болонської декларації. Досліджено тенденції розвитку Болонського процесу в Україні. Визначено можливі шляхи підвищення ефективності системи вищої освіти України (на основі досвіду країн-учасниць Болонського процесу). Задля реалізації запланованих завдань проаналізовано законодавчу базу країн-учасниць Болонського процесу. Проведено анкетування 410 студентів із 14 закладів вищої освіти України (галузевих і багатовузевих) та інтерв'ювання 103 викладачів ЗВО.

Ключові слова: Болонський процес, кредитно-трансферна система, академічна мобільність, тенденції розвитку, моніторинг якості освіти.

UDC 378:37:331.548

DOI: <https://doi.org/10.17721/2415-3699.2021.14.09>

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TO THE QUESTION ABOUT LEARNING OUTCOMES AND METHODS OF THEIR EVALUATION IN HIGHER EDUCATIONAL INSTITUTIONS

The article is devoted to the issues of significance of learning outcomes for the education system at the international, national and institutional levels. The authors analyze the significance and approaches to the assessment of learning outcomes according to the new system and structure of European qualifications. The article also presents the types of evaluation of learning outcomes, their criteria and practical significance. The provided material allowed to highlight the main advantages and possible problems of implementing a learning system based on results. Learning outcomes are playing an increasingly prominent role in higher education. However, at the European level, this process focuses mainly on the general development of new systems and structures. This is confirmed by the approach based on learning outcomes, which agrees on the level of European policy and, in particular, on the level of policy in higher education institutions. Learning outcomes can be applied at different levels: institutional, national and international which determines their definition and the meaning. At the institutional level, learning outcomes (curriculum implementation, learning and assessment) can be used to express learning outcomes at the unit or module level. At the same time, they explain to students what exactly is required of them, as well as what skills / competencies and abilities they will receive after successful completion of training. For the teacher, the learning outcomes can clarify what the module will give and how it will be combined with the appropriate assessment. The requirement to make the teaching and learning processes more transparent and clearer presents a challenge for all those involved in education. In the short term, it has to do with preparing for the urgent task of formulating modules and programs in terms of learning outcomes. In the longer term, adopting a learning outcomes approach has the potential to help adopt a more systematic approach to program and module development.

Keywords: higher education institutions, European educational space, assessment, learning outcomes, assessment criteria.

Introduction. The searches carried out in the direction of improving the control system are ongoing. We see the changes in the assessment systems that are being introduced into the practice of modern secondary and higher education: forms and methods of control (from testing to computer technology); changes in control systems are applied and developed by the joint efforts of scientists, educators, practitioners, methodologists and officials of educational management structures.

The developments and innovations in the field of the assessment systems are based on the study of the rich pedagogical heritage, including outstanding teachers of the past, didactics, psychologists and methodologists, the study of experience in organizing control of leading educational institutions, both present and past.

The change in the assessment system in higher education was significantly influenced by the legal documents related to Ukraine's accession to the Bologna Agreement (2005) and the introduction of the credit-module assessment system (ECTS).

The expediency of the evaluation system in the field of education is that the evaluation results allow employees of local education departments, school principals, high school teachers and teachers to improve the essence of educational programs and the quality of the educational process. This also applies to the activities of non-governmental educational organizations that oversee the implementation of educational projects.

The term "assessment" is quite flexible and can provide many types of evaluations. However, all variants of the use of this term have one thing in common – they all mean the assessment of a certain action or phenomenon.

Learning outcomes are playing an increasingly prominent role in high education. So far, however, at the European level, the Bologna Process has focused mainly on the generally agreed development of new systems and structures. The evidence is as follows: a learning outcomes approach based on consensus at the European policy level and often at the policy level in the EU member states, is now adapting more slowly in the higher education sector.

Coordinated formulations of general and specific competencies or adapted to national and local conditions are gradually being introduced into the reform of courses and modules of higher education. Even if learning outcomes have a rather limited impact on higher education in the present, a huge shift in the reform of teaching and learning in higher education in the long term can be proven. The agreed formulations of higher education learning outcomes still have limited the impact. Though, this may change in the medium / moderate and long term perspective with significant impact on higher education teaching and learning.

Analysis of recent researches and publications. In recent years, the European community has been actively developing the principles and criteria for the implementation of qualifications in the European education area. Numerous seminars and conferences are held, projects are being implemented and as a result of these events several textbooks, guidebooks and reports have been written on the basis of which the working commissions develop strategies for the implementation of principles, strategies as well as criteria in practice. The reports by S. Adam [Adam, 2004, 2006], guidebooks by J. Bingham [Bingham, 1999], P. Ramsden [Ramsden, 2003], works by J. Biggs [Biggs, 2003], S. Brown [Brown, 1999], R.M. Harden [Harden, 2002], [ECTS Users' Guide, 2005, 2009] and [Cedefop report, 2008] are the most famous among them. The evidence collected in the listed works shows that learning outcomes currently have a limited impact on the methods of assessment in higher educational institutions and, therefore, there is no universal system, criteria for assessing the knowledge and skills of students regardless of specialization. This problem requires more attention from researchers, politicians and practitioners. Recent reforms in some countries (e.g. Norway, Finland) have fostered interesting case studies based on the way of learning outcomes presentation as an effective method of guiding assessment practice, replacing more traditional concepts such as course completion and subject matter assessment tests.

A review of the literature on learning outcomes presents a number of similar definitions of the term "learning

outcomes", including the following: a) learning outcomes – a clear description of what a student should know, understand and be able to do as a result of learning [Bingham, 1999]; b) the learning outcomes is a written statement of what the successful student must be able to do at the end of the module / unit of the course or qualification [Adam, 2004]. Various definitions of learning outcomes do not differ significantly from each other. According to these definitions it follows that: learning outcomes emphasize what the student has achieved, not the teacher's intentions; learning outcomes focus on what the student can demonstrate at the end of the learning activity.

Presentation of the main positions. The following definition [ECTS Users' Guide, 2005, p. 47] of learning outcomes can be considered to be a good working definition: learning outcomes are statements that a learner should know, understand and / or be able to demonstrate after completing the learning process. The learning process can be, for example, a lecture, a module or the whole program.

Learning outcomes can be applied at different levels: institutional, national and international which determines their definition and the meaning. At the institutional level, learning outcomes (curriculum implementation, learning and assessment) can be used to express learning at the unit or module level. In doing so, they explain to students what is expected of them and what skills / competencies, understandings and abilities they will acquire upon successful completion of the training. For the teacher, learning outcomes can clarify what a module will provide and combine this with an appropriate delivery and assessment method.

At the national level, learning outcomes (qualifications frameworks and quality assurance) play a more active role in providing insight into the ways in which national qualifications frameworks are described and the tools used to describe them. Quality control is improving as explicit guidance of standards can emerge from level descriptions, qualification descriptors and subject tests.

Internationally, learning outcomes (transparency, recognition and comparability) play a different role, they are much broader and less precise than national descriptors compared to the European Qualifications Framework (as descriptors of the Bologna cycle). However, the provision of common approaches used by different states within their own national systems opens up the possibility of real transparency, mobility and fair recognition on a scale that was not possible in the past [Adam, 2004].

Learning outcomes are expected to have an impact on grading styles. The most popular assessment approach relies heavily on cycle-based assessment, such as using the student's portfolio, presenting projects and assignments that the student prepares in cooperation with teachers or trainers, and formative assessment of the learning experience. Even if learning outcomes are less influential in assessment than in some other aspects of education and reform preparation, active learning is defined as a new and increasingly dominant paradigm. It goes without saying the the following question arises: what types of assessment can be applied. The solution can be found in combination with the assessment of the active learning cycle, which implies the need for formative assessment, as well as the creation of a culture of self-assessment as an explicit part of the learning assessment [Cedefop, 2008].

While describing learning outcomes, it is important to present them in such a way that they can be assessed. Importantly, it is necessary to have some samples of methods or ways of assessment in order to determine the extent to which learning outcomes have been achieved. The use of written exams, project papers, portfolios, graded

grading systems, abstract, presentation assessment, etc can possibly be the example of direct assessment methods. The employer surveys, benchmarking, alumni surveys, curriculum analysis, etc., can be the examples of indirect assessment methods.

The teacher's task is to ensure consistency between teaching methods, assessment methods, assessment criteria and learning outcomes, which helps to make the learning experience more transparent. The assessment of undergraduate courses shows that clear expectations are an important part of effective teaching. Lack of clarity in this area is almost always associated with negative assessments, learning difficulties and poor student performance. Toohey (1999) recommends a clear statement of assessment methods and criteria as the best way to help students understand how they should achieve learning outcomes.

From a teaching and learning perspectives, there is a dynamic balance between learning strategies on the one hand and learning and assessment outcomes on the other. It is important that the graded objectives reflect the learning outcomes, as "from the students' point of view, the assessment always determines the actual curriculum" [Ramsden, 2003]. This situation can be presented as a process [Biggs, 2003] as follows:

Teacher's perspective: Objectives – Desired learning outcomes. – Teaching. – Assessment.

Students perspective: Evaluation – Performance Study – Results.

Assessment is often described in terms of formative and summative assessment. Formative assessment has been described as an assessment for learning as well as an assessment of the issue "referring to all activities conducted by teachers and students in assessing themselves, which provides information to be used as feedback for changing / modifying the teaching and learning activities in which they are involved" [Black and Williams, 1998]. In other words, formative assessment helps inform the teacher and students about how students are progressing.

Formative assessment is usually carried out at the beginning of the program or during the program. The student's commitment to grading tasks can help the teacher make decisions about the direction of learning and the improvement of the learning process. Research has clearly shown [Black and Williams, 1998] that by providing student feedback, formative assessment can help improve student learning and achievement.

Key characteristics of formative assessment include:

- Identification by teachers and students of learning outcomes and criteria for their achievement.
- Providing clear and complete feedback in an effective and timely manner.
- Active involvement of students in their own learning.
- Positive communication between teacher and students.
- The correspondence of the teacher to the needs of the students.

