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**Збірник наукових праць
Дрогобицького державного педагогічного
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Збірник наукових праць “Людинознавчі студії. Серія “Педагогіка” на підставі Наказу Міністерства освіти і науки України від 2.07.2020 № 886 (додаток 4) включено до переліку фахових видань України (категорія “Б”) у галузі педагогічних наук (011 Освітні, педагогічні науки), зареєстровано у міжнародних наукометричних базах: Google Scholar, Directory of Open Access Journals, ERIH PLUS, Ulrich’s Periodicals Directory, Crossref.

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У збірнику публікуються статті з історії виховання, теорії та практики виховання, порівняльної педагогіки. Особливу увагу звернуто на історію виховання та педагогічної думки, освітні системи та інституції окремих країн, освітні реформи, інноваційні технології та соціально-гуманістичні вектори підготовки фахівців у різних типах закладів освіти.

Для наукових працівників, педагогів, студентів, широкого кола дослідників педагогічної галузі.

Людинознавчі студії. Серія “Педагогіка” – рецензований збірник. Усі статті проходять анонімне подвійне сліпе рецензування (автор – анонімний рецензентіві, а рецензент – анонімний автору) двох експертів з галузі педагогічних наук.

Мови: українська, англійська.

Людинознавчі студії. Серія “Педагогіка” / ред. кол. М. Чепіль (головний редактор) та ін. Дрогобич : Редакційно-видавничий відділ ДДПУ імені Івана Франка, 2020. Вип. 11/43. 132 с. DOI: <https://doi.org/10.24919/2413-2039.11/43>.

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The collection cover a wide range of scientific disciplines including the history of education, general education theories and practice, comparative pedagogy. Particular attention is paid to the history of educational thought, educational systems and institutions in different countries, educational reforms, innovative technology and socio-humanistic vectors in professional training in all types of higher schools.

For researchers, teachers, students, a wide range of researchers in the pedagogical field.

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Людинознавчі студії. Серія “Педагогіка”
Human studies. Series of Pedagogy
11/43 (2020), 7

ЗМІСТ

Балацинова Алла. Проблема формування дисциплінованості учнів закладів середньої освіти українських губерній Російської імперії на межі XIX–XX століть (за матеріалами засідання ради при попечителі Одеського навчального округу).....	9
Головацька Юлія, Цепенюк Тетяна. Виміри професійної підготовки майбутніх магістрів перекладу в університетах Канади: зміст та передові ідеї.....	22
Стражнікова Інна, Сгорова Інга. Теоретичні основи регіоналізації освітнього процесу в закладах вищої освіти України.....	39
Ревть Алла, Карпенко Ореста. Розвиток обдарованості студентської молоді у ЗВО України.....	50
Масимук Лариса, Левонюк Лілія. Навчання студентів нелінгвістичних спеціальностей професійного дискурсу іноземною мовою у Білорусі.....	63
Купрата Надія, Менсо Ірина. Академічний плагіат та самоплагіат як елементи порушення академічної доброчесності.....	75
Невмержицька Олена, Пагута Мирослав. Виховання особистості крізь призму поглядів Володимира Вернадського.....	91
Федчишин Надія. Якість вищої медичної освіти в Німеччині: реалії та особливості.....	103
Кобрій Ольга. Змістові напрями гуманізації свідомості майбутнього педагога як чинника його підготовки до опікунсько-виховної діяльності.....	115

Люди́нознавчі студії. Серія “Педагогіка”
Human studies. Series of Pedagogy
11/43 (2020), 8

CONTENTS

Balatsynova Alla. The problem of cultivating discipline among students of secondary education institutions in Ukrainian provinces of the Russian Empire at the turn of the 20 th century (on materials of the meeting of the curator’s council of Odesa educational district).....	9
Holovatska Yuliia, Tsepeniuk Tetiana. Dimensions of training of the prospective masters of translation in the universities of Canada: content and advanced ideas.....	22
Strazhnikova Inna, Yehorova Inha. Theoretical fundamentals of the educational process regionalization in higher education institutions of Ukraine.....	39
Revt Alla, Karpenko Oresta. Development of students’ talents in Ukrainian higher education schools.....	50
Maksimuk Larisa, Levonyuk Lilia. Teaching foreign language professional discourse to students of non-linguistic profiles in Belarus.....	63
Kuprata Nadia, Menso Iryna. Academic plagiarism and self-plagiarism as elements of violation of academic integrity.....	75
Nevmerzhytska Olena, Pahuta Myroslav. Education of a person in view of Vladimir Vernadsky.....	91
Fedchyshyn Nadiya. Quality of higher medical education in Germany: realities and peculiarities.....	103
Kobrii Olha. Content directions of consciousness humanization of future teachers as a factor of training them for child guidance and upbringing.....	115

**THE PROBLEM OF CULTIVATING DISCIPLINE AMONG
STUDENTS OF SECONDARY EDUCATION INSTITUTIONS
IN UKRAINIAN PROVINCES OF THE RUSSIAN EMPIRE
AT THE TURN OF THE 20th CENTURY
(on materials of the meeting of the curator’s council
of Odesa educational district)**

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**ПРОБЛЕМА ФОРМУВАННЯ ДИСЦИПЛІНОВАНOSTІ
УЧНІВ ЗАКЛАДІВ СЕРЕДНЬОЇ ОСВІТИ
УКРАЇНСЬКИХ ГУБЕРНІЙ РОСІЙСЬКОЇ ІМПЕРІЇ
НА МЕЖІ ХІХ–ХХ СТОЛІТЬ
(за матеріалами засідання ради при попечителі
Одеського навчального округу)**

У статті на основі аналізу історико-педагогічних джерел і архівних документів розкрито позицію ради при попечителі Одеського навчального округу щодо дієвих способів формування дисциплінованості учнів закладів середньої освіти наприкінці ХІХ – на початку ХХ століття. З'ясовано, що заклади середньої освіти українських губерній Російської імперії у досліджуваній період функціонували в умовах суттєвих соціально-економічних і суспільно-політичних зрушень, пов'язаних з одного боку із розвитком капіталістичних відносин, з іншого – з економічною кризою 1901–1903 років й посиленням робітничого і селянського рухів, піднесенням політичної активності ліберально-демократичних верств населення, студентської та учнівської молоді. На цьому тлі невідповідність існуючої системи середньої освіти, яку складали переважно гімназії та реальні училища, економічним та суспільним потребам держави ставала дедалі відчутнішою, що змусило Міністерство народної освіти порушити питання про реформу середньої освіти.

Установлено, що імператор Микола ІІ, занепокоєний зростанням політичної активності студентської та учнівської молоді, однією з головних засад для укладання проекту реформи середньої школи визначив вимогу поєднання навчання юнацтва з вихованням у душі віри, відданості престолу й вітчизні, поваги до сім'ї, а також привчання з раннього дитинства до порядку і дисципліни. На виконання цього розпорядження міністр народної освіти Г. Зенгер надіслав попечителям навчальних округів, зокрема Київського, Одеського і Харківського, циркуляр “Про дисципліну в середніх навчальних закладах” (1903), де визнав існуючий стан справ з дисципліною учнів і контролем за нею з боку шкільного начальства й педагогічного персоналу неприйнятним та вимагав неухильного виконання монаршої волі. Бажаних виховних результатів пропонувалося досягати як педагогічними, так і репресивними методами. До дієвих методів і прийомів попередження педагогічним персоналом порушень учнями порядку і дисципліни було віднесено такі: педагогічний такт і доброзичливе ставлення до учнів; зміст навчання і його виховальний характер (особливо на уроках мови, літератури, історії); організація позаурочних виховних заходів з використанням освічення, навіювання, переконання учнів; співпраця з батьками; моральна підтримка вихованців, які проживають на учнівських квартирах; звертання до релігійних переконань і почуттів учнів.

Виявлено, що на засіданні 12 грудня 1903 року члени ради при попечителі Одеського навчального округу, детально вивчивши стан справ і ознайомившись з циркулярною пропозицією міністра народної освіти та думками педагогічних рад закладів середньої освіти округу щодо формування дисциплінованості учнів закладів середньої освіти, висловили власну позицію з цього питання. В ухвалі ради серед найбільш дієвих способів формування дисциплінованості учнів було виокремлено такі: зменшення наповнюваності класів; запровадження інституту вихователів; улаштування учнівських квартир, інтернатів, домових церков; використання виховного потенціалу літературних і релігійно-моральних бесід; налагодження взаємин з батьками учнів. У ній також наголошувалося на необхідності покращення матеріального та службового становища вчителів як запоруки якості навчально-виховного процесу.

Ключові слова: Міністерство народної освіти; заклади середньої освіти; учні; дисциплінованість; формування; Одеський навчальний округ; рада при попечителі навчального округу.

**THE PROBLEM OF CULTIVATING DISCIPLINE AMONG
STUDENTS OF SECONDARY EDUCATION INSTITUTIONS
IN UKRAINIAN PROVINCES OF THE RUSSIAN EMPIRE
AT THE TURN OF THE 20th CENTURY
(on materials of the meeting of the curator's council
of Odesa educational district)**

The article, based on the analysis of historical and pedagogical sources and archival documents, reveals the position of the curator's council of Odesa educational district on effective ways to cultivate discipline among secondary school students in the late nineteenth to early twentieth century. It has been found that the secondary schools of Ukrainian provinces of the Russian Empire in the period under study functioned in conditions of significant social, economic and political changes associated, on the one hand, with the development of capitalist relations, on the other hand, with the economic crisis of 1901–1903 and activation of workers and peasants movements and the rise of political activity among liberal and democratic strata of population and the student youth. Against this background, the inconsistency of the existing system of secondary education, which comprised mainly grammar and real schools, with the economic and social needs of the state became more and more noticeable, forcing the Ministry of Public Education to raise the issue of the secondary education reform.

It has been found that the Emperor Nicholas II, concerned about the growing political activity of students and pupils, identified the requirement of combining youth education with religion, faith, loyalty to the crown and the fatherland, respect for the family, and learning from early childhood to maintain order and discipline. In pursuance of this order, the Minister of Public Education H. Zenger sent to the curators of educational districts, including

Kyiv, Odesa and Kharkiv, a circular “About Discipline in Secondary Education Institutions” (1903), recognizing the current state of affairs with students’ discipline and control over it by school authorities and pedagogical staff as unacceptable and demanded strict execution of the monarch’s will. The desired educational results were proposed to be achieved by both pedagogical and repressive methods. Effective methods and techniques for prevention of order and discipline violations by the students to be used by pedagogical staff were considered the following: pedagogical tact and friendly attitude to students; the content of studying and its educational nature (especially at the language, literature and history lessons); organization of extracurricular educational activities with the use of teaching, suggestion, persuasion of students; cooperation with parents; moral support for pupils living in student dormitories; appeal to the religious beliefs and feelings of students.

It has been found that at the meeting on December 12, 1903, the members of the curator’s council of Odesa educational district, having studied in detail the state of affairs and having considered the circular proposal by the Minister of Public Education and the views of pedagogical councils of secondary education institutions of the district on discipline issue, expressed their opinion. In the decision of the council among the most effective ways to impose the discipline among students were identified as follows: reducing occupancy of classes; introduction the institute of educators; organization of student dormitories, boarding schools, home churches; use of educational potential of literature, religious and moral discussions; establishing good relationships with students’ parents. It also highlighted the need to improve the financial and official status of teachers as a guarantee of the quality of the educational process.

Key words: *Ministry of Public Education; secondary education institutions; students; discipline; cultivating; Odesa Educational District; Curator’s council of the educational district.*

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Introduction

Nowadays changes in the system of general secondary education in Ukraine are aimed at forming a holistic, comprehensively developed individual who has an active civic position, acts in accordance with moral and ethical principles and is able to make responsible decisions (“Nova Ukrayinska Shkola”, 2016). Achieving this goal is possible provided that the children and young people have such a moral and ethical quality as obedience, which is closely related to responsibility, organization, perseverance, honesty, endurance (Sybouts, 1967), sense of duty and requires the understanding the essence of discipline (Clark, 1998; Bridges, 2006), conscious following standards and behaviour rules in society and at school,

compliance with the requirements of morality in actions and deeds (McCluskey, 2014), developing skills and abilities of self-organization, self-discipline, etc. The primary role in development of this quality belongs to the school. However, the study of modern school shows that there is a contradiction between strengthening the society's requirements for students' education level and the increase in the number of disciplinary violations by them. In search of effective ways to solve this problem, it is advisable to study the positive historical and pedagogical experience in developing the students' discipline in the educational environment of the school in a particular historical period.

The analysis of scientific and pedagogical sources showed that the problem of cultivating discipline among students at different stages of development of Ukrainian society is widely represented in historical and pedagogical discourse. The greatest scientific interest of researchers is the period of the 19th – early 20th century.

In particular, the dissertation research of S. Samarina (2012) is devoted to the peculiarities of developing students' discipline in schools of Ukraine in the second half of the 19th to early 20th century. The author found that the concepts of "student's self-discipline" and "school discipline" (internal – mental, external) in this period were identified and interpreted as unquestioning obedience of a student to the requirements of a teacher by following their orders, compliance with the rules that ensured proper external and internal school (disciplinary) order. The researcher identified methods (with "positive effect" and "negative effect") and disciplinary techniques used to form disciplined behaviour of students in the educational process of the school.

The problem was partially covered in the dissertation of L. Yershova (2015) in the context of a comprehensive analysis of the problem of transformation of the educational ideal in the pedagogical theory and practice of the Russian Ukraine in the 19th to early 20th century. The study of archival materials on the history of Kyiv, Odesa and Kharkiv educational districts of the period under consideration allowed the researcher to conclude that the development of schoolchildren's discipline in the Russian Ukraine was carried out through a consistent introduction of the imperial educational ideal (a loyal citizen, a devoted son of the fatherland), created according to the interests of the monarchy and Orthodox Christianity as the dominant religion, the principle of nationality, the class system of the empire and its gender traditions.

I. Zabolotna's dissertation (2013) arouses scientific interest in the context of the problem under analysis. The researcher systematized the views of teachers and scholars of the second half of the 19th to early 20th century about the sense and methods of cultivating discipline among students. The experience of developing this moral quality among students in public schools in Ukraine of the specified period was analyzed. However, according to the analysis of historical and pedagogical literature, in the modern scientific circulation there are no works

that present the practice of organizing the activities of collegial education authorities to solve the problem of cultivating discipline among secondary school students in a particular historical period.

The purpose of the article is to reveal the position of the curator's council of Odesa educational district on cultivating discipline among students of secondary education institutions (late nineteenth to early twentieth century).

The Development Level of Secondary Education Institutions in Ukrainian Provinces of the Russian Empire at the turn of the 20th Century

The turn of the 20th century brought a wide range of social and economic changes. Big capitalistic industry was developing very fast; foreign and domestic capital investments were growing; monopolistic associations were formed. The rapid development of capitalism led to a fast growth of the working class. At the same time, the economic crisis of 1900–1903, the intensification of exploitation of workers, delay in the final solution of the agrarian problem, the objective interest of the bourgeoisie in its involvement in solving important state problems, the lack of democratic freedoms, the growing problem of the national question caused a wave of workers and peasants movements, the growth of liberal and democratic segments of population, university and school students ([Slyusarenko et al., 2000](#)).

In these conditions, the problem of inconsistency of the existing system of secondary school with the economic and social need of the state became urgent. The system consisted mainly of grammar and real schools. Thus, in the circular letter of July 8, 1899, the Minister of Public Education M. Bogolepov drew the attention of the educational districts curators to the shortcomings in the work of secondary schools, which were pointed out by teachers and students' parents in their numerous complaints: alienation from family and a bureaucratic nature of the secondary education institutions; disregard for children's individuality and neglect of their moral and physical development; early specialization of education, which did not take into account the natural talents and aptitudes of primary school students; an excessive daily mental load on children, especially in the case of younger students; inconsistency of the syllabi with each other and with the study time, overloading them with secondary and even unnecessary requirements; an excessive attention to the ancient languages and outdated methods of teaching; insufficient mental maturity of grammar school graduates; the low level of subject teaching in real schools, and hence the low level of graduates' knowledge. The Minister assumed that the majority of these complaints were due to the misconception about the school's omnipotence and the disregard for the conditions in which it operated. However, he acknowledged that the arguments were fair to some extent ([Kapterev, 1915, pp. 538–539](#)).

The study of historical and pedagogical sources ([Anrep, 1908](#); [Berezivska, 2019](#); [Kapterev, 1915](#); [Rozhdestvenskiy, 1902](#)) makes us believe that at the beginning of 20th century teachers, parents and the general public presumed that both

classical and real schools do not meet the objectives of the secondary education. As the evidence of this there were a large number of articles, published separately or in periodicals in various fields, petitions by the nobility and Zemstvo authorities, materials of special meetings, opinions of pedagogical councils of educational institutions, faculties and individual university professors, etc.

Under public pressure, the Ministry of Public Education was forced to raise the issue of a secondary education reform. Under the leadership of a privy councillor M. Bogolepov (December 6, 1898 – March 2, 1901), and later Adjutant General P. Vannovsky (March 23, 1901 – April 11, 1902) commissions were created to develop draft fundamental documents. It was planned to make changes in the structure and content of the secondary education, the organization of the educational process. However, the submitted projects were never approved as the law (Berezivska, 2019).

The Position of the Ministry of Public Education on Cultivating Discipline among Students of Secondary Education Institutions in the Early Twentieth Century

On April 11, 1902, privy councillor H. Zenger (April 11, 1902 – January 23, 1904) was appointed the head of the Ministry of Public Education. In a rescript dated June 10 of the same year, Emperor Nicholas II formulated the guiding principles, which were supposed to be followed by the developers for concluding a new draft of the secondary education reform. In the view of the subject of our study, it had to be noted that among all requirements the main one was about combining general education with religion, developing loyalty to the crown and the fatherland, respect for the family, and promoting order and discipline since early childhood. “The school that gives to a young man only course knowledge, not related to religious and moral education with a sense of duty, discipline and respect for elders is not only useless, but often harmful, because it develops such pernicious qualities for every business, as arbitrariness and arrogance”, – was noted in the rescript of Nicholas II (Rozhdestvenskiy, 1902, p. 703).

On June 28, 1903, H. Zenger sent a circular letter No. 19744 “On Discipline in Secondary Education Institutions” (“*Tsirkulyar popechitelyam*”, 1903) to the curators of educational districts, in particular Kyiv, Odesa, and Kharkiv. The document noted that recently the Ministry of Public Education had been receiving more and more reports from administrations of educational districts, which contained facts indicating a decline in discipline in secondary education institutions, spoilt students, as well as cases of unacceptable pernicious thoughts, which often occurred among high school students (a whole class could refuse to carry out the orders of the school authorities); rude and defiant antics of students who got unsatisfactory grades or remarks from teachers; students’ attack on pedagogical staff and offending them; broad anti-government propaganda among high school students.

The reasons for this situation, according to the Minister, lay in the “weakness” of the school administration and pedagogical councils in suppressing the bad behaviour of students. The pedagogical personnel did not pay attention to the indecent behaviour of students on the streets and in public places. The meetings of directors of secondary education institutions of cities for general discussion of the issues about organization of supervision over the students’ behaviour outside schools were not widely used. Students were not properly explained the rules of behaviour. Quite often violations of the rules of behaviour by students went unpunished.