In summary, formative assessment is more of a learning process than a grading one. A final grade is an assessment that attempts to take stock of a student's learning at a specific point in time – usually at the end of a module or program. The final assessment sums up achievements and has no real value other than describing what has been achieved [Brown and Knight, 1994].

Thus, the use of a final grade allows the creation of a degree that reflects the student's commitment. Unfortunately, the final grade is often limited to the traditional paper exam and does not involve other methods such as a project,

portfolio or essay. Due to the nature of the final grade, not all learning outcomes can be assessed at any given time. The evaluating of only a sample of learning outcomes is common.

In theory, continuous assessment is a combination of summative and formative assessments. In practice, continuous assessment often consists of repeated final grades with written grades, but little or no feedback is provided to students. The importance of the assessment methods to try

to test whether or not the learning outcome is achieved is obvious. The range of student grades was found to be very limited with approximately 80 % of the grades received in the form of exams, essays and reports (Brown, 1999).

Developing links between learning outcomes, learning strategies, student activities and assessment assignments is a very challenging task for the educator. The following Table 1 can help you develop these links and assessments.

Table 1

Teacher and student perspectives on assessment		
Learning outcomes	Education and training activity	Assessment
Cognitive Demonstration of knowledge Understanding Implementation Analysis Synthesis Assessment Affective Integration of beliefs, ideas and attitudes Psychomotor	Lectures Tutoring Discussions Laboratory work Clinical work Group work Seminar Group presentation	End of Module – Exam Multiple Choice Test Essay Practical assessment Field work Clinical Practice Presentation Project work

In order to achieve all learning outcomes, not only one assessment method cannot be used and a choice of several of them may be necessary. The curriculum should be designed so that teaching, learning and assessment are consistent with learning outcomes. Biggs (2003) refers to this type of process involving constructive alignment, where constructiveness considers student activity and alignment considers the teacher one. Биггс указывает, что в хорошей системе обучения, методика преподавания, учебной деятельности и методы оценивания скоординированы, чтобы поддерживать процесс обучения.

Biggs points out that in a good teaching system, teaching methods, learning activities and assessment methods are coordinated to support the learning process.

Based on the above data, there are three main tasks associated with constructive alignment of any module: a) clear definition of learning outcomes; b) selection of teaching and learning methods that can ensure the achievement of that learning outcome; c) evaluating student learning outcomes and checking how well they correspond with what has been intended.

Learning outcomes indicate the minimum acceptable standards for students to take a module. Student papers

above this baseline differ in the application of different degrees of criteria. Grading criteria are statements that indicate that the student must demonstrate to achieve a higher grade. These statements help differentiate the levels of student performance. By making these criteria clear to students, it is hoped that students will strive for high levels of performance. If a student receives a "bare" grade, it does not provide adequate feedback on the performance results, but simply indicates the general level of competence. Such an assessment does not provide information on the strengths and weaknesses of these specific learning outcomes. However, if an assessment system is tied to some form of assessment guideline, it can be a very useful way to identify areas for improvement. This guide is often referred to as a rubric.

A rubric is a classification tool used to describe criteria for classifying student performance. In general, each heading consists of a set of criteria and signs associated with those criteria. In this way, rubrics help define the criteria for a rating system by describing activities at various points along the rating scale. For example, the rubric assessment of one of the learning outcomes in module "X" of a master's program at the Faculty of Education might be as in Table 2.

Table 2

Rubric assessment of one of the learning outcomes in module "X" of a master's program					
Learning outcomes	Assessment criteria				
	1 st degree	2 : 1 degree	2 : 2 degree	Passed	Failed
Upon successful completion of this module, students should be able to: summarize data from pedagogical literature, to support the line of development of argumentation.	Outstanding use of literature demonstrates an excellent ability to synthesize data in an analytical way to formulate clear conclusions.	A very good use of literature shows a high ability to synthesize data in an analytical way to formulate clear conclusions.	Correct use of literature shows a good ability to synthesize data in an analytical way, to formulate clear conclusions.	Limited use of the literature shows a moderate ability to synthesize data to formulate conclusions.	Poor use of literature indicates a lack of ability to synthesize data to formulate conclusions.

In the recent past, the literature has criticized the learning outcomes model and, at the same time, the learning outcomes, approach to teaching and learning has received strong international support. For example, A. Jenkins and D. Unwin [Jenkins and Unwin, 2001] argue that the learning outcomes:

- Help teachers communicate to students more precisely what is expected.
- Helps students learn more effectively: students are aware of their place and level and the curriculum becomes more open to them.

- Help teachers design their materials more effectively by acting as a template for them.
- Make it clear what students can hope for in receiving from each specific course or lecture.
- Help educators choose an appropriate learning strategy consistent with learning outcomes.
- Provide assistance in conducting examinations based on the submitted materials.

One of the main problems in accepting learning outcomes is considered to be philosophical: academic learning must be open and learning outcomes do not fit into

this liberal view on learning [Adam, 2004]. The problem does not arise if the learning outcomes are written with an emphasis on high thinking and application of skills. However, if learning outcomes are written within very narrow frames, this can constrain learning and create a lack of intellectual challenge for learners. Other potential problems are the following: • the danger of evaluating a managed curriculum if the learning outcomes are too limited. Learning outcomes can lead to confusion among students and staff provided guidelines and principles are not followed.

Conclusions. International trends in education show a shift from the traditional teacher-centered approach to a student-centered one traditionally focusing on what the teacher has done, but now the emphasis has shifted to what learners have learned and can demonstrate at the end of a module. The key characteristics of results-based education include [Harden, 2002]:

- the development of clearly defined and published learning outcomes to be achieved by the end of the program;
- the development of the curriculum, learning strategies and exploring opportunities to ensure the achievement of learning outcomes;
- the assessment process is consistent with the learning outcomes and assessment of individual students, which allows them to achieve results.

The shift from "teacher-centered" learning to education focused on "learning outcomes" has received an additional impetus from the Bologna Process, with its emphasis on student-centered learning, which foresees more accurate and understandable curriculum structure and content. Learning outcomes play a key role in ensuring the transparency of qualifications and the qualifications system itself. They are also central to contributing to the various activities of the Bologna Process in all countries of the European Higher Education Area.

The requirement to make the teaching and learning processes more transparent and clearer presents a challenge for all those involved in education. In the short term, it has to do with preparing for the urgent task of formulating modules and programs in terms of learning outcomes. In the longer term, adopting a learning outcomes approach has the potential to help adopt a more systematic approach to program and module development.

In practice, policymakers, practitioners and researchers are looking for a combination of usefulness, reliability, and credibility on the part of the assessment. While there may be a lack of consensus on where the balance should be and the presented shift to learning outcomes requires significant changes in well-organized testing and assessment practices.

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Надійшла до редколегії 13.04.21

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ЩОДО ПИТАННЯ ПРО РЕЗУЛЬТАТИ НАВЧАННЯ ТА МЕТОДИ ЇХНЬОГО ОЦІНЮВАННЯ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Досліджено результати навчання для системи освіти на міжнародному, національному та інституційному рівнях. Проналізовано значення та підходи до оцінювання результатів навчання згідно з новою системою і структурою європейських кваліфікацій. Розглянуто типи оцінювання результатів навчання, їхні критерії та практичне значення. Наведено матеріал, який дозволив виділити головні переваги і можливі проблеми реалізації системи навчання, що базується на результатах навчання, роль яких у сфері вищої освіти помітно зростає. Однак на європейському рівні цей процес зосереджено в основному на загальних розробках нових систем і структур. Підтвердженням цьому є підхід, який базується на результатах навчання, за яким узгоджено рівень європейської політики і, зокрема, на рівні політики в закладах вищої освіти. Результати навчання можуть бути застосовані на різних рівнях: інституційному, національному і міжнародному, але детермінують їхню дефініцію та значення. На інституційному рівні результати навчання (реалізація навчального плану, навчання і оцінювання) можна використати для вираження результатів навчання на рівні одиниці чи модуля. При цьому вони пояснюють учням, що саме від них вимагається, а також, які навички/компетенції і здібності вони отримують після успішного завершення навчання. Для викладача результати навчання можуть прояснити, що саме дасть модуль і як об'єднається з відповідним виставленням оцінки. Вимога зробити процес викладання і навчання більш прозорим і більш чітким є спільною проблемою для всіх, хто отримує освіту. У найближчій перспективі це пов'язано з підготовкою до невідкладного завдання формування модулів і програм щодо результатів навчання. У більш довгостроковій перспективі реалізація підходу на базі результатів навчання уможливить прийняття більш системного підходу до розробки програм і модулів.

Ключові слова: заклади вищої освіти, європейський освітній простір, оцінка, результати навчання, критерії оцінювання.

UDC 378

DOI: <https://doi.org/10.17721/2415-3699.2021.14.10>

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TASK APPROACH IN THE SYSTEM OF METHODOLOGICAL TRAINING OF INFORMATICS TEACHERS

The classifications of pedagogical tasks are analyzed, and revealed the peculiarities of their use in the system of methodical training of future teachers. The methodical task in which the pedagogical situation in the plane of studying of a subject is modeled is allocated. The expediency of professional training of future computer science teachers with the use of educational and methodical tasks at all stages of higher education is substantiated, examples of such tasks are considered and the stages of their solution are generalized.

Keywords: computer science teacher, student, educational and methodical task.

Introduction. The development of modern society and high requirements for the qualification of "teacher" lead to the modernization of the system of methodological training of teachers in higher education institutions (HEI). The main task of higher education is the acquisition of competencies by future teachers through mastering the fundamental knowledge, the development of creative techniques, the formation of different styles of thinking and professional values of personality. As students can gain initial experience in the specialty through active learning activities, balanced study of methodological achievements of the teaching community and generating knowledge in specific working conditions that correspond to today, the importance of the practical component in the process of higher education is extremely high.