Recognizing this state of affairs as unacceptable and demanding a strict observance of the monarch’s will to teach children and youth at school to respect order and discipline from early childhood, H. Zenger pointed out that the heads of secondary education institutions and pedagogical councils had sufficient means (both pedagogical and repressive) to influence students in order to achieve the desired educational results. In his opinion, the effective methods and prevention techniques for maintaining order and discipline to be used by the teachers were the following: pedagogical tactfulness and friendly attitude to students; the content of syllabi and its educational nature (especially at language, literature, history lessons); organization of extracurricular educational activities with elements of convincing, influencing, persuading students; cooperation with parents; psychological support for students living in dormitories; appealing to religious beliefs and feelings of students. The Minister asked not only to acquaint the pedagogical councils of secondary educational institutions with his thoughts, but also to discuss the issues raised by him at the meetings of the curator’s councils of educational districts (“[Tsirkulyar popechitelyam](#)”, 1903).

Proposals of Pedagogical Councils of Secondary Education Institutions and Curator’s Councils of Educational Districts on Effective Forms and Methods of Cultivating Discipline among Students

A study of archival documents (“[Zaklyucheniya professorov](#)”, 1899–1903, [sheets 218–269 verso](#)) shows that on December 12, 1903, the proposal of the Minister of Public Education H. Zenger was considered at a meeting of the curator’s council of Odesa educational district. The following members were present during the meeting: 1) district inspectors: I. Soloviov, M. Korzhynsky; directors of grammar schools: Richelieu – V. Grolikh, Odesa 2nd – K. Piatnitsky, Odesa 4th – P. Borzakovsky, Odesa 5th – A. Yungmeister; directors of real schools: Odesa – O. Sokolov, Odesa St. Paul – M. Kaminsky; professors of Novorossiia University: Ye. Klimenko, O. Kochubinsky, V. Repiakhov, I. Sleshynsky, O. Tomson, Ye. Shchepkin; director of public schools of Kherson Province O. Uarov. The meeting was chaired by the curator of Odesa educational district, privy councillor Kh. Solskyi.

It had to be noted that the discussion of the circular letter of the Minister of Public Education was preceded by a lively exchange of views on improving

students' discipline at meetings of pedagogical councils of education institutions of Odesa educational district, such as classical grammar schools, preparatory grammar schools, real schools, Bairamcha Teachers' Seminary, Feodosiia Teachers' Institute and Mykolaiv Secondary Technical School. The pedagogical councils presented their conclusions to the curator of the educational district.

The conclusions of 23 secondary education institutions (17 grammar schools, 2 preparatory grammar schools and 4 real schools) were articulated directly at the meeting of the curator's council of Odesa educational district. The expressed views and suggestions were summarized in 70 paragraphs, such as:

1. Schools had to be exempted from the issuance of certificates, which provide certain benefits in the service or for admission to higher education institutions.

2. The requirements for enrolling students had to be increased and transfer tests had to be conducted. Only those students could be transferred to the next grade who received grade "4" for the year in the subjects, and "5" in behaviour. Students had to follow the rules accurately and strictly, without any concessions or indulgence.

3. Heads of education institutions had to select staff similar to English schools.

4. The issue of student number in the classroom had to be regulated. It was difficult to stimulate individual development and inclinations of students when there were more than 40 students in a class.

5. The teaching staff had to be an example of courtesy, restraint and friendliness to students, thereby eliminating rude and offensive antics by students.

6. The authority of the teacher had to be strengthened. To do this, their dependent and unstable position which humiliated the teacher in their own eyes and in the eyes of society, had to be changed.

7. The financial situation of teaching staff had to be improved. The teacher had to work in one education institution exclusively, and had to not conduct more than 15–18 (18–22 and 12) lessons per week. The burden of a significant number of lessons had a detrimental effect on both the personal qualities of teachers and the effectiveness of teaching.

8. Classroom mentoring in its current form had to be eliminated. The institute of educators with a high pedagogical reputation at the rate of one educator per class had to be introduced.

9. Close contact with students' families had to be established. In addition to discussions about misdemeanours and failures of children with their parents, public ceremonies, concerts, performances, literature evenings, public speeches, discussion of brochures and magazines with pedagogical content were to become common.

10. The leisure activities had to be provided for students by offering classes that corresponded to their aptitudes and talents. For example, literary-vocal-musical meetings in the mornings or evenings were to be arranged, as well as

reading sessions to cover different fields of knowledge; students, especially at high schools, were to be involved in writing essays, singing in student choirs, playing various musical instruments. Excursions, amateur performances, cycling, boating, outdoor games were to be arranged as extracurricular activities; gardening was to be conducted at the premises of educational institutions, etc.

11. Student dormitories and boarding houses were to be organized be equipped and the parents were recommended to send their children there.

12. Existing grammar and real schools were to be reorganised into separate educational institutions for children of primary and secondary school age or at least young children were to be isolated, creating appropriate conditions for their natural development and comprehensive education.

13. The grading system had to be abolished. It was better to provide parents with weekly information on the progress and behaviour of their children. Quarter grades were to be replaced with four-month or semi-annual, or semi-annual and annual ones. Register lists and honour rolls were to be eliminated.

14. Such characterizing remark for students' progress as "average abilities" had to be abolished.

15. High school students were to be involved in overseeing the order and discipline of primary school students during breaks, or their behaviour outside of the school.

16. Among the methods of punishment the most appropriate and natural reprimands in various forms were suggested, such as driving the disturbers out of the classroom for misdemeanours and misconduct during lessons, or expelling them from the school ("[Zaklyucheniya professorov](#)", 1899–1903, sheets 263–267 verso).

It had to be noted that some pedagogical councils, along with quite progressive methods and techniques to improve the discipline of school students, offered quite authoritarian, in particular discriminatory ones. For example, there was an idea to forbid attending schools to a significant number of children of national minorities or of groups with different religion with "ugly and nasty traits" (Jews, Karaites, Armenians); to refuse access to the children of uncouth and poor parents who were unable to supervise their children at home and create appropriate conditions for them to study, etc.

Having taken the opinions and proposals of the pedagogical councils of secondary schools of the Odesa educational district into consideration, the members of the curator's council posed the question: how exactly the circular letter of the Minister of Public Education H. Zenger was to be discussed, and what was to be the character of the council's decision. Some council members believed that the minister's circular proposal obliged the curator's council to consider the reasons for the decline in discipline in secondary education institutions and to amend the measures proposed by the ministry, taking into account the views of the pedagogical councils.

On the other hand, other council members denied the need to consider or clarify the reasons for the decline in student discipline and to design any measures that would change or supplement ministerial regulations. In their view, the measures proposed by the Ministry had to be seen as guidelines to be implemented. In view of this, the council could only express its position on the issues raised by the ministry, but by no means set the task of looking for new methods or techniques. There was no need, considering the exact content of the minister's circular, to consider the measures proposed by the pedagogical councils of secondary schools in the district to improve the students' discipline.

Some members of the curator's council of Odesa educational district, referring to the circular proposal of the Minister of Public Education H. Zenger, which required the influence of teachers on students, expressed doubts about the possibility of implementing the instructions provided in this regard. According to them, in order to influence people in general and children and youth in particular, it was necessary: 1) to have clear, established views, which were rare at the time; 2) to command respect among those who need to be influenced; 3) to be completely honest with those you influence. All this could be expected from a teacher only when "their personality will be significantly raised in the eyes of society, i.e. ... when they will be a person with a thorough and appropriate training being so well-to-do as to be able to pursue scientific research, and have such a position in the service so as to be able to preserve the independence of their thoughts" ("[Zaklyucheniya professorov](#)", 1899–1903, sheet 268 verso). They also proposed to exempt the teacher, as far as possible, from the existing regulations of their rights and responsibilities.

In view of the above, the curator's council of Odesa educational district adopted the following decision. Recognizing that the measures mentioned in the circular letter were expedient, useful and desirable, the Ministry of Public Education was to be informed about the following:

I. Regarding the content of education: the financial situation of teachers had to be improved as a guarantee of the quality of education; literature discussion clubs were to be included in the lesson schedule; syllabi were to be abridged.

II. Regarding the implementation of the educational function of the studying process: the status of a teacher had to be raised both in financial and professional ways and special educators were to be introduced to guide the youth on the path of duty; teachers with proper salary were to conduct no more than 12 lessons per week; pedagogical work had to be carried out in one educational institution exclusively; principals were to be exempted from lessons and the amount of letter correspondence minimized; the number of students in classes had to be reduced as much as possible.

III. Regarding extracurricular supervision of students: teachers were to limit their visits to the students' domicile due to the extreme dissatisfaction of parents with this measure; the system of student dormitories and boarding schools

had to be expanded; extracurricular supervision of students, which in its current form poorly achieved its goal, had to be carried out in new ways.

IV. In order to develop students' religious feelings: home churches and religious and moral colloquia had to be arranged, but students were not to be forced to attend church. The responsibility for the religious education of students was to lie on their parents.

At the same time, the council considered that it was expedient to present to the Ministry with the views and proposals of the pedagogical councils of secondary education institutions of Odesa educational district, which were articulated during the meeting (“*Zaklyucheniya professorov*”, 1899–1903, sheets 269–269 verso).

Conclusions

The conducted research suggests that the problem of finding effective ways to cultivate discipline among students in secondary education institutions of Ukrainian provinces of the Russian Empire at the turn of the 20th century was under the control of the Minister of Public Education and the Emperor. Both pedagogical councils of secondary education institutions and curator's councils of educational districts, in particular Odesa, took part in its discussion. At a meeting on December 12, 1903, having studied in detail the situation, members of the curator's council of Odesa educational district expressed their own position on this issue. The decision of the council identified among the most effective ways to cultivate discipline among students the following: reducing the size of classes; introduction of the institute of educators; organizing student dormitories, boarding schools, home churches; use of educational potential of belles-lettres literature, religious and moral colloquia; establishing contacts with students' parents. They also highlighted the need to improve the financial and official position of teachers as a guarantee of the quality of the educational process.

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**DIMENSIONS OF TRAINING OF THE PROSPECTIVE
MASTERS OF TRANSLATION IN THE UNIVERSITIES
OF CANADA: CONTENT AND ADVANCED IDEAS**

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ВИМІРИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ МАГІСТРІВ ПЕРЕКЛАДУ В УНІВЕРСИТЕТАХ КАНАДИ: ЗМІСТ ТА ПЕРЕДОВІ ІДЕЇ

У статті подано аналіз системи професійної підготовки майбутніх перекладачів в університетах Канади за освітньо-кваліфікаційним рівнем “Магістр”. Досліджено, що для закладів вищої освіти Канади, які здійснюють підготовку майбутніх магістрів перекладу, характерними є два типи програм: галузеві та жанрові. Визначено, що за галузевою ознакою функціонують магістерські програми підготовки усних перекладачів, письмових перекладачів та термінологів. Жанрова спеціалізація передбачає вибір програми за сферою застосування: комерційний переклад, медичний переклад, економічний переклад, художній переклад, судовий переклад, юридичний переклад. Узагальнено основні принципи програм підготовки майбутніх магістрів перекладу (професійна спрямованість, гнучкість та варіативність, вільний вибір навчальних дисциплін, домінування практичної підготовки, відповідність вимогам професії та ринку праці). Проаналізовано методи, форми та засоби навчання майбутніх магістрів перекладу. Досліджено види та особливості організації практики. Вивчено систему моніторингу забезпечення якості надання освітніх послуг, а саме сертифікацію та акредитацію освітніх програм та визначено їх критерії. Здійснено порівняльний аналіз систем підготовки майбутніх магістрів перекладу в ЗВО Канади та України, на основі якого виокремлено їх відмінності та запропоновано прогресивні ідеї закордонного досвіду для впровадження у вітчизняному освітньому просторі. Результати дослідження узагальнено у вигляді системи, яка містить цільовий, змістовий, процесуальний та моніторинговий компоненти.

Ключові слова: *підготовка магістрів перекладу; магістр перекладу; професійна компетентність перекладача; вища освіта; переклад.*

DIMENSIONS OF TRAINING OF THE PROSPECTIVE MASTERS OF TRANSLATION IN THE UNIVERSITIES OF CANADA: CONTENT AND ADVANCED IDEAS

The article presents an analysis of the system of professional training of future translators in Canadian universities at Master's degree level. It has been studied that Canadian higher education institutions that train future Masters of Translation are characterized by two types of programs: sectoral and genre. It has been determined that sectoral programs comprise Master's programs of training interpreters, translators and terminologists. Genre specialization involves the choice of program in the following fields: commercial translation, medical translation, economic translation, literary translation, court translation, legal

translation. The basic principles of training programs for future masters of translation have been generalized (professional orientation, flexibility and variability, free choice of academic disciplines, dominance of practical training, compliance with the requirements of the profession and the labor market). Methods, forms and means of teaching of future Masters of Translation have been analyzed. The types and features of the organization of practice have been investigated. The system of monitoring the quality assurance of educational services, namely the certification and accreditation of educational programs and their criteria has been studied. A comparative analysis of the systems of training future Masters of Translation in the universities of Canada and Ukraine has been conducted. According to the analysis their differences have been highlighted and the progressive ideas of the foreign experience have been proposed to be implemented in Ukrainian higher education. The results of the study have been summarized in the form of a system that contains goal, content, procedural and monitoring components.

Key words: *Master's degree translators' training; Master's degree in translation; professional competence of translator; higher education; translation.*

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Introduction

The globalization processes in all the spheres of human activity have led to an increasing role of foreign language communication. Having proclaimed integration into the European Union as its strategic policy Ukraine cannot reach this aim without a profound modernization of the higher education in general and training of translators and interpreters in particular. Highly qualified translators and interpreters are among the most demandable nowadays. They provide international communication in the spheres of economy, trade, science, tourism etc. Translators and interpreters are responsible both for the accuracy of formulating agreements texts, contracts, business plans and other relating documents and an adequate mutual understanding of people from different countries.

An analysis of recent research. A study of the current state of translators and interpreters training in Ukrainian reveals some drawbacks. In particular, the existing curricula do not meet modern demands and training for master's degree in terms of its didactic purpose is not given enough scientific credence. The competence based approach is partly implemented. The curricula for training translators and interpreters on master's degree level are integrated and are not distinguished according to the types of translation and interpretation activity, so consequently it does not respond to the international standards and experience.

The study of scientific sources on the issue, an analysis of the practical experience of the professional training of Masters of Translation in Ukraine has allowed identifying the following contradictions between:

- the need for a comprehensive analysis of the progressive foreign experience of the professional training of Masters of Translation and the lack of its systematic study and adaptation in Ukrainian higher education;
- the growing need for highly skilled translators and interpreters and the real state of their training in higher education institutions to be ready to perform professional functions;
- the established content, forms, methods and technologies of teaching translators and the need to use innovative training.

Therefore, it appears necessary to study a progressive foreign experience in order to implement its positive ideas in Ukrainian educational system. In this context, the system of professional training of translators, in particular masters, in the high school of Canada is of considerable interest.

Canada is a bilingual country where the demand for translation services is one of the highest on the American continent. According to the Committee of the Canadian Translators Industry, the state languages make up more than 90% of the translation: translation from English to French is about 75%, from French to English – 15%. Interpretation takes about 10% in the translation market, and this is considerably more compared to the world scale, where it is only 1%. This linguistic situation has made Canada the world leader in the field of translation. Over the last decade, the number of professional translators has grown by 44%, which is twice as much as other occupations. Canada has more than 15.000 professional translators. That is why their qualifications in higher education institutions in Canada are at a high level.

However, the problem of the professional training of masters of translation at Canadian universities is not systematically approached in Ukraine. In particular, the features of the structure and content of Master's Degree programs, forms, methods and technologies of training translators remain unstudied. There is no research based on the comparative analysis of the Canadian and Ukrainian systems of training translators on graduate level in the context of improving the national higher education.

The purpose of the study is to identify the content as well as organizational and procedural peculiarities of the system of training prospective Masters of Translation in the universities of Canada and to substantiate the ways of implementing positive ideas of foreign experience in the educational process of higher educational institutions of Ukraine.

Presentation of the main research material

I. Theoretical aspects of translators' education. The results of the study show that translation and professional training of specialists in this field have a long history, but many questions still remain open. Study of the works of both

domestic and foreign scholars on the given aspect of the professional training of translators (D. Kelly, A. Kozak, L. Latyshev, V. Lugovyi, O. Matsyuk, R. Minyar-Beloruhev, G. Miram, A. Noybert, A. Olhovskaya, O. Pavlyk, Z. Pidruchna, E. Pim, Y. Retsker, N. Sobol, J. Talanova, O. Cherednychenko, L. Chernovatyi, E. Chesterman, K. Shaffner, A. Shyba, O. Shupta, M. Zwing etc.) proves that considerable attention is focused on the competent approach and the formation of the professional competence (Holovatska, 2014).

It has been determined that the main components of the professional competence of the translator are linguistic, intercultural, textual, thematic and information retrieval competencies. Among other approaches, scholars offer a conceptual and integrated approach. A considerable attention in pedagogical literature is focused on the problem of specialization of translators' education, in particular the differentiation of the main areas of translation activity (written, oral) and its genres (Bondarenko, 2018; Kassymova & Gile, 2009). The analysis of studies devoted to the Ukrainian system of education on translation (A. Kozak, V. Radchuk, O. Cherednychenko, L. Chernovatyi etc.) indicates a number of shortcomings that reduce the level of professional training of translators and their non-compliance with world standards. One of the areas of improvement is the reform of the Master's degree syllabi, for which a study of the progressive experience of foreign countries is very important.

Having studied the history of translation in Canada, we can state that the translation activity and the translators' training have been in place since the country was founded. There are four periods in history of the professional training of translators: 1) activation of translation activities during the period of colonization of North America by the French; 2) the development of translation activities during the British rule; 3) translation activities since the country was united until the adoption of the Act on the Official Languages in 1969; 4) from the adoption of the Act to the present. Each period is marked by constant improvement of the previous experience in order to meet the needs of the state in the specialists of this profile. The main reason for the high level of professional training of translators at the universities of Canada is a significant demand in the specialists because of the country's language situation. This is reflected in such features of the translators' education as the variability of curricula, genre specialization, extensive research work in the field of translation, and a well-developed system of the professional organizations (Delisle, 2001).

According to the Classification of Instructional Programs (CIP) Canada 2016, specialty 16.0103 "Language Interpreting and Translation" is a part of the 16.01 "Linguistics, Comparative Linguistics and Related Science and Services", which is a part of the educational program 16 "Aboriginal and Foreign Languages and Literatures". The description of specialty 16.0103 "Language Interpreting and Translation" states that the educational program includes programs for the

training of interpreters and translators from English and French into other languages and vice versa (“[National Occupational Classification](#)”, 2016).

The study of graduate programs reveals the functioning of seven programs in training translators (short program of the first cycle, short programs of the second cycle, certificate programs, programs that include receiving a diploma on higher specialized education, Bachelor’s programs, Master’s programs, doctoral programs).