Therefore, it is appropriate to build bachelors' and masters' training who receive higher education in the specialty 014 Secondary education (computer science) using a problem-based approach that outlines the forms, methods and techniques, also taking into account the subject-methodological direction of professional development of teachers future work. The logic of the deployment of the problem approach is determined by the educational goals, the processes of formation and development of general and professional competencies.

The purpose of the article. The aim of the article is to study the peculiarities of using in the system of methodical training of teachers the problem approach, such as educational and methodical tasks on the methods of teaching computer science, based on the professional context. To achieve this goal the following tasks were set: to reveal the relevance of professional training of future teachers using the task approach, to investigate the classification of pedagogical tasks, to describe the interpretation of the concept of "methodical task" and to characterize the content of educational tasks in the system of teacher training; give examples of educational and methodical tasks on methods of teaching computer science.

Research methods. This research was conducted using the following methods: analysis and synthesis of scientific information in the psychological, pedagogical and educational literature; selection of the main and systematization in order to classify key concepts; generalization – to formulate conclusions; diagnostic concept (questionnaires, discussions) – in order to study the practical component of the research.

Recent research and publications analysis. In the works of such scientists as G. O. Ball, O. V. Bezpalko, V. V. Davydov, G. S. Kostyuk, O. M. Leontiev, Y. I. Mashbyts laid the foundations for understanding the problem as an interdisciplinary phenomenon. Different approaches to the classification of educational problems are analyzed in the works of D. M. Bogoyavlensky, Y. M. Kulyutkin, I. Y. Lerner,

M. I. Mahmutov, V. A. Slastyonin and others. The use of pedagogical tasks in the educational process in HEI was studied by O. P. Demchenko, O. A. Dubaseniuk, N. O. Dyachenko, I. A. Zyazyun, R. P. Karpyuk, V. A. Kovalchuk, L. V. Kramushchenko, N. V. Kuzmina, A. I. Kuzminsky, A. H. Kurashinova, O. V. Matvienko, I. V. Novitskaya, O. M. Polyakova, L. F. Spirin, L. M. Friedman, M. L. Frumkin and others. Features of application of methodical tasks in the system of methodical preparation of future teachers were studied by I. A. Akulenko, N. A. Igna, V. I. Kovtunova, N. V. Mayer, L. O. Milto, I. I. Osadchenko, S. O. Skvortsova and others. At the same time, the issues of professional training of future computer science teachers using a problem-based approach, such as solving educational and methodological problems, are topical and not fully learned.

Presentation of the main positions. The task is the purpose of the activity of the individual, which is formulated in specific conditions and to solve which you need to apply a known or invent a new course of action. In the dictionary source, a professional task is described as a task that is aimed at "performing the problem (problems), which is set to the specialist as a professional" [Slovnyk-dovidnyk, 2006, p. 71-72]. This task is modeled in different ways, but the peculiarity of achieving the requirements (goals) formulated in it is determined by the set of competencies possessed by the specialist, his readiness to qualify for professional duties.

It is expedient to describe and project the professional activity of teachers through a system of pedagogical tasks, which differ from others in that the content of each of them is not set in a ready form, and the method of solving is essentially a creative solution. The activity component of the pedagogical process "contains the interaction of teachers and students, their cooperation, organization and management of the process to achieve the end result, methods, tools and forms of interaction" [Slovnyk-dovidnyk, 2006, p. 134].

Pedagogical tasks that are used at all stages of students' qualification "teacher", but with different didactic purposes (for example, demonstrate the way of solving, form the skill of professional communication, develop pedagogical analysis) and in a certain organized didactic learning environment (for example, classroom and extracurricular work) are cognitive tasks that put students in a position of incomplete knowledge in relation to the requirements and the elimination of such contradictions is based on the students skill possibilities. Finding a way out of difficulties and achieving the goal is a process of solving the problem.

The analysis of scientific and methodological literature showed the existence of a number of classifications of pedagogical tasks, each of which summarizes the individual criteria of grouping, not contradicting each other, but describing the phenomenon from a certain angle (Table 1).

Table 1

Pedagogical tasks characteristics	
Researcher	Signs (features) of pedagogical tasks classification
I. V. Novitska [Novitska, 2015, p. 62]	– nature of occurrence (predicted, operational, typical, atypical); – activity feature of subjects (appear in the process of student learning and during purposeful professional activity of the teacher); – learning functions (purpose of students' cognitive activity, search for information support of activity within the discipline, etc.); – learning content (motivational, strategic, etc.).
N. O. Dyachenko [Dyachenko, 2015, p. 26]	– cognition of the essential features of pedagogical concepts and processes (knowledge); – identification of flexibility of thinking and pedagogical knowledge (understanding); – planning of professional activity, finding the means and methods of its implementation (application); – forecasting results (analysis); – application of various tools and methods of teaching (synthesis); – assessment of the correctness of pedagogical actions, learning outcomes (assessment).

An aspect of pedagogical tasks is a methodical task, which simulates the pedagogical situation in the field of studying in a secondary education institution (SEI) of a particular subject, which contains requirements for understanding and practical use of general scientific, subject and psychological-pedagogical knowledge and skills, and also knowledgeability of the methodology of teaching the subject. The concept of "methodical task" in the study of the system of methodical training of teachers is common and contains descriptions from the representation of its structural element in the content of education to the identification with the didactic tool in the technology of knowledge acquisition.

V. I. Kovtunova interprets the methodological task from two positions: as a task of professional activity of the teacher, which reflects the organization of the learning process in the subject; as a means of teaching students, the use of which is aimed at the formation of relevant knowledge and skills [Kovtunova, 2006, p. 9-10].

Some ways of application of situational and methodological tasks as a didactic tool were the subject of research by L. A. Chernysheva [Chernysheva, 2017, p. 50]. Describing the practice-oriented problem situation, the scientist focused on information-analytical, analytical-synthetic, design, organizational-preparatory, operational-practical methodological tasks, in each of which she singled out: situation-illustration (demonstrates mechanisms, consequences); situation-problem (demonstrates the search for a solution); situation-assessment (provides a critical analysis of the chosen method of solution, the decision); situation-exercise (requires processing of special sources of information).

Close to the above descriptions are the explanations of O. I. Ivanitsky that explain the methodological task as "a model of a specific situation, the solution of which involves the simulation of the educational process in conditions as close as possible to real" [Ivanitsky, 2014, p. 269]. This task can have several solutions, taking into account the individual characteristics of both the learner and the teacher. The content of the methodological task should correspond to the level of knowledge and activity readiness of students to solve it, provide for the application of subject knowledge and technological skills in specific conditions, reconcile personal and professional values, motivate students to self-development as a future teacher.

Valuable for our study is the definition of "methodical modeling" used by I. A. Akulenko, the content of which the scientist describes as follows: it is the process of construction and study of methodological objects, as well as their operation; in turn, the concept of "methodical object" combines all the elements that form the methodology of teaching the subject as a science and as a discipline in the HEI [Akulenko, 2013, p. 294-295]. Methodical modeling involves the transformation of a methodical object or its

model according to specific conditions of use. Methodical objects used in modeling and in setting other types of pedagogical tasks are: goals and content of education; didactic teaching tools (methods, techniques, tools and forms of organization); control and correction of students' academic achievements, etc. Methodical modeling synthesizes the following phases: adaptation (awareness of the need to build a model, the allocation of an indicative basis for action); situational-search (assimilation of methodical knowledge, their generalization and systematization); integrative-reflexive (formation of didactic-methodical developments and their transfer to the practical plane for the purpose of formation of own style in a profession, realization of the program of professional development).

According to M. M. Nesterenko, "modeling provides the implementation of the teacher's skills to analyze, plan, predict, construct, because it is based on the ability of thinking to establish analogies in the abstract comparison of different objects" [Nesterenko, 2019, p. 27]. Thus, the lesson modeling is an artificially created fragment of the interdependent activity of the teacher (pedagogical management, teaching) and educational and cognitive activities of students (learning), focusing on their constant connection, as well as the transfer of learned behaviors into similar to the teaching profession. The development of students' ability to model a lesson is conditioned by the development of skills to plan the interaction of all participants in the educational process, select visual support, formulate the purpose of the lesson, realizing its place in the system, analyze the effectiveness of pedagogical design.

Based on the fact that the methodological task requires understanding, design and implementation of pedagogical actions, it is advisable to use in the description of the practical component of professional training of future teachers the concept of "educational and methodological task". It is characterized primarily by the specification of the educational task, which is designed to teach students and purposeful formation of methodological competence, which is interpreted as a result of methodological training, which is reflected in the ability to effectively perform methodological activities in organizing the process of teaching computer science in SEI. This task encourages students to realize the importance of knowledge of the methods of teaching the subject, to transform and synthesize them, to form balanced pedagogical decisions, to plan activities and predict the consequences of its implementation.

G. V. Monastyrna uses the term "educational pedagogical task" and believes that the formulation of the task in the form of "Identify the problem in the given situation and suggest ways to solve it" motivates future computer science teachers to describe their actions, integrate knowledge and skills from different fields into practical

experience, to work out certain behavioral reactions [Monastyrna, 2009, p. 88]. The use of such a task requires specially organized learning, in which attention is focused on pre-selected and clearly defined known or unknown, standard or unique learning situations that are practically significant for students.

The content of each educational and methodical task is built around questions, the search for answers to which ambiguous solution, is not algorithmic and depends on many aspects, and also taking into account the peculiarities of educational material. Other characteristics of the tasks include: problem-solving, which results in the acquisition of new knowledge; relevance, which is achieved by reflecting the holistic context of the computer science teacher's professional duties. It is equally important to develop students' desire to use modern educational technologies and innovative teaching methods in their activities. It should be noted that a significant part of such skills is formed in students during laboratory-practical work, individual research projects of different content and level of complexity in classroom and extracurricular work, based on the linear-concentric structure of the school curriculum of computer science because:

- individual parts of the educational material in a linear structure form a continuous sequence of interconnected links, and new knowledge is built on the basis of previously acquired knowledge and are in close connection with them;
- the study of basic units in a concentric structure occurs several times, but with elements of complication and expansion with new features, deepening of connections and dependencies between them.

To master the current trends in methods of teaching computer science, we suggest that when studying the discipline "Methods of teaching computer science" to use educational and methodological tasks with mandatory discussion and modeling of decisions. The main requirement for the use of educational and methodological tasks is that the described situation corresponds to a specific educational topic, focused on the productive and creative activities of students in the information and communication pedagogical environment. The success of solving such problems is determined by the ability to persistently study scientific and methodological literature and school textbooks, the activity and initiative of all participants in the educational process. In order to master the general and special (study of individual sections, topics, concepts) methods of teaching computer science, we offer students to solve educational and methodological problems:

- analytical (diagnostics of the level of development of students in order to effectively manage the learning process; study of technological solutions, etc.);
- constructive (selection of educational material; formulation of students' methods of activity; choice of teaching methods, etc.);
- creative (synthesis of knowledge from different fields, transfer of own experience from one condition to another, search of ways of realization of innovative ideas of training);
- reflexive (forecasting the prospects of developing their own style in the profession; the formation of ways to adjust their own activities, etc.).

Educational and methodical tasks can be classified according to various criteria, including: the specifics of the content of educational material; way to achieve the result; the level of complexity of the solution; the nature of mental activity. Among the criteria for the classification of educational and methodological tasks identified by N. V. Mayer are: purpose (formation and development of methodological skills); self-standing of methodical decisions (analytical; modeling; creative); use of information and communication technologies (ICT) [Majyer, 2016, p. 26].

Here are fragments of educational and methodical tasks that students were asked to solve during the development of methods of studying the section "Data encoding and computer hardware":

1) formulate the didactic purpose of one of the lessons in the 8th grade and place the document on Google Drive, giving access to classmates; comment on the purpose of the lesson, formulated by a classmate;

2) in the presented synopsis of the lesson find methodological errors and eliminate them, justifying the decision; supplement the lesson outline with didactic works (file-blank, demonstration video, presentation, test) and place the materials in Google Classroom;

3) make a selection of electronic educational resources for in-depth study of this section; develop a three-level scale for evaluating Internet resources; present the result in the form of a table: name and address of the resource; content; keywords (in English); evaluation of work with the resource on the developed scale;

4) select the techniques and teaching methods that can be used by the teacher after he described the next stage of the lesson as follows: "let's move on to the study of units of measurement of the length of the binary code";

5) give examples of multilevel questions, the answers to which require the use of interdisciplinary links;

6) compare the presentation of educational material on the topic "Binary coding. Units of measurement of the length of the binary code" in two different textbooks, developing a detailed plan for each paragraph (display the results in the form of notes or a map of knowledge);

7) develop infographics in order to increase students' interest in studying this section;

8) perform the practical work "Configuring a computer as needed" according to the instructions in two different textbooks for 8th grade, complete the performance report with information about the configuration and cost: a computer for games and entertainment; a mobile phone for communication of a family member; laptop for eighth grader learning.

To achieve the goal of the publication, a questionnaire was conducted in which 4th year students who completed the study of methods of teaching computer science had to identify the most important for them types of methodical activities of teachers (Fig. 1), indicate those activities that caused difficulties during their modeling in educational and methodical tasks (Fig. 2).

The answers to the first question were as follows:

- 73 % of respondents noted the importance of determining methods and techniques of teaching in accordance with the stated objectives of the lesson, as well as the development of different types of computer science lessons based on various learning technologies;
- more than 40 % of students focused on the balanced use of ICT and teaching methods to develop motivation for learning and cognitive activity of students;
- 39 % of students emphasized the prediction of learning outcomes and problem situations when studying the topic;
- more than half of the respondents chose the forms and methods of diagnosing students' academic achievements.

Answering the second question, 73 % of students emphasized the difficulties in programming and algorithmization, 50 % of respondents had complications in which they had to analyze the lesson, identify methodological shortcomings and suggest their own solution. According to 27 % of students, significant efforts required the following tasks: to develop outlines of different types of lessons and model them in practice; develop didactic material, demonstrate mastery of ICT skills as a learning tool.

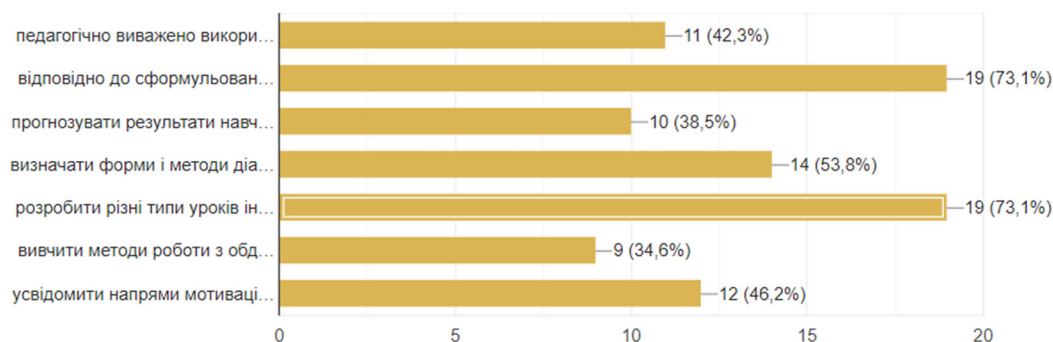


Fig. 1. The result of a survey of students

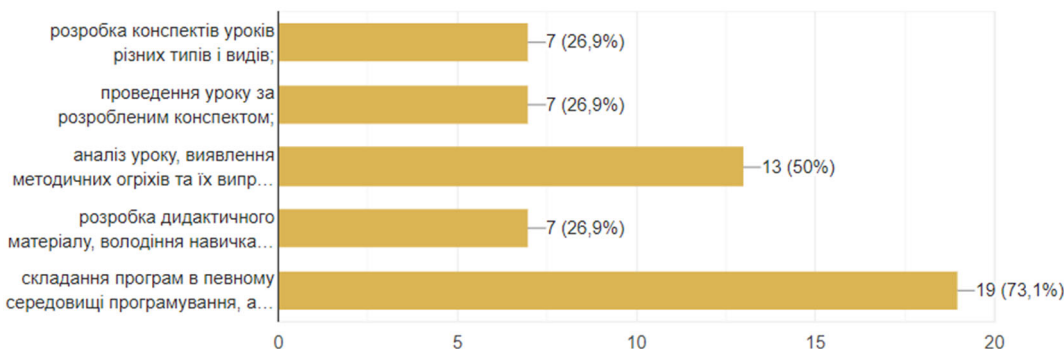


Fig. 2. The result of a survey of students

Practice shows that within the course "Methods of teaching computer science" the result is a prepared lesson outline or methodological development on a particular topic with the necessary supporting materials of varying difficulty, which allows to take into account the level of preparedness of students. The process of solving problems has its own characteristics and consists of stages, which in the general scheme can be represented as follows:

- analysis of the condition (separation of contradictions; establishing causal links between the condition and the requirement);
- mobilization of necessary knowledge and experience to determine ways to solve;
- selection of the most effective way of solving and its implementation;
- analysis of the solution process and the results obtained by the teacher and students.

Generalizations of the above theoretical and practical aspects give grounds to assert that educational and methodical tasks, combining the process of student learning and future pedagogical activities, perform motivational, educational, diagnostic, developmental functions. The motivational function aims to expand interest in the study of teaching methods as a science and a source of development of professionally significant personal qualities. The educational function is realized by using tasks as educational and didactic material to study the content of the school course of informatics, analysis from the standpoint of fundamental informatics and principles of technological learning, as well as developing methods and techniques of methodical activity, integrating psychological, pedagogical, subject and methodological knowledge. The diagnostic function aims to determine the level of knowledge, skills and abilities, the formation of methodological competence of the subject. The developmental function lies in the development of professionally important personal qualities, professional thinking and characteristics such as flexibility, critical thinking, personality effectiveness.

Educational and professional direction on the one hand, the presence of elements of creativity, independence – on

the other, allow us to consider the task approach both as a method and as a means of collective, group and individual learning of students in the system of methodological training in HEI. Areas of coverage of higher pedagogical education with task technology are determined by the professional responsibilities of teachers and the peculiarities of his methodological activities in SEI, the content of educational and professional program for which students obtain the qualification of "teacher" and a number of other regulations. The ability to solve problems is an important criteria for the formation of professional competencies, including methodological competence of future teachers in the HEI.

Conclusions and prospects of further research. The use of a problem-based approach aimed at the formation of students' professional competencies implements the concept of a balanced combination of traditional learning with practical and innovative technologies. Analysis of scientific and methodological sources allows us to conclude that there is no single interpretation of the peculiarities of the use of the problem approach in the high educational institutions. Also, today there is no established scientifically based classification of pedagogical tasks, which in various ways reflects the originality of the teacher's methodological activities. This situation allows us to consider tasks as a means of professional training of future teachers and as a method of teaching, the characteristic features of which are the organization and management of educational and cognitive activities, when each student takes an active position and forms a personal attitude to solving contradictions.

Educational and methodical tasks form in the educational process a kind of tasks that model pedagogical activity, mastering methodical techniques, methods and techniques of teaching and learning a specific subject. The educational and methodological task we understand as a pedagogical situation, which integrates the main elements of the teacher's methodological activities and which creates conditions for planning, forecasting, design and management of the educational process by the teacher and the implementation of appropriate educational and cognitive actions by the student.

Prospects for further research are to determine the levels of formation of methodological competence of future teachers and enhance their effectiveness by solving a variety of educational and methodological tasks in all forms of organization of the educational process in HEI to increase the competitiveness of higher education in the modern labor market.