Programs that allow to obtain a certificate (short programs of first and second cycles and certificate programs), aimed at people who have already got a degree in a particular field, have a good command of foreign languages and are keen to translate in a highly specialized field. There are two types of such programs: full-time, distance learning, or online education. As the analysis of certificate programs in the universities of Canada shows, training for this type provides getting 30 units and lasts for the most part, a year and a half. Programs for obtaining a diploma in higher specialized education (DEES – *Diplôme d’études supérieur es spécialisées*) are valid only in the French-speaking province of Quebec and last for one year. A diploma of this type is borrowed from the system of higher education of France. It is worth noting that today it is gradually replaced by Master’s degree program.

Bachelor’s programs in Translation are very diverse: from general programs to specialized ones. After studying the diversity of these programs, one can divide them into three types: regular, “accelerated type”, and cooperative learning. Traditional Bachelor’s programs are designed for four years of study, encompassing 120 units, 48 units are optional courses and 72 units are given to compulsory ones. The compulsory courses can be divided into three groups: general courses (e.g. Philosophy, Reasoning and Critical Thinking), professional courses (General Translation, Difficulties in Translating into and out of English, French or third languages (depending on the type of program), Comparative Stylistics, Lexicology, etc.) and courses aimed at the formation and development of language skills (writing, grammar, spoken language). Programs of the “accelerated type” are designed for two years encompassing 60 units. Under the cooperative learning programs, students can work simultaneously. The curricula of such programs provide the opportunity to combine theoretical and practical training. Duration of training is four and a half years, as nine additional internships are added to 120 units. Taking into account the language situation in the country, most baccalaureate programs are taught in two languages (English and French), third language is also possible (usually Spanish).

According to the data of the National Occupational Classification (NOC) 2016, occupation 5125 “Translators, terminologists and interpreters” comprises the following titles: community interpreter, conference interpreter, consecutive interpreter, court interpreter, terminologist, legal terminologist, localizer, medical terminologist, technical translator, translator in the field of jurisprudence/medicine/culture/education/literature/news and advertising, translator for people

with disabilities, etc., in general more than 50 directions. Though, it is worth mentioning that not all of the titles incur university programs, in particular graduate ones (“[National Occupational Classification](#)”, 2016).

The analysis of the content of Master’s programs in Translation in Canadian high schools allows them to be divided into general and specialized. The general programs are oriented on the developing research skills in various branches of Translation Studies, as well as on the advanced level of training in the field of terminology, translation technology and translation of texts of different genres. Specialized Master’s programs encompass programs for training translators in the field of written and oral translation and terminology. Genre specialization involves the teaching of Masters of translation and terminology in the following spheres: legal translation, economic translation, medical translation, commercial translation, literary translation. The training of Masters of Interpreting involves educational programs for the teaching of simultaneous / consecutive interpreters and court interpreters. The content of Master’s programs is carried out according to the type of translation and genre specialization.

II. Content of training of the prospective translators. The author has developed the model of professional training of Masters of Translation. It is represented with the goal, content, procedural, and monitoring components which interact to provide the training of specialists able to carry out professional functions in accordance with requirements established by the state labor market. The main objectives of the system of professional training of Masters of Translation are: formation of professional competence; developing of research abilities; formation of readiness for professional activity. This system is based on the following principles: professional specialization; variability and flexibility of educational programs; freedom of course choice; proper correlation of theoretical and practical training; compliance with the requirements of the labor market (fig. 1).

Let us consider each of the components.

Having studied the content of the programs of professional training of Masters in Translation in the Canadian universities we can state that the objectives of these programs are achieved through intensive training consisting of compulsory courses combining theory and practice, optional courses, lab-work, a practicum, pre-exam training and research and final examinations conducted by a board of external examiners. Masters programs can be of two or three types within one program. The list of both compulsory and optional courses is determined by the faculties of the universities that carry out the training. As a rule, both of them include the study of courses that correspond to the direction of training with a clearly defined specialization. Optional courses devote most of the curriculum to ensure that the chosen courses meet the personal and professional interests of the students.

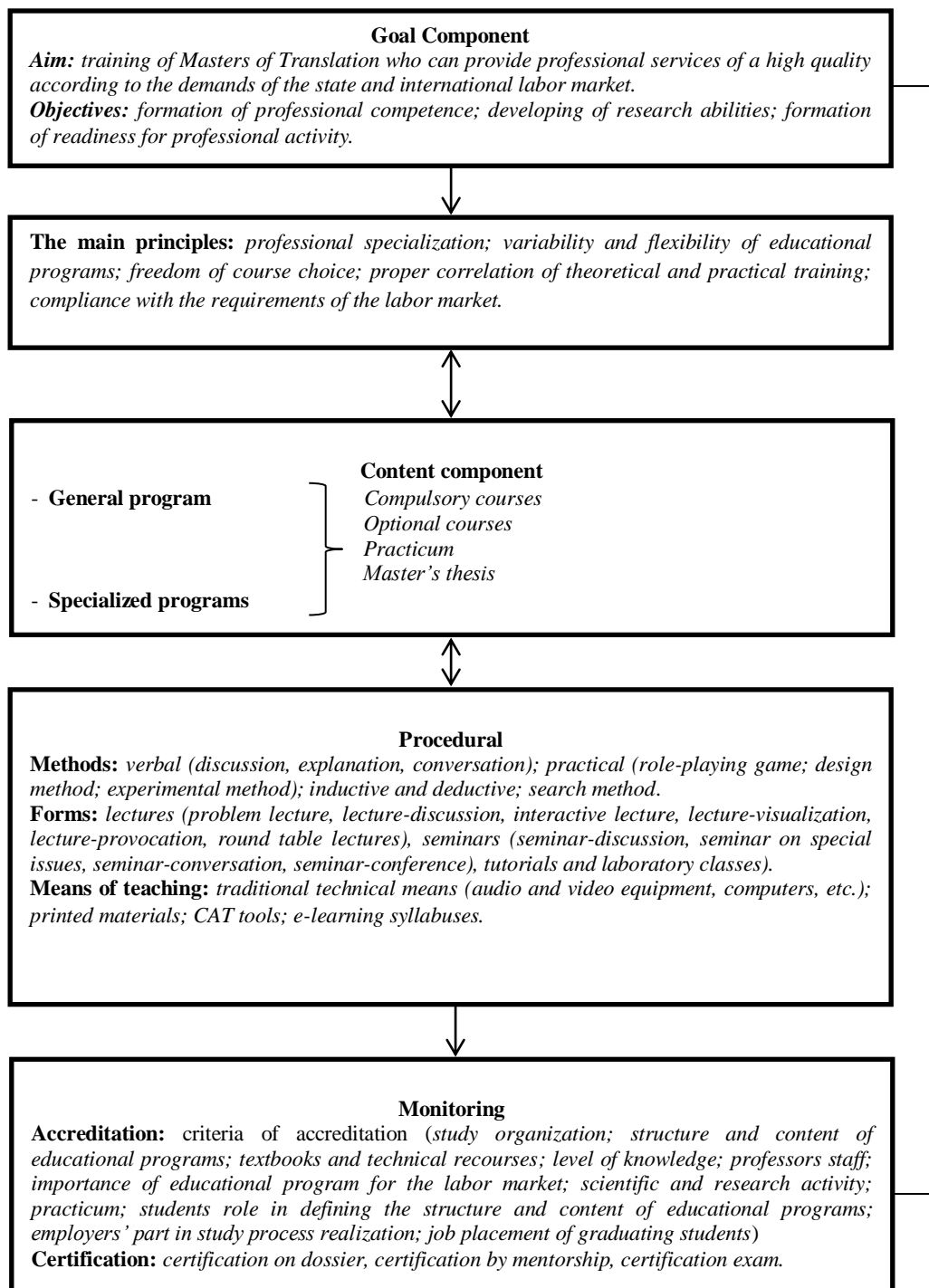


Fig. 1. Model of training the Prospective Masters of Translation in the Universities of Canada

The subject content of the curriculum depends on the educational objectives of the programs for professional training of Masters in Translation in different universities. To study each academic discipline 3 units are given, corresponding to nine academic hours. The analysis of the distribution of academic load among all disciplines in general shows that the largest number of hours (44%) is assigned to individual work, theoretical training takes 34%, and 22% of total time is allocated to practical classes. The minimum average student load is 6–7 disciplines of three units each, maximum – 9–12 disciplines of three units each. The distribution of the academic load for the terms varies in different universities and depends on the duration of the Master's program (1 or 2 years). Thus, the Master's degree in the field of Translation is awarded after enrollment of 18–51 units, including units for practicum and defending Master's thesis.

Practical training is a compulsory component of the curriculum of professional training of Masters in Translation. Its purpose is to form and develop readiness for the performing of the professional activity, acquisition and development of professional skills and abilities of making independent decisions. Practicum is characterized by a large number of functional responsibilities; it is adequate to the content and structure of professional activity; creates conditions for self-testing of the readiness and suitability of students for professional activity. Practical training is carried out under the guidance of a university supervisor and a specialist who works in the institution where the practicum takes place. The curriculum defines the content and the terms of the practicum, as well as the amount of units that are allocated to it.

The study of the content and the structure of the curriculum of the professional training of Masters in Translation in Canadian universities provided the basis for determining the following main forms of practicum:

- in-house practicum – practical training, which takes place in the university and involves an advanced course on specialized translation, as well as translating to order;
- external practicum – practical training in a professional environment i.e. translation agencies, international companies, government agencies and other institutions where translators and interpreters work;
- foreign internship – practical training, which is carried out in different institutions abroad.

Consider the practicum for graduate students at the Ottawa University, the School of Translation and Interpretation. In the curriculum of this program of practice is not allocated as a separate structural element. It takes place in the form of a translation workshop, for which students gain 3 units.

In-house practicum involves the translation of texts of a certain specialization, which students choose individually from the suggested list. Another form of this practical training is the translation for the translation bureaus the university co-operates with, thus modeling real professional duties. Graduates perform

practical tasks under the supervision of a lecturer who coordinates their activities and gives advice. Students also combine practical training with research work, because they analyze translations based on theoretical knowledge. As a rule, the majority of students after the end of practicum use the chosen subject when writing a scientific or scientific-practical Master's thesis.

External practicum involves practical training in translation bureaus, international companies and organizations, government and government institutions, enterprises, and law firms. On average, the practice lasts eight weeks and takes place in three stages:

1) introductory – students are acquainted with the peculiarities of the institution's work;

2) educational – students study the documentation, they are expected to work with and the requirements for performing their professional duties;

3) professional – students carry out translations under the supervision of the head of practice from the institution; learn to make decisions, work in a team; during this period special professional skills, corresponding professional qualities and abilities are formed.

The final stage of the all types of practicum is a defending of the report in the presence of responsible supervisors and specialists.

An important aspect of ensuring the effective practical training of graduate students is the involvement of professional translators to the training process. For this purpose, for example, translation departments conduct a “week of translation”, during which meetings are organized, where experienced translators from different specializations present the “pros and cons” of their profession, give a general idea of the employment possibilities in accordance with their specialties. There are also widespread master classes from professional translators to various specialized topics. All this contributes to the development of the professionalism of graduate students and brings them closer to the profession.

Much attention in the process of professional training of Masters in Translation is paid to the formation of research skills. This is realized through the writing of Master's theses, which, as a generalized analysis of the content of educational programs shows, can be of different types. For instance, the students of the School of Translation and Interpretation of the Ottawa University who are getting a degree of Master of Arts in Translation Studies may choose one of two options: basic research option (thesis) or applied research option (commented translation or commented terminology or lexicography file).

The main methods of teaching future Masters of Translation are verbal (discussion, explanation, conversation); practical (role-playing game; design method; experimental method); inductive and deductive; search method. It has been found out that the professional training of Masters in Translation is marked by a variety of forms. The most common are lectures (problem lecture, discussion lecture, interactive lecture, visualization lecture, provocation lecture, round table

lectures), seminars (discussion seminar, seminar on special issues, conversation seminar, conference seminar), tutorials and laboratory classes.

Interactive learning technologies are actively used in the process of organizing practical classes. Along with the traditional forms of organizing the training, various non-traditional forms (professional consultations, “week of translation”, “light breakfasts”) are also applied. The material and technical support of the educational process of the future Masters of Translation in the universities of Canada is at a high level. In addition to traditional technical aids (audio and video equipment, computers, etc.), the latest translation technologies, software, and databases are used. Considering the aforementioned a great attention is paid to the development of computer skills and abilities, which is realized through the use of the newest software created for professional translation. Graduates work with the following machine translation programs: *MultiTrans*, *LogiTerm*, *Fusion Translate*, *OmegaT* etc.

In addition, students are practicing with machine translation systems, electronic dictionaries (La Petit Roberts, MultiTerm, etc.), text editors, databases, presentation software, desktop publishing systems. The active use of computer technologies in the learning process is reflected in the development of special e-learning syllabuses, such as *LinguisTech* (Language Technologies Toolbox). They give students free access to a wide range of educational and scientific resources, technologies for improving language and translation skills, the ability to communicate virtually with lecturers and translation specialists. Another example in this context is the on-line course of the Collection of Electronic Resources in Translation Technologies (CERTT), developed and operated by the University of Ottawa. This is a bilingual collection of tutorials, exercises, glossaries, recommended reading materials, references, etc., the purpose of which is to develop and improve the skills of working with professional translation programs and technologies.

The monitoring component is represented by accreditation and certification. Accreditation of Masters programs is aimed at determining the quality and level of training in accordance with the professional standards and labor market requirements. The accreditation of the programs is carried out by the Association of Universities and Colleges of Canada, which is a member of the Association of Accrediting Agencies of Canada. In the province of Quebec the accreditation is conducted by the *Ordre des traducteurs, terminologues et interprètes du Québec*, namely the Training Committee, which consists of two representatives of the Association of Rectors and Principals of Quebec Universities and a representative from the Provincial Education Department.

The process of accreditation involves assessing the quality of providing educational services, which guarantees graduates the demand for the labor market. The accreditation procedure has the following sequence:

- application for the accreditation;

- an independent assessment of the quality of educational services according to established criteria;
- presentation of the accreditation results in the form of a detailed report;
- making the decision by the Accreditation Commission (“[Association of Accrediting Agencies](#)”, n.d.).

The purpose of certification is to determine the level of professional competence of the translator, carried out by the corresponding authority. The presence of a certificate proves the level of knowledge, skills and abilities necessary to provide translation services. Certification of translators in Canada takes place in the following areas of specialization: certified translator, certified terminologist, certified translator, certified conference interpreter and certified court interpreter. Certificates are issued by the responsible provincial authorities. The leading authority that establishes national standards for the quality of services in translation, interpretation and terminology, as well as examinations for the certification, is the Canadian Translators, Terminologists and Interpreters Council. The main tasks of this body are standardization of the ways of entering the professional activities and monitoring the professional skills of translators who are members of professional organizations at the provincial and state levels. Nowadays there are three types of certification: certification on dossier, certification by mentorship, certification exam (“[Canadian Translators](#)”, n.d.).

III. Implementation of foreign experience in modern Ukrainian education for translators. Having analyzed the system of training translators in Canadian universities we can define its best applicable aspects for the Ukrainian higher education. The most important recommendations on improving the professional training of Masters in Translation in Ukrainian universities include the following:

1. Making the professional training of Masters in Translation consistent with the demand of the labor market. Considering the Canadian experience, it is very important to monitor the translation industry of the country for the proper organization of the training of future translators. These studies determine the level of employment of graduates, the demand for the specific qualifications, and the requirements of employers for the professional skills and knowledge of applicants. Universities take these data into account when enrolling students and forming the content of educational programs. We believe that such a practice can positively affect the domestic system of training translators. The monitoring can be carried out by the professional organizations of translators which are actively developing in Ukraine today.

2. Specialization of Master’s programs. In our opinion, the specialization of translational education is one of the key ways to improve it. Though, the introduction of specialization (according to the types and genres of translation activities) is a complex and lengthy process, we believe that a significant achievement would be a partial specialization, namely the distribution of Master’s programs in two directions – translation and interpretation.

3. Regular review and update of Master's programs in Translation with the help of leading specialists of the field. The high quality of education can be ensured by continuous review of educational programs, jointly carried out by those who teach and experienced translators and interpreters. Involvement of the qualified specialists will make it possible to bring the organization of training to an authentic working environment, and thus will better the quality of teaching materials, as it will enable the selection of materials from the professional sphere. It is important to organize meetings, conduct seminars, conferences, etc. with the participation of experienced translators and interpreters. So, in Canada, for each term, a plan of appropriate events is created (week of translation, master classes from professional translators, etc.). The positive aspect of Canadian experience, such as participation of professional translators in assessing the quality and level of knowledge, in particular during the defense of Master's thesis and final exams, should also be taken into consideration.

4. Improving the content of Master's programs:

a) improving the compulsory part of the curriculum will allow to review the existing cycles of the courses, analyze the feasibility of some of them and make some changes that will have a positive impact on the quality of the translators training. We believe that attention should be paid to the expediency of some of the courses of the humanitarian and socio-economic training cycle and the distribution of units between them. Having analyzed the national curriculum, we came to the conclusion that some courses from these cycles should be replaced by those that more closely correspond to the professional training at the level of Master's programs;

b) increasing in the number of optional courses. Effectiveness of the educational process highly depends on the opportunities for graduate students to study courses that are relevant to their professional interests. As can be seen from the national curriculum, the list of optional courses is much narrower than that offered to Canadian students. The authors believe that the expansion of the optional part will enable the introduction of the thematic and genre specialization of Master's programs (through the introduction of courses of specialized translation (economic, medical, commercial translation, etc.) into the curricula.

5. Diversification of teaching forms. For the effective mastering of theoretical knowledge and acquisition of practical skills, forms of conducting classes play an important role. As Canadian experience shows, the training of Masters in Translation is carried out through active learning forms (discussion lectures, problem lectures, interactive lectures, conference seminars, seminars on special issues, workshops, etc.). These forms encourage students to solve problem situations that may arise in practice, encourage teamwork, and carry out research in the professional field. Forms of active learning help to improve knowledge, skills and abilities, form and develop the important professional qualities necessary

for the highly qualified translation activities. The introduction of such foreign experience, in our opinion, will have a positive result.

6. Introduction of special teaching methods for future Masters of Translation. One of the conditions for the successful implementation of didactic goals in the process of training future Masters of Translation is the optimal combination of general and special methods of teaching. Considering this aim, different methods are used harmoniously. Their combination implies a comprehensive development of future professionals and promotes high motivation of students to study, prepares them for professional activity. In our opinion, the implementation of these approaches in the Ukrainian system of Master's training of translators requires a thorough study by the teachers and the selection of the relevant educational material.

7. Intensive use of interactive learning technologies. The intensification of cognitive activity of Master translators, intensification of understanding, assimilation and practical application of knowledge, increase of motivation to find ways to solve educational problems, and also the formation of skills of individual and collective work is possible through the introduction of educational process of interactive learning technologies. Their relevance is emphasized by both domestic and foreign scholars. The Canadian educators use a variety of interactive technologies during practical classes, such as round table discussions, work in small groups or pairs, case method, brainstorming, simulation, simulation, business games, role-playing games, discussion, talk shows, debates and others. It provides for deepening linguistic and cultural knowledge of future translators, improving their research skills; practice of translation techniques; studying the professional aspects of translation activities, developing skills for organizing and managing translation projects, improving self-education and self-esteem skills.

8. Improvement of practical training. Practical training is one of the most important components of the curriculum of Masters programs. Ukrainian undergraduate students mostly undergo their practicum in private translation companies. In Canada, the list of institutions that universities co-operate with include government agencies (provincial and territorial governments, the federal government, courts, etc.), which provides opportunities for better professional development of future professionals, increases chances of employment. Therefore, we are convinced that domestic universities should improve the practical training of future masters of translation by expanding cooperation with both state and private translation companies. Today, this opportunity appears due to the signing of an association agreement with the European Union. One cannot overlook the need to increase the length of the practicum of graduate students, in some universities it takes only two weeks. In our opinion, its minimum term should be from four to eight weeks.

9. The active use of information and communication technology training.

Today, one of the most important competencies of a qualified translator is the information and searching, which implies the ability to apply computer technology in professional activities. The use of information and communication technologies not only positively influences the organization of the educational process, but also prepares future translators for their professional activity. The high level of technical support provided by the universities of Canada gives opportunities for graduate students to work with advanced software, electronic dictionaries, terminology databases, language skills improvement programs, specially developed for professional and future translators by electronic resources. Computer-based learning also allows applying a variety of technologies during practical and laboratory classes with graduate students (quizzes, chats, wikis, e-portfolios, glossaries, etc.). In order to implement these technologies in domestic educational institutions, it is necessary to seek funds for the purchase of licensed translation software, and to introduce appropriate training courses.

10. Improvement of accreditation of Master's programs and certification of masters of translation. The assessment and quality control of educational services is important for the training of qualified translators. In Ukraine, accreditation is carried out by the Ministry of Education and Science. We believe that for their efficiency it is worth reviewing the criteria of program implementation, considering the following: the relevance of the educational program for the labor market; research activity; level of practical training; participation of students in determining the content and organization of the educational process; participation of employers in the implementation of the educational process. It is advisable to implement the certification system for Masters of Translation, as the certification procedure carried out by the Ukrainian Association of Translators is foreseen only for the relevant institutions in general and does not take into account the needs and capabilities of individuals.

Conclusions

The conducted study leads to the following conclusions:

- The professional training of Masters of Translation in the universities of Canada is marked by the diversification of qualification areas (translator, interpreter, terminologist) and genre specialization (literary, medical, economic, commercial, legal translation). According to the curriculum there are two types of Master's programs: general (Master's degree in Translation Studies) and specialized (Master's degree in Translation, Master's degree in Interpretation, Master's degree in Terminology);
- The study of the system of Master's training of translators in the universities of Canada made it possible to distinguish between such interrelated components: goal, content, procedural, evaluation, monitoring;
- The study of the system of Master's training of translators in the universities of Canada and its comparison with the domestic system gave the opportunity to

substantiate advanced ideas for their implementation in the higher school of Ukraine: the specialization of Master's programs according to the types of translation activities; inclusion of only professionally oriented courses in the curriculum; increasing in the proportion of optional courses; the use of special teaching methods; creative combination of traditional forms of teaching with active, interactive and problem solving learning forms; increase in the number of academic hours allocated to individual work (from 1/3 to 1/2); use of the latest information and communication technologies; improvement of practical training, namely: increasing the number of training hours for practicum, introducing in-house practicum, concluding agreements with regional institutions that require qualified translators; improvement of criteria for accreditation of Master's programs and certification of Masters of Translation; making the professional training of Masters in Translation consistent with the demand of the labor market.

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**THEORETICAL FUNDAMENTALS
OF THE EDUCATIONAL PROCESS REGIONALIZATION
IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE**

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ТЕОРЕТИЧНІ ОСНОВИ РЕГІОНАЛІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ УКРАЇНИ

У статті розглядаються проблеми регіоналізації освітнього процесу у ЗВО та шляхи їх розв'язання, адже сьогодні залишаються недостатньо сформованими теоретико-методологічні основи дослідження розвитку регіональних освітніх систем і понятійно-термінологічний апарат, пов'язаний з цією проблематикою. В останні роки дедалі популярнішими стають галузеві дослідження з питань глобалізації. Така тенденція є очікуваною з огляду на історичну глибинність та джерельну складність явища світової інтеграції. Однією з таких окремих сфер глобалістики стала глобалістика освіти. Особливо актуальними такого роду пошукові роботи стали у вимірі вищої школи, оскільки саме остання зазнала найбільш явних змін під впливом вимог сучасності.

Окрім різноманіття наукових поглядів на феномен глобалізації в освіті, присутня також проблема диференційованої реакції на зустрічні умови в рамках окремих навчальних структур в різних країнах та регіонах. Глобалізація вчинила вплив в соціальних реформах національних держав, до яких сектори освіти змушені пристосуватися в нових глобальних умовах, що характеризуються гнучкістю, різноманітністю, посиленням конкуренції і непередбачуваною змінністю. Розуміння впливу глобалізації на освітній процес у закладах вищої освіти є важливим для будь-якого розробника політики, конструктора реформ та освітнього лідера, зокрема.

У зв'язку з тим, що вища освіта є помітною в глобальних ринкових відносинах, вона навчає керівників і технологів глобального бізнесу; здійснює основне зростання студентської мобільності в глобальному масштабі, що сприяє бізнес-дослідженням і діловому зближенню націй тощо. Отже, ми розглядаємо освітній регіоналізм як різні форми соціально-культурної і політичної самоідентифікації територіальних співтовариств, що проявляють себе в ідеях, настроях, діях, намірах, направлених на збереження самобутності регіону або підвищення його статусу в державній освітній системі.

Ключові слова: *регіоналізм; освітній процес; заклади вищої освіти; регіон; глобалізація; система освіти; світовий розвиток; Україна.*

THEORETICAL FUNDAMENTALS OF THE EDUCATIONAL PROCESS REGIONALIZATION IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE

The article considers the problems of regionalization of the educational process in higher education institutions and ways to solve them, since at present

the theoretical and methodological foundations of the study of regional educational systems and the conceptual and terminological apparatus related to this issue are still insufficiently established. In recent years, research on globalization in various fields has become increasingly popular. This trend is not surprising given the historical depth and source complexity of the phenomenon of global integration. One of such separate spheres of globalization became the globalization of education. Such research works have become especially relevant in the sphere of higher education, as the latter has undergone the most obvious changes under the influence of modern requirements.

In addition to the diversity of scientific views on the phenomenon of globalization in education, there is also the problem of different response to adverse conditions within individual educational structures in different countries and regions. Globalization has had an impact on the social reforms of nation states, to which the education sectors are forced to adapt in the new global environment, characterized by flexibility, diversity, an increased competition and unpredictable variability. Understanding the impact of globalization on the educational process in higher education institutions is important for any policy maker, reformer and educational leader in particular.

Due to the fact that higher education is visible in global market relations, it trains managers and technologists of global business; carries out the main growth of student mobility on a global scale, which contributes to business research and business rapprochement of nations, etc. Thus, we consider educational regionalism as various forms of socio-cultural and political self-identification of territorial communities, which manifest themselves in ideas, attitudes, actions and intentions aimed at preserving the identity of the region or increasing its status in the state educational system.

Key words: *regionalism; educational process; institutions of higher education; region; globalization; education system; world development; Ukraine.*

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Introduction

The complex process of formation of Ukrainian state has led to the urgency of studying the range of problems related to the regional relations. The transformation of the entire regime of the country and the transition of the Ukrainian system, in particular the educational system, to European standards, requires the study of phenomena that already have a significant impact on the processes in the developed countries. One of such phenomena is the phenomenon of regionalism, which emerged in the middle of the 19th century and became especially wide-spread in the second half of 20th century.

The influence of regionalism in Western Europe at the present stage was especially evident in the process of the society decentralization (Leitch, 2019).

Moreover, this process affected even those states that used to be considered the stronghold of the centralized system – Britain, Spain and France. However, the increasing role of the state in regulating social relations gradually led to an overload of state institutions, which demonstrated the inefficiency of centralized public administration in modern conditions. The problem of regionalism is also relevant for Ukraine, primarily given the existence of significant differences between different regions of the country, including economic, historical, cultural, and geopolitical ones. The relatively short period of Ukraine's existence as an independent state is insufficient to form a sense of national unity for most of its citizens that could become a safeguard for disintegration processes.

Analysis of recent publications and sources

The theoretical aspect of the evolution of regional educational systems in the context of social change was studied by A. Shevchuk (2013, pp. 47–48), who believes that a retrospective analysis will clarify the main role of education in shaping the worldview of an individual and the society – the main aim of the study is to consider man as a social being; the role of education in the formation of the preconditions of social change, the consequence of which is the general progress of society, which is reflected in the changes of entire epochs of human development.

The peculiarities of the global and regional education, the characteristics of internationalization and Europeanization of education were studied by a group of scholars in the Ukrainian Military Medical Academy (Shmatenko, Khomutetska, Holub et al., 2018, p. 114), who emphasize the importance of equipping providing the institutions in each region with modern information and communication equipment. The peculiarities of the relationship between the processes of globalization and regionalization in the field of higher education were considered by S. Terepyschych (2015). In the context of the problem under consideration, V. Zinchenko (2015, p. 127) considers the internationalization of education as a free academic exchange of teachers and students between different countries, as well as the creation of unified special curricula, and globalization as the universalization of curriculum carried out by the demand of certain types of specialists in global labor markets.

Therefore, the formation of a management system, in particular the educational district in modern conditions in Ukraine should be considered through the prism of history and European experience (Melnyk, 2014, p. 3), because educational districts are an important element of public organization of the educational process. Management and development of education at the regional level, an effective guide for the provision of quality services in education and a fuller consideration of the interests of parents and university students as the end users of educational services. After all, it is in the educational district that it is possible to rationally organize and ensure an effective network interaction of educational institutions with the institutions of culture, physical culture and sports, business,

public organizations, and create conditions for optimal use of their logistical, financial and human resources.

Presentation of the main material

The historically original approach was the so-called “old regionalism”, which represented the concept of integration processes within the cultural and civilizational international regions. The second approach to understanding regionalism is related to the activities of the School of Nice as a political doctrine, which involves the combination of the global integration processes with the processes of internal decentralization, which should contribute to the democratization of society. The third approach is related to the processes of regionalization under the influence of regional political movements (Rodgers, 2006). An analysis of literary sources provides a chance to generalize the basic approaches to understanding of the concept of regionalism in science and to single out several groups of its definitions: the spatial approach to the study of the social phenomena, synonymous with a unitary decentralized system of state; the principle of territorial differentiation of the state policy; a relatively holistic system of political views, the central idea of which is to give the regions broader powers, or regionalization, and to preserve their own identity; the totality of socio-political movements. In our opinion, it is the last two groups of definitions that most characterize regionalism as an object of study.

In Ukraine, the problem of regionalism began to be studied by scholars of the national-democratic political orientation, so this phenomenon was seen as an obstacle to the process of the national consolidation of the Ukrainian society: regionalism of Ukraine in the context of interethnic relations; ethnocultural and economic preconditions of regionalization in Ukraine, its influence on the country’s foreign policy; a potential for interregional conflicts in Ukraine, etc. After all, the region is a relevant part of the territory of a state, which by its economic, political, cultural characteristics and experience of historical development is a certain integrity and at the same time differs from other parts of the country. It is the presence of the past historical experience and clearly defined boundaries that contributes to the preservation of the regional identity. Regionalism is a socio-political movement whose goal is to establish the region as a subject of political relations or to expand the powers of the regional authorities, as well as the corresponding system of political orientations (Makarov, 2005).

There are legal, economic, geopolitical, historical, cultural and other interpretations of this complex phenomenon. Each of them focuses on only one aspect, ignoring the rest of the important characteristics. At the same time, many synthetic definitions of this concept can be found in the scientific literature. According to the eminent geographer J. Mashbits, regionalism is a fact of existence in the country of areas with significant natural, economic, social and ethnocultural differences. But the most important thing in regionalism is that the population of a region realizes that it is their homeland. At the same time, the inhabitants of a

region are inextricably linked with it economically and, above all, spiritually and culturally (even if the natives of this district or their descendants live in other parts of the country or abroad) (Yelahin, 2004, p. 43).

Regionalism is a different form of socio-cultural and political self-identification of territorial communities, which manifests itself in ideas, attitudes, actions, intentions aimed at preserving the identity of the region or increasing its status in the system of national states. Regionalism is associated: 1) with different in origin and character ethnic groups in a multinational state or different subethnic communities that have retained their specificity as a result of an incomplete ethnic consolidation; 2) with the presence of internal territorial communities, the specific features of which were formed as a result of the settling of a certain natural and geographical environment and the corresponding economic system, specialization of the region within the national division of labour, as well as the social structure, the local manifestations of a single national culture.

Regionalism is aimed at the practical use of those opportunities that arise from the natural territorial division of modern societies, and thus creates the conditions for a rational distribution of power competence and productive resources among different groups. Therefore, regionalism is inherent in all types of modern societies, regardless of their size, level of development, peculiarities of the political structure, etc. (Makarychev, n.d.). Regionalism exists in a passive form and is manifested in various habits, customs, types of mentality, public activity, cultural characteristics, etc. This type of regionalism is determined by a common identity, culture, history, geography. In terms of the direction of the regionalism vector (“regionalization”), it is advisable to distinguish between two understandings of this term. First, it may provide for the option of uniting adjoining areas for economic, cultural, political, military and other reasons; it is an “integrative” or “associative” regionalism, which has a supranational character. Second, regionalism can be dissociative in nature and come into close contact with such concepts as decentralization, territorial identity, localism, regional autonomy, and others. Therefore, this process (globalization) occurs simultaneously in the forms of integration, unification, internationalization, expansion, and – regionalization, deglobalization, alterglobalization, etc. Over the past 20 years, globalization has significantly increased the impact on the transformation of the national higher education systems (Terepyschchy, 2015).

Regional approach in the development of the educational environment

As a result of these significant transformations, the regional approach in the development of the educational environment acquires a special significance, which provides conditions for understanding the changes, producing progressive ideas, and overcoming conservative stereotypes. The regional education system takes into account the potential opportunities and peculiarities of the educational environment, the real needs of consumers of educational services, the education

market and the labor market, approves innovation policy, helps meet the educational needs of society (Kasyanova, 2010).

The regionalization trend in education is viewed upon at different levels. At the macro level, it is expressed in the desire of local civilizations to protect themselves from external influences, where processes unfold within states. At the middle level, it is manifested in the integration of individual territories that are parts of different states. Therefore, all modernization projects in the field of education must take into account both factors – the integral global and the individual regional ones, because traditions and innovations are symbolic formations of regionalization and globalization, respectively. It is the regionalization of education that actively interacts with other trends and is seen as a counter-trend of globalization. And the implementation of the strategy of regionalization of education, in particular the higher education, is provided by the orientation on preservation of ethnocultural development priorities and social and political independence of different regions.

Thus, regional integration provides an opportunity to protect oneself against global trends and absorptions by the global market and at the same time to become a special case of global integration and go through a transitional, preparatory stage before full entry into the global market (Shmatenko, Khomutetska, Holub et al., 2018, p. 116). Therefore, scholars identify the parameters which can be the basis for the development of the educational environment in the context of regionalization, in particular: a high level of criticality; projectiveness; aiming at the frontal solution of scientific and production tasks; focusing on finding non-standard solutions; understanding the difference between ethnic and ethical thinking; ability to intercultural communication; recognition of lack of knowledge, which is the motivation to learn and to compare, self-perception, etc. (Shmatenko, Khomutetska, Holub et al., 2018, p. 117).

In view of the above, the modern education should take into account the main trends of world development, among which the major ones are: the emergence and growth of global problems that can be solved through cooperation within the international community, which requires teaching the younger generation to think globally; the transition to the post-industrial, information society, a significant expansion of intercultural interaction, where tolerance and communication become especially important; accelerating the pace of the social development, and, as a consequence, the need to prepare people for life in rapidly changing conditions; the democratization of the society, expanding opportunities for political and social choices, which necessitates an increased level of preparedness for such choices (Kasyanova, 2010).

Therefore, considering the education as a complex dynamic system designed and organized to meet the public demands for universal culturally relevant competencies of the younger generation, it becomes important to determine the correspondence of the obtained results with the planned ones. Therefore, in the situation

of constant change in various spheres of social life, the issue of not only adjustment, but also a fundamental change of targets for the final educational outcomes of different levels of education becomes relevant.

Globalization directly affects universities, as it makes it especially important to popularize the national cultures, promotes standardization of education (under the influence of modern information technology and the emergence of global research networks) and limits the budgetary capacity of the developed countries (Skott, 2000, pp. 3–4). Therefore, universities are expected to adapt to the requirements of the globalization era and, as a result, the university is becoming the main social institution of the modern society (Tausch, 2018). As an elite institution of higher education, it has recently taken on a large number of new functions: organizing and conducting joint international basic research; meeting the needs of the society in highly qualified personnel; development of the general education.

The higher education system is developing today in the conditions of market transformations, so it becomes possible and necessary to apply to its operation some economic categories, such as “market”, “demand”, “supply”, “competition”, “competitiveness”, “marketing”. The level of satisfaction of the needs of individual free economic zones is known to depend on the quality of the logistic, scientific, information and methodological basis and the teaching potential. Therefore, one of the important criteria of a higher school activity is the quality of the “final product” – a graduate, a specialist.

The number of institutions of higher education as providers of educational services, producers of educational, methodological, scientific and technical products is quite large, so they are forced to compete for their consumers, i.e. by students. The dynamics of demand for specialists of a certain profile and qualification in the labour market came into conflict with the traditional training system, with the range of specialties and specializations. Students want to study additional disciplines, obtain additional skills: their interests are now shifted to the field of economics, management, law – which do not involve the study of pedagogical disciplines or foreign languages. Therefore, the approach to training a specialist in terms of market economy gives grounds to explore the set of qualities of the future specialists, which would allow them to take into account the situation on the labour market, their own capabilities and needs to effectively compete and realize their potential. For the university, such a marketing approach to the organization of its own activities means the need to find and implement a technology that would provide a future specialist a comfortable existence in terms of personal and social development goals. This is possible when the educational process will consciously develop a complex personal need for a combination of narrow professionalism and universalism, which can ensure for the individual and future professionals their competitiveness in the labour market, and for the universities, competitiveness in the market of educational services.

Therefore, the problem of quality of labour resources in different regions of Ukraine is transformed into the problem of the quality of students training in the system of professional higher education. It should be noted that it is not only about the formation of certain theoretical knowledge, practical and professional skills, but also about the development of those professionally important and universal qualities and personal traits that will promote rapid adaptation in production, development of new equipment and technology, and will help them to dynamically change the specialty, and if necessary, the profession. Therefore, the problem of the quality of students training in the system of professional, in particular, pedagogical education is divided into two problems. The first problem is to increase their level of knowledge, skills and abilities (modern pedagogical science recognizes the formation of new ways of activity, synthesized on the basis of the acquired knowledge, skills, abilities) as the ultimate goal of learning in any educational institution. In a higher education institution, the purpose of education, respectively, is the formation of new ways of professional activity. The second problem is the development of professionally important and socially significant qualities and personal traits of university graduates.