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Надійшла до редколегії 17.05.21

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ЦІЛЕСПРЯМОВАНИЙ ПІДХІД У СИСТЕМІ МЕТОДИЧНОЇ ПІДГОТОВКИ ВЧИТЕЛІВ ІНФОРМАТИКИ

Проаналізовано класифікації педагогічних задач, які описують і проєктують професійну діяльність вчителя. Педагогічні задачі застосовують на всіх етапах здобуття студентами кваліфікації "вчитель", але з різною метою та в певних дидактичних умовах навчання. Виділено методичну задачу, у якій змодельовано педагогічну ситуацію у площині вивчення навчального предмета в закладі загальної середньої освіти і яка містить вимоги до осмислення і практичного використання вчителем загально-наукових, предметних і психолого-педагогічних знань та вмінь, а також обізнаності з методикою навчання предмета. Обґрунтовано доцільність професійної підготовки майбутніх учителів з використанням навчально-методичних задач, призначеної для навчання студентів і формування методичної компетентності, зокрема вироблення нових особистісно вагомих методичних знань у вигляді понять і способів діяльності. Визначено, що задачі спонукають студентів усвідомлювати значимість знань, перетворювати і синтезувати їх, формувати виважені педагогічні рішення, планувати діяльність та прогнозувати наслідки її виконання. Задля оволодіння загальною і спеціальною методикою навчання інформатики запропоновано розв'язувати аналітичні, конструктивні, творчі, рефлексивні навчально-методичні задачі. Навчально-методичні задачі, класифікують за різними критеріями, серед яких: специфіка змісту навчального матеріалу; спосіб досягнення результату; складність розв'язання. Процес розв'язання задач має свої особливості і складається з етапів: аналіз умови; мобілізація необхідних знань і досвіду для визначення шляхів та способів розв'язання; вибір найефективнішого способу розв'язання та його реалізація; аналіз процесу розв'язання задачі та одержаних результатів з боку викладача і студентів. Навчально-методичні задачі, поєднуючи процес навчання студентів і майбутню педагогічну діяльність, виконують мотиваційну, навчальну, діагностичну та розвиваючу функції. Навчально-професійний напрям, з одного боку, творчість та самостійність з іншого, дозволяють розглядати задачний підхід водночас як метод і як засіб колективного, групового та індивідуального навчання студентів у системі методичної підготовки в закладі вищої освіти.

Ключові слова: вчитель інформатики, здобувач освіти, навчально-методична задача.

UDK 37.013.42:316.77-057.875-054.6

DOI: <https://doi.org/10.17721/2415-3699.2021.14.11>

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THE ESSENCE OF THE SOCIAL AND PEDAGOGICAL PRINCIPLES FOR ACCOMPANYING FOREIGN STUDENTS

The article researches the impact of adaptation principles on drawing up the effective preparatory system. The importance of applying the principles for the analytical activities implementation in the social and pedagogical process for accompanying a foreign student is revealed. The significance of principles for the renovation of the preparatory program is considered. It is determined that the adaptation principles, with timely practical application, contribute to the creation and development of relationships between all components of the process for accompanying a foreign student, which makes it possible for the system to emerge.

Keywords: adaptation training, acculturation skills, internationalization of education, inter-cultural interaction, accompanying system, social and cultural environment.

Introduction. The processes of education internationalization are among the main components of globalization changes in recent decades. The problems caused by quarantine restrictions due to COVID-19 have somewhat complicated, but not stopped the development of relationships between educational institutions, relying on distance forms of interaction. Despite the fact that various conferences, symposia, publications of scientific journals, etc. are the most represented in the informative educational sphere, an important component of the education internationalization is working with foreign students, which requires not only effective campaigning activities, but also more complex actions related to work with the personal attributes of the student, namely performing social and pedagogical accompanying process. In this regard, constant work not only by the student but also by the consultant – a person who should assist the student in adaptation issues – is of great importance.

The problems of the educational system of Ukraine in matters of qualitative adaptation of foreign students are dictated, first of all, by the short period of this direction development after the country has become an independent state. Therefore, it is important to research foreign experience of working with such students to further improve the domestic adaptation system. In this regard, along with the analysis of practical measures, it is required to perform a theoretical research of all elements that affect the social and pedagogical accompanying process, among which we highlight the *accompanying principles*.

The **purpose of the article** is to explore the social and pedagogical principles for accompanying foreign students; identify their impact on adaptation as a multilevel process.

Analysis of recent research and publications. An important aspect of the study is the direct conceptual framework, characterized by many scientists, including M. Ivanova (identified adaptation as a necessary condition for further activities of the individual), V. Korolinska (highlighted three levels of adaptation – physiological, psychological and social [Korolinskaja, 2011]), H. Shevelev, L. Kabanova, K. Mykhalchenko (noted the presence of several forms of adaptation process, namely maladjustment, passive and active adaptation), I. Kryvtsova (studied the psychological problems faced by a foreign student in performing social and pedagogical accompanying process), O. Kachyn'skyi (identified personal manifestations that play a decisive role in the adaptation process to the new social and cultural environment [Kachyn'skyi, 2018]), V. Yachmenova (concluded that there are objective reasons for regular renovation of the adaptation process [Yachmen'ova, 2007]) etc.

In its turn, the adaptation process causes the phenomenon of adaptability, which was considered in the

works of A. Maksymovych, H. Khanaliiev, V. Fomin and others. At the same time, I. Maksymchuk concludes that adaptability is characterized mainly by reactionary changes to external factors that directly affect the individual.

Foreign researchers have also considered the problems associated with the students' adaptation process from certain national groups. For instance, K. Brisset, S. Safdar and K. Sabatier studied psychological and social and cultural training aspects of foreign students from Vietnam [Psychological and sociocultural adaptation..., 2010]. The studies of such scientists as K. Glass, E. Gomes, A. Urzua [Glass, Gomes & Urzua, 2014], J. Lee [Lee & Ciftci, 2014] were also devoted to this direction.

Due to the fact that the adaptation principles determine the effectiveness of various accompanying components, including the internal and external influence component, the studies of the already mentioned researchers are of interest, including E. Gomes, A. Urzua and K. Glass on the influence of social relationships on the adaptation process [Gomes, Urzua & Glass, 2014].

The inter-cultural adaptation process in general can be traced in the works of such scientists as K. Wan, U. Chan [Wan & Chan, 2017], K. Bowman [Bowman, 2015] and others.

Adaptation experience of other countries, in particular, the USA has been the subject of study by many researchers, including M. Tas [Tas, 2013].

The theoretical framework presented by scientists, and different types of classifications for adaptation and adaptability (including taking into account the national factor) are of fundamental importance in our research. However, as we can see, the issue of the principle importance in drawing up a social and pedagogical accompanying system for foreign students has not been properly studied that demonstrates the relevance of our work.

Presentation of the main positions. The system of training of foreign students requires effective interaction and management of all adaptation elements by both the consultant and the foreign student. As a result, there are appropriate accompanying principles, including: *constant type adaptation, progressive, prospects, complex, operative, optimality, simplification, coherence, integrity, and efficiency principles*.

Despite the fact that the foreign student being in another culture requires adaptation training, it should be borne in mind that if one pays attention only to the period of training, defined by the preparatory program, the primary adaptation skills will be formed and the individual will be able to perform inter-cultural interaction at a certain level. However, this level may not be enough, especially if we are talking about social interaction, which is characterized by slightly different aspects of interpersonal contact that are often not used in academic sphere.

So, the acquired adaptation knowledge will not be able to fully comply with the social needs of a foreign student, so it is important to apply the *constant type adaptation* principle, when a foreign student participates in regular interpersonal contact with the representatives of other cultures, both in the academic (communication with group-mates, teachers, etc.) and social (communication with representatives of the host country, which may include home stay family members of the student) spheres. Moreover, the social environment is a flexible element, prone to constant change, in accordance with globalization, which requires the cultural patterns transformation, changing them to more relevant patterns for a specific period of time.

Thus, using regular adaptation, the foreign student gets the opportunity not only to understand social transformations, but also to adapt their previously acquired skills thereto, otherwise, they may be socially obsolete and not perform the function of providing effective inter-cultural interaction. In addition, regular adaptation contributes to a slower change in one's cultural patterns, which does not require further adaptation training, which will require participation due to the increasing number of social and cultural obstacles and errors associated with lack of adaptation flexibility. Thus, the selected principle is an important condition for the successful activity of a foreign student, because its observance should ensure the absence of requirement for adaptation retraining due to the constant change of social and cultural background.

Preparatory adaptation programs, even in the presence of indicators confirming their effectiveness, should not be static, that is why, according to E. Woods, L. Sklair and J. Goldthorpe, *progressive* principle plays an important role [Woods, 1907; Sklair, 1970; Goldthorpe, 2007, p. 56, 60]. Due to the fact that globalization has a regular and significant impact on the society of different countries, correspondingly, training shall also be renovated, otherwise, its effectiveness in terms of integrating the individual into the new social and cultural sphere will be significantly reduced. It is also necessary to consider and, if necessary, adopt the experience of social and pedagogical adaptation of foreign students, which is used in other countries. Thus, when using the experience of other countries in training foreign students in their own programs, there is an element of global progress in adaptation training programs.

It should also be noted that the requirement to change the strategy or methods of training foreign students is influenced by social reality, which involves paying special attention to the features of integration that society needs to interact with foreign students in a certain period of time. For example, modern adaptation requirements for the representatives of other countries provide the availability of such training for all students, regardless of their nationality, religion, etc. Thus, modern society requires the absence of discrimination elements on any grounds, including within the social and pedagogical accompanying process. It is also important to eliminate the effect of uneven adaptation, when some students have more opportunities for quality training, while others have mastered the theoretical material worse and received less practice. In this case, adaptation may be considered uneven and, consequently, ineffective in terms of mass, which will cause the separation of a certain number of foreign students from the society of the host country and the creation of national communities of intra-academic or university plan and therefore the inability of these community members to become part of the host country's society, which will cause further problems of the inter-cultural plan.