That is why the globalism of higher education is a radically intersectoral view of the educational process and its purpose, it is an attempt to get a clear picture of what is happening and predict the possible consequences based on the experience of foreign education systems and given that education does not go to a common denominator but on the contrary, is differentiated. In addition, any extrapolation of educational management models should not conflict with the purpose of the national education and should primarily take into account the interests of individuals (Terepyschych, 2015).

An analysis of the level of the legal support of regional educational systems makes it possible to understand that we are talking about the creation and implementation of a new model of education management, which can ensure effective networking of regional entities and synchronization of all management structures (from preschool to university) taking into account the specifics of the area and the demographic situation, the concentration of basic technical, financial and human resources in the basic educational institutions to meet the quality educational needs of the population of the surrounding areas. Skilfully organized activities of the subjects of the regional educational environment and the created management system will solve a number of the most acute educational problems, in particular: creation of an optimal network for the education of school children, a modern system of educational work, organization of pre-professional training and profile training, promotion of a healthy lifestyle of children and youth, modernization of scientific and methodological work and provision of highly qualified pedagogical staff, improvement of the system of work with gifted and capable students, implementation of inclusive education, creation of a system of monitoring research, etc. Note that the activities of educational districts require

a clear division of functions between the subjects of the educational district, the definition of principles, main directions, types and forms of activity (Melnyk, 2014, p. 5).

Conclusions

The modern regionalization of education, the model of which began to take shape in the 1990s, is now undergoing its development. Education in the context of global regionalization is under stronger administrative pressure, which leads to a change in its main guidelines. Therefore, there is a need to identify clear ways to reform education, which would increase its effectiveness. Regional education systems should become an important element of the governmental and public organization of the educational process, which will attract additional investments, effectively use human resources and material and technical base, as well as public funds to ensure the educational process, create favourable conditions for spatial access to educational services, raise the quality of education, ensuring high efficiency of use of educational resources and creation of educational options in the district network in order to take into account individual requirements of the students (Melnyk, 2014, p. 6).

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**DEVELOPMENT OF STUDENTS’ TALENTS
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РОЗВИТОК ОБДАРОВАНОСТІ СТУДЕНТСЬКОЇ МОЛОДІ У ЗВО УКРАЇНИ

У статті здійснено комплексний аналіз вітчизняних і зарубіжних напрацювань з питань обдарованості в цілому та обдарованості студентської молоді зокрема; обґрунтовано поняття “обдарованість”; розкрито змістове наповнення провідних понять проблеми. Висвітлено і систематизовано ознаки, види, функції та узагальнено якості обдарованої особистості. Проаналізовано психолого-педагогічні підходи до процесу розвитку обдарованості студентської молоді та представлено результати дослідження стану розвитку обдарованості студентської молоді у закладі вищої освіти.

Досліджено й визначено зміст, форми та методи роботи з обдарованими студентами у закладах вищої освіти України. Охарактеризовано соціальні умови вирішення проблем особистісної соціальної самореалізації і професійного самовизначення обдарованих студентів у нових соціально-економічних умовах. Розкрито шляхи соціальної роботи, які налаштовані на сприяння виявленню та розвитку природних задатків молоді на професійному рівні, а також адресна підтримка кожної талановитої особистості і подальшого розвитку здібностей та обдарованості особистості, її успішної творчої самореалізації.

На основі проведеного дослідження було виявлено стан розвитку компонентів обдарованості у студентів вищих навчальних закладів та визначено, які саме форми роботи зі студентською молоддю найбільш сприяють розвитку здібностей. Акцентовано увагу на тому, що існує необхідність розробки комплексної методики діагностики обдарованості, зокрема визначення рівня загальних здібностей особистості, особливостей інтелекту і креативності (здатності до творчості), а також мотивації, що знаходить своє відображення у численних публікаціях вітчизняних та зарубіжних науковців.

Ключові слова: обдарованість; обдарована студентська молодь; заклади вищої освіти; Україна.

DEVELOPMENT OF STUDENTS' TALENTS IN UKRAINIAN HIGHER EDUCATION SCHOOLS

The article provides a comprehensive analysis of the national and foreign research on talents in general and the talents of university students in particular; the concept of “talent” have been substantiated; the semantic content of the leading concepts of the problem outlined. The features, types, functions and qualities of a gifted personality have been highlighted and systematized. Psychological and pedagogical approaches to the process of development of

gifted students have been analyzed and the results of the study of the development of gifted students in higher education institutions are presented.

The content, forms and methods of work with gifted students in higher education institutions of Ukraine have been researched and determined. The social conditions for solving the problems of personal social self-realization and professional self-determination of gifted students in the new socio-economic conditions are characterized. The types of social work are revealed, which are aimed at promoting the identification and development of natural talents of young people at the professional level, as well as targeted support of each gifted person and further development of the abilities and talents of an individual, his/her successful creative self-realization.

On the basis of the research the development of components of students' talents has been revealed and the forms of work with student determined which promote development of abilities to the greatest extent. Emphasis is placed on the fact that there is a need to develop a comprehensive methodology for diagnosing giftedness, including determining the level of general personal abilities, intelligence and creativity, as well as motivation, which is reflected in numerous publications of domestic and foreign scholars.

Key words: *talent; gifted students; institutions of higher education; Ukraine.*

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Introduction

One of the most important resources of the society is its intellectual potential, represented by a community of people who have found their place in life, fully realized their own creative and professional capabilities, intellectual and organizational abilities. There is a growing need for people who have a non-standard mindset, are able to set and solve new complex tasks related to creating the future. They are the main driver of progress in all spheres of the society and the state.

The society needs energetic, talented people who can set and creatively solve not only current tasks, but also those related to the future. In the modern economy of Ukraine, which is aiming at European integration, the professional training and pedagogical activities should be aimed at forming the needs of professional growth, creative approach to work, active use of new achievements of science and technology in everyday work. Special attention is needed by students who have high intellectual potential and have significant technical, technological or organizational skills in both theoretical and vocational training (Wiley, 2020).

Higher education institutions in the process of their activity try to work with such students in two directions. First, they try to develop creative thinking of students. Secondly, to recognize specific academic abilities of students already at the initial stage of learning and develop them (Lakin & Wai, 2020). In order

to be successful in these areas and find, support and stimulate intellectually and academically gifted children and youth, self-realization of creative personality, Ukraine has developed appropriate legislation aimed at changing attitudes towards gifted students who show extraordinary abilities (Lukashevych, 2002, p. 89).

Neither in legislative documents, nor in scientific literature is it possible to find a universal definition of the concept “talent”. It simply does not exist, but in various sources of information there are integrated definitions that try to cover a vast majority of manifestations of such human qualities as talent. Many researchers, both domestic and foreign, tried to provide their own definition of talent (Kulchytska, 2007; Molyako, 1998; Savenkov, 1998). According to scholars, talent is a general ability that determines the scope of human capabilities, level and originality of a person’s activities, mental potential, a holistic picture of a person, which provides a comprehensive description of the cognitive sphere, opportunities and abilities to learn. Talent implies a set of inclinations, natural data, i.e. it is a characteristic of the degree of expression and originality of natural preconditions of abilities.

An analysis of recent research and publications. The results of an analysis of the basic theoretical knowledge and the data of experimental research concerning the problem of talent in general and that of students in particular are covered in works of many scholars. Despite the considerable experience of working with gifted persons, in world science there is no single approach, firstly, to the definition of the concept of “talent”, and secondly, to the development of a common concept of talent. Nowadays there are more than a hundred definitions of “talent”.

J. Renzulli (1977), a well-known American expert on the gifted, has proposed an approach to solving this problem, which is perhaps the most popular among the Western concepts of talent. In his opinion, talent is the result of the interaction of three characteristics: intellectual abilities (which exceed the average level), creativity, and perseverance (motivation). In addition, his model takes into account knowledge (erudition) and a favorable environment. This concept is actively used to solve applied problems. The triad defined by J. Renzulli (1977, p. 46) in a more or less modified form is involved in most modern Western concepts of talent.

P. Torrance uses a similar triad: creative abilities, creative skills, creative motivation. The researcher notes that high levels of creativity do not guarantee great creative achievements, but only indicate a certain probability of their manifestation. The maximum level of creative achievements is possible only with a combination of all three factors (Torrance & Hall, 1980, p. 5).

The ideas of J. Renzulli largely coincide with F. Mönks’s “multifactor model of giftedness”, in which the author does not separate creativity and intellect. It offers other parameters: motivation, creativity and exceptional abilities. This model is versatile, as it allows explaining the partial manifestations of talent in different areas (special talent).

B. Teplov (1985) noted that certain abilities do not yet provide an opportunity for a particular job to be successfully performed by a particular person. By giftedness he meant “a qualitative peculiar combination of abilities, on which a possibility of achieving greater or lesser success during a particular activity depends”. According to the scholar, the activity approach is crucial for determining abilities and talents.

V. Kostiuk (Kostyuk, 1974) defines giftedness as an individual originality of human abilities, pointing to the importance of natural qualities of each individual as a force that is the initial internal motivation for the development of abilities. At the same time, he understands abilities as “essential properties of a personality that are manifested in their purposeful activity and determine their success”. He assumes inclinations as the natural opportunities for development, which create internal conditions for the development of a person’s abilities to certain activities, considering abilities as inclinations realized to some extent (Kostyuk, 1974, p. 35).

A. Matiushkin (Matyushkin, 1989) dealt with the problems of giftedness, believing that giftedness is a general prerequisite for creativity in any profession, science and art. For him, talent is a condition for the formation and development of a creative personality capable of self-expression, self-realization; its indicators, according to the scholar, being: the dominant role of cognitive motivation; creative research activity; opportunities to achieve original solutions; possibilities of forecasting and prediction; the ability to create ideal standards that provide high aesthetic, moral, intellectual assessments, constitute a single integrative structure of talent (Matyushkin, 1989, p. 30).

L. Slobodeniuk (Slobodenyuk, 2000, 2003) believes that talent is not only a kind of combination of human abilities, but also a set of personal characteristics. V. Chudnovsky and V. Yurkevych (Chudnovskyy & Yurkevych, 2005, p. 2) define giftedness as a high level of development of general and special abilities. V. Voitko defines giftedness as “a high level of disposition and inclinations, the result and evidence of high intellectual development of the person” (Voitko, 1982, p. 97). Thus, he, together with many other scholars, considered intelligence to be the main indicator of giftedness, narrowing the concept of “giftedness” to the concept of “intellectual giftedness”. D. Bogoyavlenska (D. Bogoyavlenskaya & M. Bogoyavlenskaya, 2013) notes that the concept of “giftedness” can be revealed only within a systemic approach, understanding it as a systemic quality of the psyche that has the ability to develop throughout human life. At the same time, based on the opinion of B. Teplov, D. Bogoyavlenska notes that talent cannot be perceived as a simple sum of abilities: compared to abilities, it appears as a new quality.

O. Kulchytska (2007, p. 145) characterizes giftedness as a complex phenomenon that includes a set of cognitive, sensory and personal qualities of a person. According to the scholar, the concept of “giftedness” contains the following main components: a high level of intelligence, creativity, diligence and perseve-

rance, which, in her opinion, is the main quality of a person; it is a kind of “alloy” of desire to succeed, emotional passion and interest in the field of knowledge, the person is engaged in.

V. Moliako (*Molyako, 2002*) is a well-known researcher of the structure of creative talent, who characterizes the six main parameters of this structure. The first parameter includes the sphere of realization of giftedness, its predominant type; the second parameter outlines the sphere of expression of creativity; parameter III indicates intelligence; IV – the method and dynamics of activity; V – the spheres and levels of achievements; VI – the emotional coloring of the talent.

Therefore, solving the problem of the socio-pedagogical support of gifted students, identifying the socio-pedagogical factors, creating a social environment conducive to the development of creative talents of a person capable of independent creative activity, determine the relevance of our study.

The purpose of the article is to clarify the relationship between giftedness of an individual with certain features and personal characteristics, to outline ways to evoke giftedness in students.

In order to solve certain problems we used a set of research methods, which included: theoretical methods (analysis of philosophical, sociological, psychological and pedagogical literature, synthesis, comparison, systematization, generalization to substantiate the initial provisions of the study, identifying the nature and specifics of gifted students); empirical methods: purposeful pedagogical observation, questionnaire (using the method of R. Ovcharova), survey (diagnosis by the method of “Motivation of professional activity” by K. Zamfir modified by A. Rean; a method that studies satisfaction with the profession, developed by V. Yadov), conversation, generalization of pedagogical experience, quantitative and qualitative analysis of the obtained results, which contributed to the study of the real state of the problem.

Presentation of the main material. An issue of special important in modern socio-pedagogical space is creating conditions for the development and self-realization of young people, releasing their creative potential and talents, based on social challenges and the prospects of our country entering the European Community. Having analyzed the achievements of the psychological and pedagogical sciences, we will consider it appropriate to define the talent of students as a holistic multifactorial model, which combines intellectual, creative abilities and personal qualities. Based on the results of a theoretical analysis of the research problem, we made a questionnaire, which included questions that provided an opportunity to find out the level of development of certain components of giftedness of university students.

The empirical study covered first- and fourth-year students of the Department of Psychology, Pedagogy and Social Work of Ivan Franko State Pedagogical University, Drohobych (total number of students 157).

The questionnaire contained 4 blocks of characteristics that were to be evaluated by students at different stages of the experiment.

The first block of the questionnaire contained general and personal questions (items 1–9), which are aimed at studying the prerequisites for the development of the relevant abilities of students.

The second block – motivation and value – (items 10–13) is aimed at studying the attitude to the profession, as well as the motives for its choice.

The third block of the questionnaire is aimed at studying the qualities and characteristics of the individual, which directly characterize the level of development of the giftedness components. A comparison of the initial data and the level of assessment and self-assessment of students at the end of the experiment allow us to draw conclusions about the presence (or absence) of dynamics in the development of these components of giftedness.

The fourth block – technological – (items 16–17) is aimed at studying the possibilities of the educational process in the university in the aspect of the development of the relevant components of gifted students.

A significant place in our study is dedicated to diagnosing the development level of motivation and professional orientation, by which we ascribed the students to different levels (creative, constructive, reproductive) and identified the group of students who could be called gifted. According to the researchers of giftedness, an important aspect of working with a gifted person is to determine the hierarchy of his motives, which is a relatively stable mental formation. Formed in childhood, it changes little. From the point of view of giftedness, the dominance of motives related to the content of education is most desirable (focus on mastering new knowledge, facts, phenomena, patterns; focus on mastering the ways of acquiring knowledge, etc.). Therefore, when developing our questionnaire, we decided to choose the method of R. Ovcharova (2003), which is aimed at identifying the dominant type of motivation in choosing a profession. Table 1. presents the different types of this motivation depending on their significance for the respondents.

We used a level approach to assess the identification of the dominant type of motivation for choosing a profession. For this purpose 5 levels were defined: “5” – very strong influence; “4” – strong influence; “3” – medium influence, “2” – weak influence, “1” – no influence. Symbols: “I” – internal individually significant motives; “C” – internal socially significant motives, “+” – external positive motives, “–” – external negative motives.

As you can see, the most important factors were related to the content of education (the profession is close to a favorite school subject – 0.78–0.74), as well as opportunities to realize themselves in creative activities – 0.70–0.75. At the same time, the motivation for opportunities to show their creativity grows with the learning process and acquires the greatest manifestation in the final year.

Table 1. Dominant types of motivation in choosing a profession by students of the Department of Psychology, Pedagogy and Social Work

Item	Factors influencing the choice of teaching profession	Factor value	Ranging	
			1 st year	4 th year
1.	Close to the favorite school subject	+	0,70	0,74
2.	Provides great opportunities to show creativity	I	0,67	0,69
3.	Corresponds to my abilities	I	0,66	0,64
4.	Usage of professional skills outside of work possible	+	0,64	0,64
5.	Benefits people	C	0,63	0,61
6.	Promotes mental and physical development	I	0,62	0,60
7.	Requires communication with various people	I	0,61	0,65
8.	Provides conditions for improving professional skills	C	0,61	0,60
9.	Using my abilities to rule people	C	0,60	0,58
10.	Provides a developed sense of responsibility	C	0,59	0,60
11.	Attractive	I	0,57	0,54
12.	Allows getting a good result at once	C	0,52	0,48
13.	Prestigious, with a fairly high social status	–	0,50	0,46
14.	Can work close to home	+	0,44	0,37
15.	Parents like it	–	0,41	0,34
16.	The only job possible under the circumstances	–	0,40	0,28
17.	High pay	+	0,32	0,30
18.	Limited to the available facilities	–	0,30	0,23
19.	Requires moving to a new place of residence	+	0,27	0,17
20.	Chosen by my friends	–	0,23	0,11
	$\Sigma I =$			
	$\Sigma C =$			
	$\Sigma + =$			
	$\Sigma - =$			

According to the data presented in Figure 1, among the factors that influenced the choice of profession, internal individually significant and external positive motives prevail; internal socially significant motives and external negative motives became less important.

At the same time the greatest development is reached by the motives connected with closeness to a favorite subject (0.70), creative possibilities of professional activity (0.69), conformity to abilities of the student (0.66), an opportunity to apply the professional skills out of work (0.64) etc. Thus, the motivational complex of pedagogically gifted students is aimed at developing professional orientation, acquiring skills and studying subjects that contribute to this process.

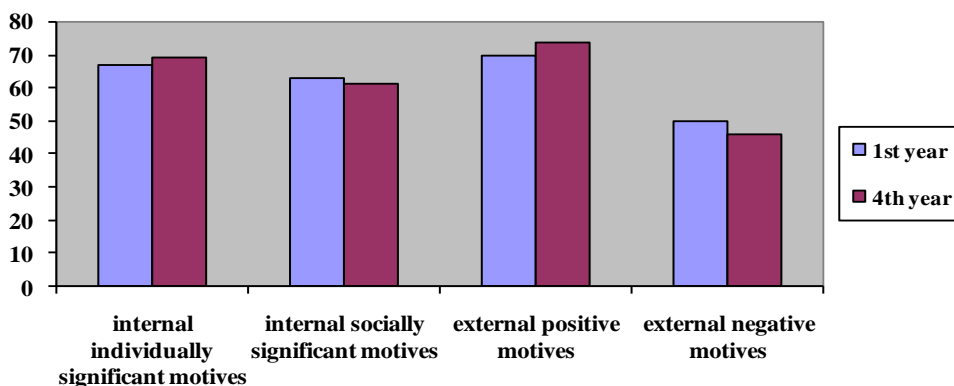


Fig. 1. Factors influencing the choice of profession

Satisfaction with the profession was determined using the methodology developed by V. Yadov, where it is presented quantitatively in the form of an index of satisfaction with the profession (Raygorodskiy, 2002). This index can vary from -1 to +1, taking any value. A value of -1 indicates obvious dissatisfaction, +1 – complete satisfaction. To determine the satisfaction ratio, 11 inter-related questions are used, which determine the attractiveness factors of the profession. For each of the 11 factors, the significance factor (SF) is calculated by the following formula:

$$K3 = \frac{n + -n -}{N}$$

where N is the sample size (number of subjects), n + is the number of subjects who noted this factor in graph A, n- is the number of subjects who noted this factor in graph B. The most influential factors that are of high importance with all samples of students of different years, were: the ability to achieve social recognition, respect (70–80%), the possibility of self-improvement (60–80%), correspondence to their abilities (55–65%). At the same time, the importance of these factors tends to increase throughout the empirical study, which indicates an increase in students' trust in their own pedagogical abilities and the possibility of self-realization in this type of activity.