Also, when we talk about the progress of adaptation training, it is important to take into account such a modern

requirement created by globalization as information technology, which has been the subject of research by such scientists as M. Maeers, N. Browne, E. Cooper [Maeers, Browne & Cooper, 2000], J. Allen [Allen, 2000] and others. Thus, modern means of transmitting information, such as the Internet, provide the opportunity to use additional methods of adaptation training in two formats – face-to-face (which uses technology to visualize theoretical material as an aid in direct contact between the consultant and the foreign student with social and pedagogical accompanying process) and distance (provides an opportunity to replace face-to-face adaptation training, which can be used to provide additional material that is important to the student, but not relevant to the preparatory classes). Distance method can also be used during pre-adaptation training when the foreign student has not yet arrived in the country for studying. In this case, the use of modern information transmission technologies (including distance learning) is the only way of primary training.

An important principle that contributes to the study of prospects for the development of both the personality of the foreign student (within the framework of adaptation training) and society as a whole (both national and global), and leads to awareness of the need for changes in methodological training support, is the principle of *prospects* [Mamchur, 2011]. When studying the prospects, there is an opportunity to consider the features specific for society, which is affected by globalization effects (leading to changes in social consciousness) and, subsequently, requires the renovation of the preparatory components to prevent a decrease in adaptive efficiency. In general, the features that can be identified in the future consideration, have two main directions of their social impact, namely positive and negative. Thus, the positive features are manifested in the development of a globalized type society, open to representatives of other cultures and interested in the adaptation of foreign students to their cultural standards, as well as the adoption of cultural peculiarities of representatives from other countries. As for the negative factors, it is necessary to try to create obstacles for them, which will have a positive impact on the society of the host country and on the success of adaptation training of foreign students, because of the negative attitude towards foreigners, the unwillingness to cooperate with higher educational institutions and community counselling centres (which may be manifested, for example, in the refusal to provide accommodation to students from other countries), even a well-made adaptation will not be able to assist creating conditions for the full integration of the individual into the culture and society of the host country. Thus, the long-term consideration of adaptation and possible problems that may be associated with it is an important element that provides information assistance in establishing more effective preparatory process not only with foreign students but also with community members, for whom the higher educational institution conducts its activities.

When studying the features of social and pedagogical accompanying process in the system of higher education in other countries, one can identify many components that are used and regularly improved in order for this system to have effective indicators. Correspondingly, the work of such a number of elements causes the requirement to consider a *complex* principle, the main purpose of which is to draw up a relationship between all components of the accompanying system. In addition, it is important to understand that such interaction should take place at each stage of the preparatory process. That is, in the development of the adaptation program there are stages that help to structure

the training and ensure the thematic delimitation of the whole process. Accordingly, the emerging stages also require the interaction of all accompanying elements for a foreign student, from the support of psychological and linguistic aspects to the implementation of prognostic actions and, if necessary, renovation of the developed program due to the changes in the inner essence of society. Therefore, the mutual work of all the outlined components at one particular stage and their separation at another one, will not allow to come to positive indicators in terms of student's training.

So, it is important to ensure the interaction of the accompanying components at all preparatory stages, which will ultimately cause the concept of *interaction within the system of social and pedagogical accompanying process*. It is important to note that to ensure and draw up such a connection, it is necessary to analyse all the factors that affect the accompanying system, regardless of their focus, which can have both of positive and negative nature. Examples of such factors are the time factor (which is one of the most important because it determines how much time a foreign student can spend on preparatory activities before the lack of acculturation skills in the process of social and academic activities could have a negative impact).

In its turn, the time limits are directly dependent on the level of existing competencies of the foreign student. In other words, on the difference between the level of formed and absent (or insufficiently developed in theoretical or practical directions) skills; as well as a factor of psychological stability of the foreign student.

Psychological preparedness of the individual to interact with representatives of other cultures and encounter social and cultural difficulties is the basis for the success of adaptation training, because even with the use of quality training, but in the absence of psychological stability, the foreign student will not be able to effectively overcome the difficulties arising in communication, which will eventually cause the impossibility of acculturation and integration into the new environment.

It is important to understand that the speed of renovation of the social and pedagogical preparatory components for accompanying foreign students depends on the ultimate effectiveness in preventing the emergence of negative social and cultural manifestations, as well as ongoing work to address them. So, it is also possible to allocate the *operational* principle directed on fast carrying out the analysis of the adaptive preparatory activity, revealing of existing shortcomings or the problems arising during acculturation actions and creation of conditions for improvement of preparation programs.

Operability in working with foreign students plays a significant role, because in the absence of reaction to negative manifestations (a lack of understanding of the cultural peculiarities of the host country can be an example. In this regard, conflicts may arise in the future), the quality of the entire accompanying system may be doubtful. Therefore, consultants, as well as representatives of higher educational institutions, in identifying problems that arise in the interaction of a foreign student with representatives of the host country society in the linguistic, social and cultural or other directions should refer to the operational principle for fast response to the situation and the implementation of actions to eliminate negative acculturation manifestations (examples of such actions may be a repeated course of adaptation measures, conversations with the student to identify their personal opinion on existing problems, etc.). In case when the principle of operability is not applied, the existing difficulties will cause other problems, which will compromise the possibility of effective activities for foreign

students in the academic and social spheres, that is, they will not be able to perform academic activities at a higher educational institution. Thus, the lack of operative work with a foreign student has a negative impact on the entire accompanying system.

It also stands to mention that the training program for each student must be individual depending on the available skills, the psychological stability level of the individual, the ability to quickly learn new theoretical material and the ability to apply it in practice, etc. In this regard, there is a principle of *optimality*, aimed at the individual work with each foreign student. Thus, even if there is information as for the student's identity, which includes the important information for the development of the preparatory program, it is necessary to predict several options for the development of preparatory events.

So, it is necessary to develop several versions of the program, the most optimal of which will later be used for adaptation, but at the beginning of the preparation stage it is important to have the possibility of accompanying process in different directions of adaptation. Therefore, the most effective method of preparation can be chosen after its beginning, while during the development of an individual plan it is important to consider several possible preparatory options. This principle is important due to the fact that optimality makes it possible to develop a preparatory program for a particular foreign student, which will take into account their individual abilities and available skills, as well as psychological indicators. Thus, it is possible to use the most effective version of the individual training, the purpose of which will not be the student's adaptation to the accompanying system, but the desire of the system to change and adjust to the indicators specific for the particular individual.

Due to the fact that the preparatory process consists of a large amount of theoretical content aimed at developing the most necessary competencies for a foreign student, assimilation of such amount of information may take some time, depending on the personal abilities of the individual. However, if adaptation training requires cutting the amount of time (this may be due to the requirement of developing at least basic inter-cultural skills for simple interpersonal interaction) it is necessary to cut the existing theoretical material without loss of important components. Therefore, it is required to apply the *simplification* principle, which is used to cut the material without losing its quality level. It should be noted that the main task of the consultant and the student, while cutting the preparatory material, is to maintain the effectiveness of the adaptation process. Bearing in mind that the accompanying system is an interconnected process, each component of which has a certain impact on others, simplification without prior analysis of the possible consequences may reduce the overall level of training quality.

Therefore, simplification should also take into account individual and psychological peculiarities of the individual and remove a particular material on their basis. For this purpose the analysis directed on revealing of features (specific for the certain individual) which can negatively affect adaptation at carrying out simplification is used. Thus, it is not possible to use the same models to simplify the adaptation material for all students representing different countries, nationalities, language groups, etc. Accordingly, the consultant must be acquainted with the peculiarities of the foreign student (which should be identified in the previous preparatory stages). So, the simplification of the preparatory material should be based on the characteristics of the student's individual.

It is important to understand that the adaptation of a foreign student is a multi-level process involving not only the

student and the consultant, but also members of the community who require to interact with students from other countries and cultures due to their accommodation next to the higher educational institution. It is also necessary to take into account the important role of the country in accompanying the adaptation system development, including through the adoption of the necessary legal framework. Therefore, all relationships of this kind

demonstrate the requirement to apply the principle of *consistency*, within which it is possible to carry out joint activities of all the system structural units of social and pedagogical accompanying process, including both internal components of the system and factors of an external direction. Thus, for the successful individual adaptation of a foreign student, it is important to work closely in different directions, which were presented by us in the form of Table 1.

Table 1

Directions important for performing effective adaptation

Direction	The direction requirement for adaptation
Economic	due to the fact that the lack of the necessary funding level for student training will cause the lack of opportunity to develop program accompanying
Regulatory	because the adoption of the necessary legislation on the development and maintenance of the accompanying system is one of the fundamental elements of effective development
Social	because the foreign student has to participate in the integration interaction processes with society, representatives of the local community, etc.

To form links between directions mentioned, within the accompanying system the activities and initiatives aimed at carrying out adaptation actions in society should be organized, in other words, in practical interaction with the new social and cultural environment. However, it is necessary to understand that such measures should be relevant in adaptation matters for a student.

In addition, the required continuous improvement of the preparatory system for foreign students demonstrates the importance of applying two principles necessary for stability of the entire system of social and pedagogical accompanying process, including: the *integrity* principle (in case of errors occurred in the training program for students from other countries, the effectiveness of the whole system may be doubtful. Therefore, applying this principle, it is possible to prevent the imbalance of the entire accompanying system in case of problematic issues identification, which, in particular, may be caused by untimely renovation of the adaptation training program, which is required by a changing society. All components of the accompanying system must be closely interconnected, which will ensure the support of each component to others. Thus, the integrity of the system is formed, when even the impact of problematic situations can not violate it and cause inefficiency); principle of *effectiveness* (in case of the training system has received too high a level of negative impact of organizational and methodological problems and the integrity of the entire preparatory structure has been violated, there is a need to apply the principle of effectiveness, which allows the accompanying system even in case of the integrity violation to restore its preparatory functions in the shortest possible time, which minimizes the negative consequences for the adaptation of foreign students).

Conclusions. The social and pedagogical system for accompanying foreign students should include a set of specific principles that will create coherence and consistency of adaptation activities. The main objectives of these principles are:

- ensure the continuity of accompanying a foreign student regardless of changes in social and cultural directions;
- introduce innovations dictated by globalization changes in preparatory programs;
- identify positive and negative prospects of the adaptation process, which will make certain changes to the preparatory strategy at the right time;
- combine the existing components of the adaptation process into a single component that will make it possible to call this process a system;

- perform an operational analysis for the negative aspects of adaptation activities to overcome them to the point where such influence will reduce the effectiveness of training a foreign student;

- determine the optimal strategy for adaptation development of the foreign student's individual;

- carry out transformational measures of theoretical preparatory content without losing its effectiveness;

- combine the probable influence of both internal (academic) and external (social) factors on a foreign student for successful adaptation in all necessary activities;

- restore the sequence of the prospect preparation program for a foreign student in case of unforeseen or erroneous displays in adaptation measures.

As a result, we can say that the principles of accompanying foreign students are important components that combine the preparatory process and the outlined long-term preparatory program into a single system that comply with the requirements and challenges of a society that regularly transforms. Insufficient application of one of the principles can negatively affect the entire preparatory strategy, so it is important to realize the importance of their regular or immediate application (depending on the purpose of the principle and the situation that has arisen during the adaptation process).

Further research on this issue can be aimed at studying other components of social and pedagogical accompanying process, which have fundamental importance for the existence of the adaptation system, namely functions. The works devoted to the practical application of the outlined adaptation principles during the preparation of foreign students on the example of foreign countries and Ukraine can also be considered promising.

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Надійшла до редколегії 20.05.21

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СУТНІСТЬ ПРИНЦИПІВ СОЦІАЛЬНО-ПЕДАГОГІЧНОГО СУПРОВОДУ ІНОЗЕМНИХ СТУДЕНТІВ

Досліджено вплив адаптаційних принципів на вибудовування ефективної підготовчої системи, серед яких: принцип адаптації постійного типу, прогресивний принцип, принцип перспективності, комплексний, оперативний, принцип оптимальності, спрощення, узгодженості, цілісності, дієвості. Виявлено їхні сутнісні характеристики, а саме: проведення міжособистісної взаємодії академічного та соціального плану (принцип адаптації постійного типу); сприяння трансформаційним змінам у програмах підготовки іноземних студентів у зв'язку зі змінами міжнародного досвіду (прогресивний принцип); внесення змін у підготовчу стратегію згідно з результатами перспективного дослідження (принцип перспективності); вибудовування зв'язків між елементами системи адаптаційної підготовки іноземного студента (комплексний принцип); виявлення поточних та ймовірних проблемних проявів у системі адаптаційної підготовки (оперативний принцип); створення умов для можливості розробки індивідуальної програми підготовки іноземного студента (принцип оптимальності); редагування адаптаційного теоретичного матеріалу без втрати сутнісної складової (принцип спрощення); об'єднання всіх сфер, що впливають на іноземного студента задля досягнення адаптаційної мети (принцип узгодженості); забезпечення цілісності системи адаптаційної підготовки (принцип цілісності); відновлення системи адаптації у випадку виникнення проблемних ситуацій (принцип дієвості). Визначено роль регулярної адаптації, що характеризується забезпеченням постійного соціокультурного оновлення особистісних шаблонів (теоретичні знання) для можливості їхнього застосування та формування, таким чином, адаптаційної гнучкості (практична діяльність). Зазначено, що методики підготовки іноземних студентів можуть і повинні змінюватися залежно від потреб суспільства і трансформаційних змін, що виникають у ньому. Зауважено про запобігання нерівномірності адаптаційної підготовки, що може призвести до недоотримання знань між особистостями і, у підсумку, розбалансування академічної групи, де присутні іноземні студенти.

Ключові слова: адаптаційна підготовка, акультураційні навички, інтернаціоналізація освіти, міжкультурна взаємодія, система супроводу, соціокультурне середовище.

UDK 378

DOI: <https://doi.org/10.17721/2415-3699.2021.14.12>

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OBJECTIVITY OF TEACHERS' PEDAGOGICAL ACTIVITY IN THE LEARNING PROCESS

The aim of the research is to focus on the objectivity of teachers' pedagogical activity in the learning process at universities and to show the connection of this problem with philosophical teaching. The methodological basis of the study is the basic principles of philosophy on dialectical relationships, the interdependence of phenomena and processes of socio-pedagogical activities, the role of the individuality in the development of its material and spiritual foundations. The research uses a systematic approach to identify the scale, complexity, integrity and dynamics of the study of the objectivity of pedagogical activities of teachers in the learning process.

Keywords: objectivity, reformation, teacher's activity, students' knowledge level quality, education, Higher Learning Institution, assessment.

Introduction. There is amount of scientific literature devoted to the problem of pedagogic activity, but the justice comprehension in the assessment process of students' knowledge level quality remains an essential necessity. It should be emphasized that education has always combined the most important tasks in achieving the three-fold goal: the knowledge of the nature mysteries and its laws, the training of specialists for useful work and their education. That's why the education system reforms raise the need for highly qualified training of modern specialists; it needs to improve the process of pedagogical assessment the knowledge, in particular, updating the education system and specialists' training.

One of the important pedagogic principles for assessment the students' knowledge level is the objectivity, which determines the effectiveness of the whole process of pedagogic evaluation. Because of the absence or the falsity of objectivity, the greatest misunderstandings arise, and stimulation in the subject study is violated. Non-objective assessment forms indifference to the knowledge acquisition, generates a desire for superficial assimilation and creates a psychological barrier to obtain a higher grade.

The aim of research is to focus on the objectivity of teachers' pedagogical activity in the learning process at universities, underline the objectivity in the teacher's pedagogic activity and show the connection this problem with philosophical teaching.

This problem is studied by G. P. Vasyanovych. The idea of objectivity was developed by Greek philosopher Plato, Thomas Aquinas, Mark Tullia Cicero, Confucius, G. Hegel.

The methodological basis of the study is the initial provisions of philosophy on the dialectical relationship, the interdependence of phenomena and processes of socio-pedagogical activities, the role of the individual in the development of its material and spiritual foundations.

Presentation of the main positions. The assessment becomes an effective learning incentive when it is fair, objectively follows the same requirements for all students. It is especially important that students feel and recognize the fairness, goodwill of the teacher and have seen the real level of their knowledge. Grades of success should not depend on those or other peculiarities of students' behavior or personal misunderstandings with teachers, which often happens in pedagogic practice.

In particular, the Greek philosopher Plato emphasized that justice is integrity, that is to say, the right attitude to other people, and expressed the opinion that in their beginnings all people were equal, only later, abusing their power, began to violate the fair laws of equality. He emphasizes that justice is a manifestation of holiness and that holiness is just justice. Hence, justice is an extremely high ideal that cannot be achieved in the real life, as in general, but ideals exist to discipline our goal in a bright and clean daily struggle of

Good and Evil. In order to grasp the ideal, or even to approach it, one must try to keep his light in the spectrum of our soul constantly in a clean, unpolluted, undignified sense of envy and revenge, so that it constantly strengthens the flame of love and charity. He highlights that mind, our conscious awareness, is the part that thinks, analyzes, looks ahead, rationally weighs options, and tries to gauge what is best and truest overall and what is ideal and justice [Plato's tripartite..., 2018].

So, in order to be fair, we should study the problem deeply and understand its essence, be able to put yourself in the place of another, to follow the advice of the Chinese philosopher Confucius (551-479 BC. e.) who stated that there was no need to do something else for someone that we did not want anything that to be done for us. He calls for being objective and faithful in all our deeds and words. According to the teacher of the Chinese nation, a noble man, a fair man is a morally perfect person who searches for his moral purpose throughout life, asserts objectiveness. Important in the teachings of Confucius is the personal virtues of man: "generosity is acquired by people, responsibility generates trust; diligence guarantees success; Kindness can eventually change and educate people" [Political Theory..., 2018].

Confucius taught of how one is to govern themselves, and how the state is to govern society. The ways of governing can be seen in the traditions of forefathers. By returning to these, society can be virtuous and harmonious. Government is seen as a tool to help bring out the best of its people. Confucius saw it as responsible for the wellbeing of its citizens but insists that they not forget their individual roles themselves. In order to properly carry out its role, government must be looked upon by its people for leadership and be respected. *It must not lose the faith of its people* [Political Theory..., 2018].

G. V. Vasyanovych highlights that this sensation does not include evaluation, but does not deny justice, on the contrary, mercy is the highest and last form of justice. We absolutely agree with this teaching because we really cannot appreciate the law sensation, we only see the actions that show the attitude to the justice. Thus, studying the activities of the teacher's teaching activities is an opportunity to appreciate his sense of rights and objectivity [Vasyanovych, 2005].

The objectivity is covered in this parable. There was a temple in a small village where was a great Crucifixion of Jesus Christ in its center. People came to God with different intentions, who to ask, who to thank, and who just to pray. One day, an old man came to this temple, seeing Jesus on the cross and said: "God, you are so hard to tolerate, I would like to swap places with you, and at least for one day, make your patience easier." Then suddenly he spoke from the Crucifixion. Jesus said to him: "Well, but I will

have one requisition, so that you cannot see or not hear it here, you must keep silent." "I agree with this requisition; I will keep silent." So the man exchanged places with Jesus. There were lots of different people, he heard a lot of requests, thanks, complaints ... Almost at the end of the day a very rich man came to that temple with a bag of gold. He prayed very quickly and went out in a hustle, forgetting a bag of gold on the temple bench. Then, the very poor man followed by the rich one, asking God for help, only he started ... and then he saw the bag on the temple bench, looked around and surprised that so soon God heard him and rushed home. Then the young boy went to the temple to ask for a happy journey to come back home by the ship. He only began to pray as his prayer was interrupted because that rich man returned with the police and he was sure that this young man had taken his gold. The boy began to beg, but it was all in vain ... Then a man from the Crucifixion shouted: "It is not true, he did not take gold." And he told all the truth: the boy was let go and the police went to seek the poor man. When there was nobody in the temple, Jesus came in and said: "Stairs from there, you are not worthy to hang here. You did not keep your promise." "But God, is it fair to judge an innocent person. So do not be" – the man replied. "And how do you know how it should be. This is GOD WILL! This rich man had to lose gold, as he intends to use it for very bad purposes. The poor man had to find that bag with gold because he has not possibility and has got nothing for feeding his large family, and the guy who was let go should not have time to catch the ship, which is now buried in the sea".