Among the adverse factors that repulse able students from teaching, the most common are low wages (85%) and high workload, which causes fatigue (60%). To find out the degree of motivation of students' professional activity, in our survey we used the method of K. Zamfir in the modification of A. Rean

(Rean & Kolominskiy, 2008), which is based on the concept of internal and external motivation.

Table 2. Factors influencing job satisfaction (averages)

Sampling	Factors and their significance				
	I	II	III	IV	V
1 st year	Opportunity to achieve social recognition, respect (70%)	Possibility of self-improvement (60%)	The job corresponds to the abilities (55%)	Working with people (45%)	The job requires constant creativity (30%)
4 th year	Possibility of self-improvement (80%)	Working with people (70%)	The job corresponds to the abilities (65%)	Possibility to achieve social recognition, respect (50%)	The job requires constant creativity (40%)

It is known that the internal type of motivation means that the activity itself is important for the individual. If the motivation of professional activity is based on the desire to meet other needs, external to the content of the activity itself, then in this case we talk about external motivation. External motives themselves are divided into external positive and external negative. External positive motives are undoubtedly more effective and more desirable from all points of view than external negative motives. Most students noted that they enjoy the process and the result of pedagogical activities, can fully realize themselves in the work of the teacher, feel the need to achieve social prestige and respect from others. Other motives turned out to be much less significant.

Analyzing the results of diagnostics by the method of “Motivation of professional activity” by K. Zamfir in the modification of A. Rean, it should be emphasized that the motivational complex under research is a type of relationship between three types of motivation: internal (IM), external positive (EPM), and external negative (ENM). The best, optimal complexes include the following types of relations $IM > EPM > ENM$ and $IM = EPM > ENM$. The worst motivational complex is the ratio of $ENM > EPM > IM$. We calculated the intensity indicators of each of the motivation types (internal (IM), external positive (EPM), and external negative (ENM)). The results of the calculations are shown in table 3:

Table 3.

	IM	ENM	EPM
<i>1st year</i>	2.5	2.09	2.07
<i>4th year</i>	4.08	2.76	2.13
<i>Average</i>	3.29	2.42	2.1

The general motivational complex can be represented by the inequality: IM (3.29) > EPM (2.42) > ENM (2.1), which belongs to the optimal motivational complex. Thus, it can be stated that most of the surveyed students consciously chose the teaching profession, using internal motives, which is characteristic of the possible manifestation of pedagogical talent. However, as we see, for the first year students the motivational complex can be considered more negative than for the fourth year students. For the 4th year, the indicators of internal motivation increase, and there is a certain increase in the value of negative external motivation. In general, the motivational complex of future professionals demonstrates a steady dynamic to the growth of positive motivation for the teaching profession.

In order to assess the effectiveness of forms, methods and tools of teaching, students were asked to determine which forms of work with university students are most conducive to the development of abilities. Among the most important ones were: creative contests (33.3%); national contests (23.3%); visualization lectures, making visual aids (20%); discussions (13.3%); role play games (10%), etc.

Therefore, by means of a set of methods aimed at studying the attitude of future professionals to the profession, as well as the motives for its choice, we found that:

- among the dominant types of motivation for choosing a profession the most important were the factors related to the content of education and opportunities to realize themselves in creative activities;
- most of the surveyed students consciously chose their profession, using internal motives, which is characteristic of the possible manifestation of pedagogical talent;
- the most influential factors that are of great importance for students were the ability to achieve social recognition, the possibility of self-improvement, correspondence to their abilities.

Conclusions

Our study of the development of gifted students once again revealed the presence of this problem, thus confirming its relevance. Based on the theoretical analysis of the psychological and pedagogical literature, we have clarified the essence of the category “giftedness”, identified its content components and criteria for formation. It can be argued that among the most important indicators of gifted-

ness is the level of formation of internal subjective psychological mechanisms that are manifested in a particular activity. The most common way to diagnose a talent is to look for talents among a large number of young people; strategy of individual diagnostics, identification of gifted student youth in concrete activity.

Theoretical analysis of scientific works of Ukrainian and foreign researchers on giftedness leads to the conclusion that there is no single definition of giftedness, researchers have studied only some aspects, in particular, that the development of giftedness occurs throughout life, and giftedness is an integrative quality. And yet there is no research that would comprehensively cover the problem of educational work with gifted university students in Ukraine. A creative use of the achievements of our predecessors will contribute to the development of higher pedagogical school, development of abilities and talents of an individual. The best achievements of the past should be filled with modern scientific content, and promising for further research are the choice of ways and forms of work of higher education institutions of Ukraine, which will help Ukraine reach the world level in education, science and industry.

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**TEACHING FOREIGN LANGUAGE
PROFESSIONAL DISCOURSE TO STUDENTS
OF NON-LINGUISTIC PROFILES IN BELARUS**

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НАВЧАННЯ СТУДЕНТІВ НЕЛІНГВІСТИЧНИХ СПЕЦІАЛЬНОСТЕЙ ПРОФЕСІЙНОГО ДИСКУРСУ ІНОЗЕМНОЮ МОВОЮ У БІЛОРУСІ

Стаття присвячена одній з найважливіших проблем сучасної вищої освіти – підготовці фахівця нового покоління. Визначено характеристики конкурентоспроможного фахівця, основною яких є володіння навичками міжкультурної комунікації у системі професійного спілкування. Особлива увага зосереджується на необхідності формування у студентів іншомовної дискурсивної компетенції, яка є невід’ємною складовою компетенції комунікативної і складає основу знання різних типів дискурсів, правил їх побудови, а також умінь створювати і розуміти їх з урахуванням ситуації спілкування. Наведено приклади організації навчання іншомовного професійного спілкування на основі сучасних методів викладання іноземних мов. Зазначено, що ідея формування професіонала нового покоління виходить з Болонської декларації, відповідно до положень якої були розроблені спільні принципи Європейської університетської мережі. У зв’язку з цим європейські рамки кваліфікації вищої освіти виступають регуляторним механізмом, який багато в чому визначає соціально-економічний розвиток сучасного суспільства. Таким чином, можна не сумніватися, що в сучасному динамічному світі білоруська вища освіта повинна стати більш функціональною, орієнтованою на інноваційний науково-технічний прогрес і міжнародні освітні стандарти. Завдання формування загальноєвропейського освітнього середовища розв’язуються у контексті компетентнісного підходу, який визначає оптимальне розуміння змісту кваліфікації фахівців на рівнях професійної підготовки. Такий підхід передбачає формування набору базових компетенцій випускника закладу вищої освіти, що визначають як його професійно орієнтовані здібності, так і світоглядні концепції.

Уважаємо, що унікальність компетентнісного підходу полягає у наданні можливості моделювати інтегрований процес навчання. На наш погляд, певна цілісність інноваційно спрямованих професійно активних функцій фахівця, аналіз якої має бути комплексним, може служити основою для моделювання компетентнісних характеристик фахівця немовного профілю нового покоління. Підкреслюється, що формування іншомовної комунікативної компетенції випускників немовних закладів вищої освіти необхідно здійснювати в рамках парадигми “дискурс – спілкування – міжкультурна професійна комунікація”.

Ключові слова: конкурентоспроможний фахівець; компетентнісний підхід; дискурсивна компетенція; типи дискурсів; ситуація спілкування; метод; Білорусь.

TEACHING FOREIGN LANGUAGE PROFESSIONAL DISCOURSE TO STUDENTS OF NON-LINGUISTIC PROFILES IN BELARUS

The article deals with the problem facing modern higher education – the training of a new generation of specialists. To solve this problem higher education in Belarus should become more functional and advanced in its essence as well as focus on innovative scientific and technological progress. The concept of a competitive specialist with professional communicative competence is revealed. Particular attention is paid to the formation of foreign language professional discursive competence which is an integral part of intercultural communicative competence. Examples of the organization of teaching foreign professional communication based on modern methods and techniques, such as an educational project, visual aids, and working with text, are given.

It should be noted that the idea of forming a professional of a new generation comes out of the Bologna Declaration, according to which the joint principles of the European University Network were developed. In this regard, the European framework for the qualification of higher education is a regulatory mechanism that largely determines the social and economic development of the modern society. Thus, there is no doubt that in the modern super-dynamic world, Belarusian higher education should become more functional, guided by innovative scientific and technological progress and international educational standards. It should be emphasized that the tasks of the formation of a pan-European educational environment are being solved in the context of the competency-based approach, which determines an optimal understanding of the content of qualifications of specialists at the levels of professional training. This approach involves the formation of a set of basic competencies of a university graduate which define both his/her professionally oriented abilities and worldview concepts.

We believe that the uniqueness of the competency-based approach lies in the fact that it makes possible modeling an integrated learning process. In our opinion a certain integrity of innovatively directed professionally active functions of a specialist, the analysis of which should be comprehensive, can serve as the basis for modeling the competency-based characteristics of a non-linguistic profile specialist of a new generation.

Key words: *productive educational activities; non-linguistic specialties; educational technologies; educational process; professional communicative competence; independent activity; natural language environment.*

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Introduction

In the context of the rapidly accelerating pace of the global social changes taking place in the world, one of the pressing problems facing the scientific and pedagogical community today is the conceptual need for the formation of a new generation of professionals. In this regard, a mobile, dynamic and accurate reorientation of the regulatory and parametric standards of both industrial and humanitarian specialists is required (*Globalizatsiya i obrazovaniye*, 2004, p. 21). Therefore, the question arises: how to form a new competitive professional that complies with the needs of the modern society. It is obvious that a high-quality education is a part of the world culture and has the status of universal value (Hult, 2018). In our opinion, the higher the quality of education is, the higher the indicators of all spheres of human activity are. Undoubtedly, the intellectual, spiritual and cultural condition of the society depends on the quality of education. On the one hand, high-quality education gives the young professional an absolute guarantee of success. On the other hand, the success of each individual person in the society provides a high-quality standard of living for the society as a whole.

It is well known that the professional activity of a modern specialist involves a complex combination and interaction of the functions performed: information-analytical, diagnostic, organizational, communicative, etc. That is why the interests of many researchers in the field of teaching methods in training the professionals of the highest category turn to a synergistic concept, which provides for modeling the training process on the principle of interdisciplinary coordination. Synergetics, a term proposed by H. Haken (2009), focuses on the consistency of the interaction of parts in the formation of a structure as a whole. Practice shows that the role of synergetics in education is multifaceted.

We are talking about synergistic approaches to education, synergistic ways of organizing the process of training and education, as well as education through synergetics, through the transfer and dissemination of interrelated interdisciplinary knowledge. The above mentioned concept offers specific nonlinear approaches to learning such as awakening learning, learning as an adaptive modification, learning as a phase transition to continuous innovation-oriented self-education, etc. (Tsilenko, Tamrazova, & Klyukina, 2016, p. 129). Recently, theoretical and practical research of scientists from leading foreign and domestic universities is being actualized as well as new integrative approaches to training personnel are being developed. The priority trend of the educational strategy is the interdependent multidimensional professional and personal formation of the graduate, which has its own syncretic content (Zyryanova, 2004; Kissau & Algozzine, 2017).

Analysis of recent research and publications. In the modern globalized space of international partnership and cooperation, the role of a foreign language communicative competence of a specialist of any profile is growing. Therefore, a university graduate should be able to express innovative scientific ideas, algorithms, concepts in a foreign language both at the receptive and productive levels in

a figurative, graphic, audiovisual format in order to achieve effective solutions by expressive language in professional communication situations.

As for the communicative professional competence, it provides for the ability to master the complex communicative skills of foreign language speech in various social structures, which requires knowledge of social and cultural, extralinguistic, ethical, aesthetic, religious, national, mental and other applied aspects. Communicative activities between partners can be formal and informal, individual and collective, which creates the need to acquire the skills of a verbal and non-verbal model of behavior adopted in different cultures, the realization of a nationally specific preference for perceiving a value system, and the formation of a tolerant attitude towards foreign cultures, religions (Tsilenko, Tamrazova, & Klyukina, 2016, p. 130).

So, in our opinion, the discursive competence, which is an integral component of communicative competence and represents the knowledge of various types of discourses and the rules for constructing them, as well as the ability to create and understand them taking into account the communication situation, plays a huge role in the formation of multifaceted communicative competence of a competitive specialist. Discourse competence is based on the concept of discourse, which means speech, the process of linguistic activity, the way of speaking. In order to show the specificity of the discourse and its role in teaching foreign language professional communication, it is necessary, first of all, to determine this phenomenon.

The role of discourse in teaching foreign language professional communicative competence is studied in the works of J. Purpura (2016), Yu. Karaulov & V. Petrov (1989), N. Arutyunova (1990), M. Makarov (2003), V. Karasik (2002) et al. The discourse category is one of the fundamental categories in communicative linguistics and social sciences. The fact that in English the word “discourse” can be used both as a noun and as a verb is important for understanding the concept of “discourse”. Therefore, discourse should be understood not only as a process of interaction, but also, which is not less important, as the final result of mental activity and communication. It should be noted that discourse is a social process of creating and reproducing meanings. That is why, in the context of this article, we fully share the opinion of M. Makarov (2003, p. 117), who claims that the definition of a category such as discourse already implies some ideological orientation, its own point of view on the study of language and language communication.

The study of intercultural discursive interaction, considered as a process of communication between communicants who represent different linguistic cultures and, as a result, different cultural cognitive models, is conducted today mainly from the point of view of a social-pragmatic approach and represents a completely new direction in the analysis of discourse. In addition to purely pragmatic concepts, this trend also relies on a modern cognitive approach to the

consideration of the relationship between language and culture, based on the definition of culture as a national way of life shared by all members of society.

The study of human discursive activities in the context of intercultural communication from a cognitive point of view makes it possible to describe the structures of the representation of various types of culturally determined knowledge, as well as their impact on the language strategies of discursive activities that are characteristic of particular speech culture representatives. We believe that such an approach to the consideration of discourse is directly related to solving the problem of studying the linguistic image of the world, since it allows considering the discursive activity of a person as a reflection of the national picture of the world in the forms of his/her communicative behavior, and the linguistic means used in the communication process as a way of expressing a system of culturally determined values representing knowledge, assessments and value orientations shared by society members.

To our mind, as for the theory and practice of teaching a foreign language, in this context it is important to understand discourse as a complex speech work, which is not limited to a specific statement, but has certain extra-linguistic parameters, such as communicant, recipient, their personal, social characteristics and other aspects of the social situation. Depending on the field of activity, a stereotypical set of speech actions, typical communication situations inherent to representatives of a particular profession can be distinguished. In the process of teaching foreign language professional communication, studying the features of the discourse of a particular specialty, analyzing its form and content, we inevitably enter the semantic field of the sphere of knowledge from which this discourse is taken. Knowing this specific field, we begin to actively use the expressions characteristic of this discourse, thereby acquiring the ability to interact in various situations of professional communication.

It should be pointed out that all discourses are deterministic. In each specific area of professional communication, an oriented selection of language means, reflecting the intentional attitudes of communicants, is carried out (Zyryanova, 2004, p. 57). Therefore, the formation of foreign language communicative competence of graduates of non-linguistic universities should be carried out within the framework of the paradigm “discourse – communication – intercultural professional communication”.

The purpose of this article is to show that one of the most significant components of the characteristics of a competitive specialist is his/her readiness for communicative international activities, in other words, the possession of a foreign language professional communicative competence, in the formation of which a discursive competence plays an important role.

The research outcome. In this context, it seems advisable to consider the issue of organizing the process of training in professional foreign language communication based on modern methods of teaching foreign languages.

Many years of practical experience in teaching foreign languages allowed us to conclude that the modern methods used in foreign languages teaching should be aimed, on the one hand, at developing communicative competencies, and on the other, at grammatical competencies, i.e. for the conscious mastery of students of the system of the foreign language they study. In our opinion, the combination of both parts will allow students to improve the morphological and syntactic skills of building a statement in the process of speech activity, which will greatly contribute to the achievement of the main goal of training – formation of effective foreign language professional communication skills.

In our opinion, the goal of training can be achieved if students have a desire to use the acquired knowledge and formed skills. Therefore, the teacher needs to choose those methods of teaching that will motivate students to communicate effectively, given that the mastery of a foreign language will be carried out in a language environment with simultaneous reliance on the grammatical system of the foreign language which is studied. As for the method it can be defined as specific actions and operations of a teacher, the purpose of which is to transfer knowledge, form skills and abilities, stimulate students' learning activities to solve particular problems of the learning process (Zyryanova, 2004, p. 59), in other words, these are concrete ways to solve educational problems. Currently, in the process of teaching foreign languages, teachers of non-linguistic universities widely use in their practice methods such as project work, authentic professionally oriented texts, visual accompaniment of the studied material, communication resources, computer technology, and many others. Let us consider some of them more in detail.

We think that visual aids play an important role in the process of teaching foreign languages. So I. Pavlov in his doctrine of two signal systems says that all phenomena of reality are reflected in the human brain, firstly, in the form of sensations, perceptions, impressions (the first signal system, characteristic of both man and animals), secondly, in the form of special conventional signs – words that make up the second signal system of reality, characteristic only of man. The analysis and synthesis carried out by the cerebral cortex, in connection with the presence of the second signal system, concerns not only individual specific stimuli, but also their generalizations presented in words (Boyko, 1976, p. 48). Thus, words become equivalents of visual, auditory and other images, giving rise to speech and languages. According to psychologists, the main part of the information received by a person in the learning process is perceived through vision. Language material is no exception, since visual means become a visual-semantic support for the introduction, activation and consolidation of language units, being a connecting link between the semantic and sound side of a word (*Globalizatsiya i obrazovaniye*, 2004, p. 39).

L. Kryuchkova believes that the explanation of the new material should be based on joint visual reading of the printed or electronic text, and on the tables,

figures, graphs, photographs, presentations accompanying this text. In this case, the illustration plays the role of a kind of “an anchor”, that is, a kind of “supporting notes”, which allow reproducing both the vocabulary and the grammatical structure of sentences (Kryuchkova, 2013, p. 216). According to N. Moshchinskaya, the student’s work becomes more motivated if both the text and the illustration to this text exist in the same visual field, which creates a single information field for the material being studied (Moshchinskaya, 2013, p. 42). Of course, students are faced with a rather difficult task to draw a parallel between the visual image and the lexical material. However, when semantic connections have been found and the necessary lexical and grammatical forms have been used, it can be confidently stated that the main task has been solved, because as a result, students begin to build easily their own statement.