A vivid example of justice makes us think over the teacher's actions, because objectiveness is one of the important characteristics of a teacher who conducts an education process. The teacher's fairness, his/her objective attitude to the students during the education process, students appreciate the teacher's objectiveness, because justice requires a careful and attentive attitude towards students. It is logical that a teacher presents to some students more sympathy and affection than to others because they have different the knowledge quality levels, readability, speed educational material perception, etc. The essence of justice is that there is no unfair and impartial attitude towards students who are less cute teachers, because this will lead to the subject superficial mastering, and unwillingness to attend the education process.

The teacher should be fair and objective in the process of pedagogic activity, particularly in the process of assessment the students' knowledge level. He/she should be an example for students and do not have any contradictions with his/her personality, in particular not to be late for classes, to prepare the lectures and seminars in good faith, not to deviate from the specified period of task checking performed by students. Then it is possible to demand from students the integrity in mastering the studying subject, perfectly done the home assignment, timely entry into the classes. If the teacher does not adhere to these rules and violates them, then his controversy will be very quickly detected by the students and they will definitely give a negative profile to that teacher. Thus, the lack of justice and objectivity in relation to students will undermine the teacher's authority, his/her image and hinder his/her success.

It is important for students to be convinced of the teacher's fairness, his/her qualification and professionalism, because of the lack objectivity or the falsity, there is the greatest misunderstanding between students and lecturer, and stimulation in the subject studying is violated. Objectivity and injustice towards the students usually forms an indifference to the knowledge acquisition, generates a desire for superficial assimilation and creates a

psychological barrier for obtaining solid knowledge. Definition of the knowledge quality level, in particular the grades result presented by the teacher, become an effective stimulus when they are presented fairly, objectively and proceeding from the same requirements to all students. It is very important that students feel and recognize the teacher's fairness, his/her goodwill and see the real level of their knowledge. The grades of success should not depend on those or other peculiarities of students' behavior or personal misunderstandings with teachers, which often happens in the pedagogic activity [Zvarych, 2015].

The problem of assessment students' knowledge level in the system of higher education was and remains one of the most important in the pedagogic theory and practice. Its content covers a wide range of issues throughout the education process, touching at the same time the question of the teacher's high responsibility for his/her objectivity and fairness of the assessments. There is always a peculiar aspect of objective and subjective in the process of assessment students' knowledge level. The main figure in the assessment process is and was the lecturer, from his/her culture and knowledge always depends on the optimal version of evaluation, which spiritually supports the student in mastering the knowledge, in self-perfection. The German philosopher Georg Wilhelm Friedrich Hegel is one of the greatest systematic thinkers in the history of Western philosophy, noted: "The due act is the sacred principle of any justice, the basis of any state system. Jesus does not demand a complete abandonment of the right, thus raising over the whole sphere of justice or justice through love, in which, along with the law, disappears and the feeling of inequality, and the possibility of this feeling, which causes the establishment of equality, that is, the disappearance of hatred of enemies" [Hegel, 1976, c. 101]. At the core of Hegel's social and political thought are the concepts of freedom, reason, self-consciousness, and recognition.

One person's arbitrariness is limited to society in order to defend the weaker, not to lose the integrity of the citizens interests. There are rights, laws, demands: "This is impossible!", "This is not yours!" And so on. Thus, the term "law" is used in many ways – social, philosophical, every day, and legal. All these transformations take place under the slogan of justice. It is known that the Latin name "justice" (right) means the combination of law and justice. It follows that justice is a law sensation.

The Ukrainian folklore provides a narration and an instructive account of objectivity. Once the donkey, the fox and the lion, agreed to live with such a union that they would divide the spoil that each of them would win. Donkey, when it was its turn to divide the prey, thinking that he/she donkey was equal to a lion, divided into two parts. The lion could not bear it, he/she lion threw on the donkey and rented it. Then it was a fox turn to divide the prey. But she, like a wise and cunning beast, realized what was being waiting for her. She left for itself just a little piece of prey, leaving the rest of it to the lion. The lion praised her and asked, "Fox, who taught you to do this?" He/She answered, "An adventure that happened with the donkey." This story reveals the natural significance of the strong and weak, the sensual tact of empathy (the fox), the primitiveness of the inner world (donkey), strength and arrogance, justice, the more powerful of law sensation (lion).

Research results and discussion. The research has been carried out at Kyiv National University of Trade and Economics. The results are presented. To the question in the questionnaire for students: "Do you attend classes with pleasure? 80 % of the students answered, "no", not with pleasure, because we are taught to be objective, but in the

real life we have the inadequate situations and we have to obey them.

In the first place they put the teacher's justice and objectivity, his/her intellect and mental qualities or ability to think, in the second – the methodology of training, skills to explain the new laws and its usage in the real life, in the third – the skill of assessment the student's knowledge level, in the fourth – the ability not to lock up within the education process, and continue to find the truth on the questions connected with law and justice.

Some essential questions were discussed at the teachers' seminar: "Practical training of scientific pedagogical staff in academic teachers' analysis" at Taras Shevchenko Kyiv National University, 2018.

Certainly, they pay attention to the teacher's appearance, his ability to keep up the audience and interest the students in mastering the discipline.

Some essential questions were discussed at the Interuniversity scientific and methodological seminar: "Actual problems of foreign language training of foreign specialists in the field of national security" at the Military Diplomatic Academy named after Yevheniy Berezniak, April 2018; International scientific and practical conference: "Service in the condition of global competition: legal and institutional dimensions" at Kyiv National University of Trade and Economics, November 2020.

The research results of objectivity in the teacher's pedagogy activity have been discussed at the international conferences and some aspects have been observed in magazines.

Conclusions. Summarizing our thoughts above, it would be emphasized that justice is a law sensation that

dictates a person to strive for what belongs to him/her. But to grasp justice as an internal aspect – it is necessary that a person, first of all, strong and powerful, the justice sensation does not develop to the apogee. On the contrary – it translated from the law sensation to duty, not only to take, but to give. In the mind there must be a need to seek all means to refuse at least some of the rights of their own pleasure for the common good. Justice and understanding between people are possible not when a strong person, nation or state enforces a coercively different recognition of their rights that they may find unfair and incomprehensible, and when they develop a sensation of solidarity that transforms a sensation of justice, make it more distinct not for their own rights, but for improving the situation of others.

Thus, the ideals of justice are truly revealed on the basis of the high beginnings of humanity, truthfulness, the desire for harmony of conscience with the laws of God: do not jealous, do not be envy, drive away arrogance – a close friend of pride.

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Надійшла до редколегії 06.03.21

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ОБ'ЄКТИВНІСТЬ ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ ВИКЛАДАЧІВ У ПРОЦЕСІ НАВЧАННЯ

Висвітлено основну роль підготовки фахівців, зокрема, проблему діяльності педагогів, справедливості у процесі оцінювання якості знань студентів, що вказує на основну мету освіти – підготувати молодь до повсякденного життя та майбутньої творчої діяльності. Освіта як основа розвитку держави і відзеркалення інтересів суспільства виконує соціальне замовлення – формує суспільний попит на знання і перспективи розвитку, вона змінюється під впливом часових, соціальних, економічних та інших факторів. Особливе місце в процесі підготовки фахівців до корисної праці посідає проблема педагогічної діяльності викладача, зокрема ефективність викладання навчальних дисциплін, підвищення якості навчального процесу та забезпечення освітніх послуг, від яких істотно залежить успіх та результат у досягненні знань. Незважаючи на значну кількість наукової літератури щодо проблеми педагогічної діяльності, залишається суттєвою необхідність осмислення справедливості педагогічної діяльності у процесі навчання, зокрема у професійній підготовці фахівців. Метою дослідження є зосередити увагу на об'єктивності педагогічної діяльності викладачів у процесі навчання в університетах та показати зв'язок цієї проблеми з філософським вченням. Методологічною основою дослідження є вихідні положення філософії про діалектичні взаємозв'язки, взаємозалежність явищ і процесів соціально-педагогічної діяльності, роль особистості у розвитку її матеріальних і духовних основ. У науковому дослідженні використано системний підхід для виявлення масштабності, складності, цілісності та динаміки вивчення об'єктивності педагогічної діяльності викладачів у процесі навчання (за Г. П. Васяновичем). Ідею об'єктивності розвинули філософи Платон, Фома Аквінський, Марк Тулій Цицерон, Конфуцій, Г. Гегель.

Ключові слова: об'єктивність, реформування, діяльність викладача, якість рівня знань студентів, освіта, ВНЗ, оцінка.

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Наукове видання



ВІСНИК КИЇВСЬКОГО НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ ІМЕНІ ТАРАСА ШЕВЧЕНКА

ПЕДАГОГІКА

Випуск 2(14)

Статті подано в авторській редакції.

Оригінал-макет виготовлено Видавничо-поліграфічним центром "Київський університет"

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Формат 60x84^{1/8}. Ум. друк. арк. 6,86. Наклад 100. Зам. № 221-10266.
Гарнітура Arial. Папір офсетний. Друк офсетний. Вид. № Пс2.
Підписано до друку 11.11.21

Видавець і виготовлювач
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Свідоцтво суб'єкта видавничої справи ДК № 1103 від 31.10.02