Another method actively used in foreign languages classes is the educational project activities of students. E. Polat (1998) believes that the project method is a way to achieve a didactic goal through the detailed development of a problem, which should have a very real, tangible practical result, framed in one way or another, focused on the independent activity of students – individual, in pairs, in group, which students perform over a certain period of time. Not being, in the absolute sense of the word, a modern method (it was developed in the first half of the 20th century based on the pragmatic pedagogy of J. Dewey), project activity, however, is currently becoming especially relevant in the methodology of teaching foreign languages in connection with the development of information technologies and widespread use of computers.

In our opinion, the use of this method provides for a certain algorithm of actions, which should be developed under the direct supervision of a teacher. Firstly, it is necessary to formulate a problem that students will work on (we believe that the range of problems should be connected with the formation of students’ foreign language professional competence), determine where and how information will be searched, decide how the final results will be framed (presentation, report, debate, round table, etc.). Secondly, the process of collecting, systematizing and analyzing the data obtained; thirdly, summing up, presentation of the results, reflection and conclusions.

Since the main purpose of educational project activity is the students’ ability to acquire knowledge independently in the process of solving the tasks assigned to them, this means that the project activity develops the students’ skills to search for information, to organize it in a systematic way, and what is the most important – to present it in an accessible for their classmates form. And since the search for information is accompanied by work with foreign texts, and, therefore, helps to expand the vocabulary, deepen the knowledge of the grammatical system of the studied language, the preparation of the presentation by students is nothing but preparation of their own discursive statement. Participating in a project activity allows students not only to acquire knowledge and experience in research, but

to form strong grammar and communication skills in the foreign language they study. According to T. Shaikhullin ([Shaykhullin, 2006, p. 17](#)), this method does not impose linguistic knowledge on students, but rather helps it to be born and developed. The process of learning a language should be that of its discovery, in other words, research and experimental process.

The following method, which is widely practiced in the process of developing communicative professional competence in foreign language classes, is working with text, since the text remains the main unit of information in the learning process, and also has cognitive and educational value, contains great opportunities for working on the language, serves as an incentive for the development of speech skills in the studied foreign language. The main methodological purpose of the text is to be the basis for the formation, development and improvement of all speech skills. In this context, the question arises of how to organize training in foreign language professional communication based on the language means of a text. As it is well known, special professional terminology, intended primarily for professional communication, is used by representatives of a certain part of society and has a pragmatic orientation. In this regard, in the process of preparation of manuals, educational complexes and other didactic material for non-linguistic profiles, it is necessary to pay special attention to issues related to the intensification of the learning process precisely in professional terminology.

Firstly, we believe that it is necessary to formulate clearly the basic requirements for texts that students work with independently or in foreign language classes, since the teaching of professional communication is carried out mainly on the bases of the text. We propose to select various types of texts according to the following criteria:

- the nature of the selected texts is determined by the communicative needs of students in certain types of texts and terms, involving different types of speech activity, reflecting the students' future professional tasks: texts-definitions, descriptions, instructions, abstracts, annotations, contracts, etc.;

- the texts are graduated by their simplicity/complexity depending on the stage of training;

- the selection of texts for training is carried out according to their richness in necessary professional terms, as well as the channel of information transfer: for students of non-linguistic universities the most relevant are written (printed or electronic) and computer audio texts;

- the selection is carried out depending on source/application scope: texts from textbooks/scientific texts, online texts of both types (educational and professional).

As practical experience shows it is better to build the system of work with the professional vocabulary on the basis of hypertexts both in the classroom and during the independent work of students. Since information and communication competence is an integral component of the professional competence of students of

non-linguistic universities, therefore, the specifics of the origin and formation of terms should be taken into account in the structure of textbook or teaching and methodological complexes and become the main criterion for constructing a system of exercises in accordance with the subject of the main text. In our opinion, it is advisable to divide the work on the terminological component of a professionally oriented text into pre-text, text, post-text and hypertext stages.

During the pre-text study of special vocabulary, students get acquainted with the professional terminology of the topic they study. We believe that this is an important stage in the study of professionally oriented vocabulary, due to the complexity and novelty of the introduced terms. Therefore, pre-text exercises should include such types of tasks as finding definitions of the new terms, synonyms and antonyms, as well as options for lexical compatibility. It is also advisable, in our opinion, to draw the attention of students to such moments as the internationality of terminological vocabulary, methods of word formation, polysemy. The text stage implies working with special text on the topic, finding in the texts the terms and phrases worked out in the pre-text exercises. An analytical reading with the study of lexical and grammatical features of the text is also carried out.

The post-text stage includes exercises that can be aimed at solving the following problems: consolidation of terminological units in speech; consolidation of the vocabulary by doing exercises for reverse translation, in terminological games as well as in question-answer exercises. This stage also includes a discussion of the text, during which questions that require knowledge of the terms and understanding of the text are asked. This stage is important for the formation of professional communicative competence of students, since during it analysis and modeling of professional activity, imitation of social and professional interaction by means of a foreign language are implemented. In our opinion, it is necessary to control lexical and grammar skills acquired by students by means of the final lexical and grammar tests.

The hypertext stage is aimed at the formation of monological/dialogical speech skills on problematic material. At this stage, graphic methods of presenting information (conceptual, semantic, network and mental maps; denotative text maps) that are widely used in practice are mastered. Other types of graphic supports help to improve understanding of the content of the text, form methods and techniques for mastering the language material, etc. We also believe that at this stage it is advisable to offer the students some creative exercises which involve using additional information in order to prepare a reasoned statement, write a scientific or popular science article or give a lecture or presentation on the issue considered in the text. The teaching methods for introducing, consolidating and reproducing professional vocabulary proposed above can, in our opinion, be changed and supplemented depending on the specifics of the audience, purpose, stage of training and etc.

Conclusions

Thus, it seems possible to assert that one of the priority components of a competitive specialist's characteristic is readiness for communicative international activity, in other words, possession of a communicative foreign professional competence, in the formation of which a foreign language training course plays the leading role. There is no doubt that a specialist of any profile who has a good command of foreign languages becomes a free, active and full-grown participant in the socio-economic life of society, able to effectively solve different problems, as well as find fundamentally new, sometimes non-standard, approaches to solving them.

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**ACADEMIC PLAGIARISM AND SELF-PLAGIARISM
AS ELEMENTS OF VIOLATION OF ACADEMIC INTEGRITY**

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АКАДЕМІЧНИЙ ПЛАГІАТ ТА САМОПЛАГІАТ ЯК ЕЛЕМЕНТИ ПОРУШЕННЯ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ

У статті проведено дослідження порушень академічної доброчесності таких, як “академічний плагіат” та “самоплагіат” як її складові елементи. З’ясовано, що етимологічно поняття “академічна доброчесність” складається з двох слів “академічна” і “доброчесність”, що робить його етично-науковим поняттям, а такі види порушення академічної доброчесності, як академічний плагіат, самоплагіат, фабрикація, фальсифікація, обман, хабарництво відносять його до правової категорії. Поняття “академічна доброчесність” пов’язане з науковою порядністю, у тому числі навчальною, та має певну область дотику з правом інтелектуальної власності. Дотримання академічної доброчесності науковцями і освітянами стосується не лише моральних принципів та захисту інтересів інших осіб, а й пов’язане з честю і гідністю особи, яка дотримується принципів академічної доброчесності, сприяючи формуванню її ділової репутації у науковій та освітній діяльності.

Проведено співвідношення понять “плагіат” та “академічний плагіат”. Розуміння поняття “плагіат”, що зафіксоване в Законі України “Про авторське право і суміжні права” істотно вужче, ніж розуміння академічного плагіату в освітніх законах. Водночас сфера застосування поняття “плагіат” набагато ширша, ніж “академічний плагіат”. Академічний плагіат обмежується об’єктами, колом суб’єктів та сферою застосування. Виділено характерні ознаки законодавчої дефініції поняття “академічний плагіат”, які в сукупності утворюють юридичну конструкцію академічного плагіату. З’ясовано, що поняття “самоплагіат”, закріплене в Законі України “Про освіту”, має англomовне походження і вперше з’явилося в США як студентський жаргон. Жоден нормативний акт зарубіжних країн не містить поняття “самоплагіат”, а для вітчизняного законодавства воно є нововведеним і викликало чимало дискусій у науковому середовищі.

Обґрунтовано необхідність введення поняття “самоплагіат” до вітчизняного законодавства. Потреба в закріпленні поняття “самоплагіат” була викликана глибокою кризою академічної доброчесності в науковому та освітньому середовищі. Самоплагіат знижує довіру до наукових результатів, вводить в оману науковців, які використовують праці з самоплагіатом та сприяє необґрунтованому збільшенню результатів досліджень, що впливає на конкурентоздатність науковців в отриманні фінансової підтримки для досліджень, при працевлаштуванні тощо. Визначено, що збільшення інформації у попередніх наукових дослідженнях не завжди є самоплагіатом. Повторний аналіз раніше опублікованих даних може бути зумовлений технологічним прогресом, новими науковими розробками, появою нових наукових теорій та ін. При вдосконаленні своїх попередніх праць необхідно розмежовувати старі та нові дані, чітко визначати актуальність їх використання.

Ключові слова: академічна доброчесність; плагіат; академічний плагіат; самоплагіат; освітній процес; Україна.

ACADEMIC PLAGIARISM AND SELF-PLAGIARISM AS ELEMENTS OF VIOLATION OF ACADEMIC INTEGRITY

The article examines such violations of academic integrity as “academic plagiarism” and “self-plagiarism”. Since the concept of “academic integrity” etymologically consists of two words “academic” and “integrity”, it makes it an ethical and scientific concept, and such types of violations of academic integrity as academic plagiarism, self-plagiarism, fabrication, falsification, deception, bribery refer it to the legal category. The concept of the “academic integrity” is associated with the scientific integrity, including the teaching integrity, and correlates to some extent with the intellectual ownership. The observance of academic integrity by scholars and educators refers not only to the moral principles and protection of the interests of others, but also to the honor and dignity of a person who adheres to the principles of academic integrity and contributes to the formation of his/her business reputation in science and education.

The relationship between the concepts of “plagiarism” and “academic plagiarism” has been elucidated. The understanding of the concept of “plagiarism” contained in the Law of Ukraine “On Copyright and Related Rights” is significantly narrower than the understanding of the academic plagiarism in the laws on education. At the same time, the scope of the concept of “plagiarism” is much wider than the scope of the concept of “academic plagiarism”. Academic plagiarism is limited to objects, a range of subjects and the scope. The characteristic features of the legislative definition of the concept of “academic plagiarism” are highlighted, which together form the legal structure of the academic plagiarism. It has been found that the concept of “self-plagiarism”, reflected in the Law of Ukraine “On Education”, is of English origin and first appeared in the United States as student slang. No regulatory enactment of foreign countries contains the concept of “self-plagiarism”, it is newly introduced in the national legislation and has already caused a lot of discussion among scholars.

The necessity of introducing the concept of “self-plagiarism” into the national legislation is substantiated. The need to consolidate the concept of “self-plagiarism” was caused by a deep crisis of academic integrity in the scientific and educational environment. Self-plagiarism reduces the trust in scientific results, misleads scientists who use the work with self-plagiarism and contributes to an unjustified increase in research results, which affects the competitiveness of scientists in obtaining financial support for research, employment, etc. It has been determined that adding information to that in the previous scientific research is not always self-plagiarism. A re-evaluation of previously published data may be justified by technological advancements, new scientific developments, the emergence of new scientific theories, etc. When improving one’s previous work, it is necessary to distinguish between the old and the new data and clearly define the relevance of their use.

Key words: *academic integrity; plagiarism; academic plagiarism; self-plagiarism; educational process; Ukraine.*

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Introduction

The scientific and technological progress, the development of international relations and international cooperation leads to significant changes in the socio-economic, political and scientific spheres, introducing new concepts and terms in the Ukrainian language. At the same time, there is a problem of their uniform interpretation, as well as the appropriateness of the use of these concepts and terms.

The relevance of the research topic is primarily due to the fact that in 2017 the Law of Ukraine “On Education” and later the Law of Ukraine “On Higher Education” defined the concept of “academic integrity” and identified the main types of academic integrity violations, which the participants in the educational process can resort to. In particular, “academic plagiarism” and “self-plagiarism” were classified as violations of academic integrity. At the same time, the concept of “self-plagiarism” is completely new and still unknown to the law, which has caused a lot of discussion in the scientific community. And the concept of “academic plagiarism” is often identified with the concept of “plagiarism”, which is quite erroneous, because the concept of “plagiarism” is directly related to copyright infringement, while the concept of “academic plagiarism” has more ethical and educational character.

An unambiguous interpretation of these concepts, as well as an understanding of the negative consequences for people whose scientific works may contain plagiarism and self-plagiarism, will help reduce the cases of academic integrity violation, which is topical for the national science and education (Andreescu, 2019). This is due to the fact that with the rapid development of computer technology and open access to the intellectual achievements there is a rapid increase in cases of unscrupulous borrowing and use of other people’s works, including an increase in recorded cases of plagiarism, falsification and fabrication of results by scholars, undergraduate and postgraduate students.

Therefore, we can see the relevance of the study of violations of academic integrity, in particular, “academic plagiarism” and “self-plagiarism”.

An analysis of recent research. Recently, more scientific papers and materials are being published examining the issue of the academic integrity and responsibility for its violation in scientific and educational processes, which has caused a crisis of academic integrity and an increase in the number of recorded cases of its violation (Scott, 2017). A particular attention was paid to the study

of academic integrity, the peculiarities of plagiarism and the newly introduced term “self-plagiarism”. Our study contains a comprehensive approach to understanding the concepts of “academic integrity”, “plagiarism”, “academic plagiarism” and “self-plagiarism”. A considerable attention is paid to the etymology of these concepts and their relationship, as well as maintaining the academic integrity; therefore, we will outline the main trends in the scientific research of academic integrity.

Scholars from various fields both in Ukraine (V. Zub (2014), A. Kovalova (2013), Ye. Nedohibchenko (2017), H. Ulyanova (2015), V. Fedorenko (2016a, 2016b), etc.) and abroad (C. Carter and C. Blanford (2016), S. Scott (2017), B. Stitzel, G. Hoover, W. Clark (2018), M. Roig (2010), M.S. Garfinkel, J. Bailey, G. Pavela and others) studied the topic of observance and violation of academic integrity.

The principles of academic integrity were first described in the article “Teachers and Academic Integrity” in 1997 (Synthesis: Law and Policy in Higher Education, edited by G. Pavel), which reveals ten principles of academic integrity. The scholar V. Khmarsky, studying the American experience of academic integrity, draws attention to the essence of the academic integrity, which contributed to a better understanding of the etymology of the concept and confirms the urgency of the problem of maintaining the academic integrity, topical not only in the Ukrainian science, but also in foreign doctrines.

In our opinion, the definition of the term “plagiarism” proposed by H. Ulyanova, who considers plagiarism as a “social, ethical and legal category”, is more successful. Ye. Nedohibchenko’s article “Academic Integrity: Constituent Elements” is quite interesting, in which the origin of the concept of self-plagiarism and its essence are studied. No less interesting is the work of V. Bakhrushin “Academic plagiarism and self-plagiarism in science and higher education: the legal basis and the global experience”, in which he makes distinction between copyright protection and academic plagiarism.

Analyzing the reference literature on academic integrity revealed some gaps in the scientific and theoretical understanding of such instances of academic integrity violation as “academic plagiarism” and “self-plagiarism”, as well as in definition of certain areas of their application, which necessitated this study.

The purpose and objectives of the study. The purpose of the article is to study and generalize the essence of the concepts of “academic plagiarism” and “self-plagiarism” and to analyze the problems of academic integrity violation.

The objectives of the study are: to clarify the etymologies of the terms “academic integrity”, “plagiarism” and “academic plagiarism”, as well as to determine the nature of the origin and essence of the concept of “self-plagiarism”; to correlate the concepts of “plagiarism”, “academic plagiarism” and “self-plagiarism”; determine their meaning in scientific publications; demonstrate the

differences between plagiarism and academic plagiarism, specify the application of the concept of “self-plagiarism”.

Resonant examples of academic integrity violation and definition of the concept of “academic integrity”

V. Fedorenko claims that the problems of ensuring the proper level of academic integrity in Ukraine are gaining more and more public resonance. There is a noticeable intolerance on the part of the scientific community and the society as a whole to plagiarism in scientific works, including scientific qualification works both master and PhD dissertation papers. The scandal with the wife of the former Deputy Prime Minister Vyacheslav Kyrylenko, Kateryna Kyrylenko, has aroused a great public interest. The scholars of the Ukrainian Language and Information Foundation with the National Academy of Sciences noted in 2017 that her doctoral dissertation contained 26% of the borrowed text, and 142 fragments of the text were copied from the works of other authors. Vyacheslav Kyrylenko, in turn, called the accusations against his wife aimed at discrediting him (“[Huchni istoriyi z plahiatom](#)”, 2018).

Former Verkhovna Rada Speaker Volodymyr Lytvyn was also accused of plagiarism. He was accused of plagiarism several times: in 2002, the American political scientist Thomas Carothers recognized his own article ‘Civil society. Think again’ in Lytvyn’s ‘Civil Society: Myths and Reality’. The Ukrainian historians O. Tolochko and N. Yakovenko accused Lytvyn of using their scientific works in his three-volume History of Ukraine, and the political scientist O. Haran claimed that Lytvyn used in his article whole pieces from the former’s book. As a result, O. Haran wrote an article about Lytvyn’s plagiarism, where he collected accusations against him (“[Huchni istoriyi z plahiatom](#)”, 2018).

Such examples of academic plagiarism and violation of academic integrity by high-ranking officials, as well as Ukrainian scholars are not uncommon, caused by the flourishing of nihilism, corruption, deliberate and unconscious violations of law, young scientists and students’ ignorance of the concept and principles of academic norms in general. Such situation is typical not only of the Ukrainian science and education, but also of highly developed EU member states, where the legislation in the field of copyright and educational process is more developed, and the level of legal and ethical awareness is higher. In particular, striking examples of violations of academic integrity are observed in such countries as Germany and Hungary.

In Germany, there was once a so-called “Karl-Theodor zu Guttenberg affair”. In the doctoral dissertation of the youngest Minister of Defense in the history of Germany, K.-T. zu Guttenberg, 72.7% borrowings were found. After a hearing on this public issue in the Bundestag, on March 1, 2011, K.-T. zu Guttenberg was forced to resign from all his posts and soon leave Germany with his family. And in 2012, the Hungarian President P. Schmitt was forced to resign after Semmelweis University of Budapest withdrew his doctorate for plagiarism.

P. Schmitt defended his doctoral dissertation at this University back in 1992 (Fedorenko, 2016a, pp. 11–12). Charges of plagiarism were also proffered against German President Christian Wulff, Romanian Prime Minister Victor Ponta and others.

In Ukraine, in contrast to the developed western countries, the plagiarism of the first persons of the government has not yet caused any punishment. However, in the scientific community there are cases of prosecuting scientists for violating the academic integrity and withdrawing their academic degree in court, which in itself is a positive step in the development of the legal and ethical consciousness of the scientific community. The first Ukrainian precedent of withdrawing a scientific degree in court took place on November 16, 2012, when the Shevchenkivsky District Court of Kyiv upheld the claim of Serhiy Rudenko, the Deputy Dean of the Faculty of Philosophy of Taras Shevchenko National University in Kyiv to the specialized scientific council of the said university on the cancellation of the resolution to award Ksenia Vasylenko (also known by the penname “Sonya Koshkina”) the degree of Candidate of Sciences, as plagiarism was found in her dissertation (Zub & Demyanenko, 2014).

Despite the fact that today the scientific community increasingly demonstrates intolerance of plagiarism in science and education, especially when academic dishonesty is demonstrated by politicians and statesmen, the problems in combating academic integrity violations still outweigh the achievements. Often such situations are the result of ignorance of the principles of academic integrity, responsibility for its violation, as well as an ambiguous understanding of the concept of the “academic integrity”. In connection with the above, there is an urgent need to clarify the etymology, the nature of the origin and essence of the concept of “academic integrity”.

Etymologically, the concept of “academic integrity” consists of two words “academic” and “integrity”. The English philosophers Jeremy Bentham and George Moore believed that virtue was the opposite of selfishness, it was a duty, and the German philosopher Gustav Radbruch “called virtue a positive moral quality, the high morality of a particular person” (“Kompleks moralnykh obovyazkiv”, n.d.). “Virtue is the desire to do something for the benefit of others, for the sake of the society. A virtuous person is one who is not guided by his own goods and benefits, but is subject to humanness, decency, and justice” (“Ponyattya dobrochesnosti”, n.d.).

As noted by H. Broslavska, virtue is a philosophical concept, a deep concept, because it combines morality, selflessness, competence with a large number of abilities (competencies) and so on. If we consider the components of the concept of “virtue”, it is goodness and honesty, which are mandatory elements of a highly moral person (Broslavska, 2018). We consider it appropriate to agree with the definition of integrity by H. Broslavska and to add that virtue is not

only about the moral principles and interests of others, but is directly related to the reputation and honor of a person who is virtuous in his/her activities.

The concept of “academic integrity” has been widely used in the doctrine of foreign countries. In particular, V. Khmarsky, studying the American experience of academic integrity, draws attention to the essence of the academic integrity and notes that “academic” comes from the word “Academy”, known since antiquity as the name of the IV century BC school in which Plato lectured, and the corresponding adjective is used to denote what is associated with the highest level in the field of science or art – the academic level, academic theater, etc., as well as a synonym for the term “academic” – academic group, academic leave, etc.; “Integrity” comes from the late Latin words “integer”, “integrare” (integrate) or “integritas” (integrity) – the vast majority of words with this root refer to mathematics, and only the term “integrity” is an exception, because out of its three interpretations the first place is taken by “moral purity”, “decency”, and only then – “integrity, completeness” and “quality or condition of inviolability” (Broslavska, 2018). The existence of similar terms in foreign doctrine indicates that the observance of academic integrity is relevant throughout the world, and its violation entails significant negative consequences not only for the scientific community, science and education, but the society as a whole.

The principles of academic integrity were first set out in the article “Teachers and Academic Integrity” in 1997 (Synthesis: Law and Policy in Higher Education, edited by G. Pavel). It mentions ten principles: affirm the importance of academic integrity; cultivate a love of learning; treat students as independent persons; create an atmosphere of trust in the classroom; encourage students’ responsibility for academic integrity; formulate clear expectations for students; develop fair and relevant forms of evaluation; limit opportunities for academic dishonesty; challenge academic dishonesty when such cases occur; help define and maintain common university standards of academic integrity (Tsentr akademichnoyi dobrochesnosti, n.d.).

The beginning of the development of academic integrity in Ukrainian science and education should be considered the adoption of the Code of Ethics of the Ukrainian Scientist in 2009 at the general meeting of the National Academy of Sciences of Ukraine, which defined the general principles of the scientific work, emphasizing that “the scientist is morally responsible for consequences of his/her activities that can affect the development of mankind, nature conservation and spiritual and cultural heritage ...” (“Etychnyy kodeks”, 2009). It is difficult to disagree with this statement (Nedohibchenko, 2017).

We believe that the adoption of the Code of Ethics of the Ukrainian Scientist was a significant step forward to further consolidate the definition of the “academic integrity” at the legislative level, which included such components as academic plagiarism and self-plagiarism. It took the legislator nine years to improve the regulations in the sphere of science and education, and in 2017 the

concept of “academic integrity” was defined for the first time at the legislative level in the Law of Ukraine “On Education”. Prior to that, no normative document disclosed the concept of “academic integrity”, or contained it at all. Later, this term was reflected in the Law of Ukraine “On Higher Education”.

Therefore, in accordance with Art. 42 of the Law of Ukraine “On Education” and Art. 1 of the Law of Ukraine “On Higher Education”, the academic integrity is a set of ethical principles and statutory rules that must guide the participants in the educational process during training, teaching and scientific (creative) activities to ensure confidence in learning outcomes and/or scientific (creative) achievements (“Pro osvitu”, 2017). At the same time, the Laws of Ukraine “On Higher Education” together with the Law of Ukraine “On Copyright and Related Rights” also contain certain tools to prevent violations of the academic integrity.

The consolidation of the concept of “academic integrity” at the legislative level has determined the development of the entire national education system, where academic integrity is now a legitimate requirement, the value of which is to build confidence in learning outcomes and scientific achievements. Part 4 of this article also identifies the main violations of the academic integrity that can be resorted to by participants in the educational process, in particular: academic plagiarism, self-plagiarism, fabrication, falsification, cheating, deception, bribery, biased evaluation (“Pro osvitu”, 2017).

From the above we can conclude that the concept of the “academic integrity” etymologically consists of two words “academic” and “integrity”, which makes it an ethical and scientific concept, and such types of violations of academic integrity as academic plagiarism, self-plagiarism, fabrication, falsification, deception, bribery makes it a legal category. In our opinion, academic integrity is both a scientific/educational and ethical/legal concept that is related to scientific decency, including educational decency, and has a close connection with the intellectual ownership. The observance of academic integrity by scholars and educators refers not only to the moral principles and protection of the interests of others, but also to the honor and dignity of a person who follows the principles of academic integrity and contributes to the formation of his/her reputation in science and education.

Definition of “academic plagiarism” and “self-plagiarism”

The legislator introduces a new concept of violation of academic integrity, such as “self-plagiarism”, which has caused a lot of discussion in the scientific community. This is due to the fact that the concept of “self-plagiarism” is new to the legislation of Ukraine and is not reflected in the Law of Ukraine “On Copyright and Related Rights”. Moreover, Ye. Nedohibchenko (2017), having studied a number of laws and regulations on secondary education and higher education in such countries as Germany, Great Britain, the United States, Canada, etc., argues that the concept of “self-plagiarism” has not been detected in any legal act. The

large explanatory dictionary of the modern Ukrainian language also does not contain the definition of “self-plagiarism”.

Etymologically, the concept of “self-plagiarism” consists of such parts as “self” and “plagiarism”, so to clarify the essence of the concept of “self-plagiarism” and to avoid ambiguous interpretations, we propose to analyze the concepts of “plagiarism” and “academic plagiarism” and compare them with the concept of “self-plagiarism”. Every researcher who considers the problem of plagiarism in one way or another, notes that this phenomenon is ancient and is associated with the emergence of writing (Kovalova, 2013), as well as transnational and universal, because the use of plagiarism is, without a doubt, a problem of many universities of the world (Ryzhko, 2016). However, the figure of the author, according to Roland Barthes, emerged only in the New Age, when the society began to consider the benefits of a “human personality” (Romantsova, 2018).

In accordance with Art. 50 Part 1 paragraph c of the Law of Ukraine “On Copyright and Related Rights”, plagiarism is the publication, in whole or in part, of someone else’s work under the name of a person who is not the author of this work. A. Stefan notes that the legislative definition allows to identify the following three characteristic features, which together form the legal structure of plagiarism: illegal use of someone else’s work; indication of the name of the person who is not the author of the used work; promulgation (publication) of an object that is a complete reproduction of someone else’s work or which includes someone else’s work (works) or a part (parts) thereof (Shtefan, 2016).

In our opinion, the definition of the concept of “plagiarism”, which was proposed by H. Ulyanova, who considers plagiarism as a “social, ethical and legal category” and gives the following definition: “it is a complex socio-ethical, legal phenomenon in the field of intellectual ownership, which can be considered as: infringement of the copyright of the creator of the original text; abuse of the right to freedom of creativity by a person who commits plagiarism; violation of the rights of consumers of intellectual/creative activity; violation of the public order (interests of the society and the state) – in cases where authorship is given public importance” (Ulyanova, 2015).

Thus, the concept of “plagiarism” simultaneously contains two categories: the socio-ethical and the legal ones. The legal is related to the observance of copyright, and the socio-ethical to the observance of the academic integrity. In turn, the concept of “academic plagiarism”, in addition to these two categories, also includes a scientific category, as its scope is much narrower and relates to the publication of scientific (creative) results.

In accordance with Art. 42 Part 4 of the Law of Ukraine “On Education”, academic plagiarism is “the publication (partial or complete) of scientific (creative) results obtained by others as if a result of their own research (creativity), and/or reproduction of published texts (published works of art) of others authors without indication of authorship” (“Pro osvitu”, 2017). A similar wording is contained

in Art. 69 Part 6 of the Law of Ukraine “On Higher Education” (“[Pro vyshchu osvitu](#)”, 2014).

By analogy with A. Stefan’s definition of the characteristic features of the legislative definition of “plagiarism”, we propose to identify the following characteristic features of the legislative definition of the “academic plagiarism”, which together form the legal structure of academic plagiarism: a narrow object of academic plagiarism, i.e. mainly scientific results; scientific (creative) results are obtained not only as a result of creative activity, but also as a result of conducting relevant research, including scientific; a limited number of subjects that can involve academic plagiarism and a limited number of objects, the results of scientific (creative) research which can become objects of academic plagiarism, namely: scientists, graduate and undergraduate students and other educators; misuse (publication) of such results may be complete (a full reproduction of someone else’s scientific (creative) results) or partial (publication of scientific (creative) results, which include someone else’s work or part thereof), indicating the name of the person who is not the author of the mentioned scientific (creative) result.

It follows from the above that the concept of “plagiarism” contained in the Law of Ukraine “On Copyright and Related Rights” is significantly narrower than the understanding of academic plagiarism in educational laws. At the same time, the scope of the concept of “plagiarism” is much wider than the scope of the concept of “academic plagiarism”. The academic plagiarism is limited to objects (results of scientific (creative) activity and research), range of subjects (scientists, graduate students, undergraduate students, etc.) and areas of application (scientific and educational). It is important to note that the academic plagiarism should not be equaled to copyright infringement.

V. Bakhrushin in his article “Academic plagiarism and self-plagiarism in science and higher education: the legal basis and world experience” identifies significant differences between the copyright protection and the academic plagiarism, which are as follows ([Bakhrushyn, 2018](#)): 1) protection of copyright and related rights relate primarily to the personal intangible and tangible ownership of copyright and related rights, while the rules on academic plagiarism are aimed not at them but at those who violate the academic integrity; 2) the academic plagiarism is considered a violation of the ethical norms of the academic community, while a copyright infringement is a delinquency; 3) the requirements for academic integrity provide for the provision of correct references to the actual authors of the works, and not to persons who may be the copyright owners; 4) the copyright has a limited validity period and after its expiration the use of the work is allowed without the consent of the authors or their successors and without payment of appropriate remuneration. But this does not eliminate the need to refer to the authors. Lack of proper references is a major feature of academic plagiarism.

In addition, according to Art. 52 Part 2 of the Law of Ukraine “On Copyright and Related Rights”, the subjects of copyright and/or related rights may apply to the court or other competent authorities to protect their rights. But the law does not provide for the possibility of bringing violators to justice without recourse to the subjects whose rights have been violated (Bakhrushyn, 2018). Moreover, Art. 433 Part 3 of the Civil Code of Ukraine directly excludes ideas, processes, methods of activity or mathematical concepts as such from the objects of copyright, but it should not prevent their identification as academic plagiarism in cases of lack of proper references to real authors in academic works (“*Tsyvilnyy kodeks Ukrainy*”, 2003).

Thus, when it comes to the relationship between the concepts of “plagiarism” and “academic plagiarism”, they should be correlated as “the whole” and “a part”. Academic plagiarism is a type of plagiarism and is an instance of the violation of academic integrity in the scientific community.

Etymology and the origin of the concept of “self-plagiarism”. The appropriateness of using the term “self-plagiarism”

The Law of Ukraine “On Education” defines the concept of “self-plagiarism” as the publication (in part or in full) of their own previously published scientific results as new scientific achievements. The same definition is duplicated in the Law of Ukraine “On Higher Education” (“*Pro osvitu*”, 2017). At the same time, it is interesting that the concept of “self-plagiarism” is not contained in any other legal act, including the Law of Ukraine “On Copyright and Related Rights”. In addition, this concept is new not only for legislation but also for scientific doctrine. The large explanatory dictionary of the modern Ukrainian language also does not define “self-plagiarism”.

From the above it is obvious that the legislator applies the concept of “self-plagiarism” only to scientific results, while the world practice extends it to other activities, in particular, creative activity. Ye. Nedohibchenko studied a number of laws and regulations on secondary education and higher education in Germany, Great Britain, USA, Canada and other countries. However, the concept of “self-plagiarism” is not contained in any of their normative acts (Nedohibchenko, 2017). The term “self-plagiarism” is of English origin and first appeared in the United States, however, no glossary defines the term. Ye. Nedohibchenko claims that the concept of “self-plagiarism” belongs to the student jargon (Nedohibchenko, 2017).

Unlike the concept of “plagiarism”, which has a socio-ethical and legal category, the concept of “self-plagiarism” is scientific and educational and is directly related to scientific (creative) results and violations of the principles of the academic integrity by duplicating the publication. The introduction of the concept of “self-plagiarism” is necessary precisely for the proper observance of the academic integrity, because self-plagiarism reduces confidence in the results of scientific results, misleads scientists who use works that contain self-plagiarism

in their research. In addition, self-plagiarism contributes to an unreasonable increase in the author's scientometric indicators, which negatively affects the competitiveness of scientists, in particular in obtaining funding for research, employment.

M. Roy in his article "Plagiarism and self-plagiarism: What the author should know?" states the following: A key feature of all forms of self-plagiarism is the existence of significant overlaps between publications, and most importantly, the lack of a clear indication of the relationship between the various duplicates or relevant documents. Due to this the word "concealed" should always be added to these symbols (for example, a concealed duplicate publications, etc. As with the traditional forms of plagiarism, the probable cause of self-plagiarism is the desire of authors to increase the number of publications in their legacy (Roig, 2010).

Self-plagiarism should include also duplication of scientific results, duplication of publications, editing or supplementing data, submission of results contained in previous work in reports on the implementation of scientific projects, data editing, re-analysis of previously published data without reference to previous publication of this data etc. It is important to note that the increase in information on scientific research may make it difficult or impossible to interpret it correctly, as the data may be incomparable, relate to non-identical objects, and so on. Re-analysis of previously published data may be due to technological advancements, new scientific developments, the emergence of new scientific theories and others. When improving their previous work, it is necessary to distinguish between the old and the new data and clearly define the relevance of their use.

Since according to the Law of Ukraine "On Education", the concept of "self-plagiarism" applies only to scientific works, it does not apply to the reproduction of other works, nor does it apply to the reproduction of scientific results in non-scientific publications. It follows that the term "self-plagiarism" should not be used in cases of failure to provide references to information about the author's scientific results, which have previously been published in non-scientific sources, including social networks, media, educational and popular science publications.

Conclusions

As a result of the study, it can be argued that the concept of "academic integrity" etymologically consists of two words "academic" and "integrity"; it is a scientific/educational and ethical/legal concept; it is related to scientific decency, including educational decency, has a certain relation to intellectual ownership. The observance of academic integrity by scholars and educators refers not only to the moral principles and protection of the interests of others, but also to the honor and dignity of a person who follows the principles of academic integrity and contributes to the formation of his/her reputation in science and education.

The understanding of the concept of "plagiarism" contained in the Law of Ukraine "On Copyright and Related Rights" is significantly narrower than the

understanding of academic plagiarism in laws on education. At the same time, the scope of the concept of “plagiarism” is much wider than the scope of the concept of “academic plagiarism”. Academic plagiarism is limited to objects (results of scientific (creative) activity and research), range of subjects (scientists, graduate and undergraduate students, etc.) and areas of application (scientific and educational). Thus, the concepts of “plagiarism” and “academic plagiarism” should be correlated as “the whole” and “a part”. Academic plagiarism is a type of plagiarism and is an integral part of the violation of academic integrity in the scientific community.

We propose to highlight the following characteristic features of the legislative definition of the “academic plagiarism”, which together form the legal structure of academic plagiarism: a narrow object of academic plagiarism, namely: misuse of creative, mostly scientific, results; scientific (creative) results are obtained not only as a result of creative activity, but also as a result of relevant research, including scientific; a limited number of objects that can involve academic plagiarism and a limited number of subjects, the results of scientific (creative) research which can become objects of academic plagiarism, namely: scientists, graduate and undergraduate students and other educators; misuse (publication) of such results may be complete (full reproduction of someone else’s scientific (creative) results) or partial (publication of scientific (creative) results, which include someone else’s work or part thereof); indication of the name of the person who is not the author of the mentioned scientific (creative) result.

It has been found that the concept of “self-plagiarism”, which is reflected in the Law of Ukraine “On Education”, is of English origin and first appeared in the United States as student slang. No regulatory enactment of foreign countries contains the concept of “self-plagiarism”, and it is newly introduced in the Ukrainian legislation and has caused a lot of discussion in the scientific community. The need to consolidate the concept of “self-plagiarism” has been caused by a deep crisis of academic integrity in the scientific and educational environment. It is determined that adding information to previous scientific studies is not always self-plagiarism. A reevaluation of previously published data may be justified by technological advancements, new scientific developments, the emergence of new scientific theories, etc. When improving one’s previous work, it is necessary to distinguish between the old and the new data and clearly define the relevance of their use.

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**EDUCATION OF A PERSON IN VIEW
OF VLADIMIR VERNADSKY**

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**ВИХОВАННЯ ОСОБИСТОСТІ КРІЗЬ ПРИЗМУ
ПОГЛЯДІВ ВОЛОДИМИРА ВЕРНАДСЬКОГО**

Сьогодні ставить перед людством серйозні завдання та виклики, пов'язані, зокрема, із екологічними проблемами, що стали наслідком виснажливого та екологічно небезпечного господарювання. Сьогодні значна частина населення земної кулі потерпає від нестачі питної води. Забруднене навколишнє середовище впливає на здоров'я населення земної кулі. А саме людство перманентно опиняється на межі катастроф: продовольчих, екологічних тощо. У таких складних умовах людина мусить переосмислити наслідки своєї господарської діяльності та взяти на себе відповідальність за все живе, що населяє планету Земля. На цьому наголошував ще великий мислитель кінця XIX – початку XX ст. В. Вернадський. Людина повинна усвідомити необхідність змін у світовідчутті та світобаченні. А це, своєю чергою, ставить нові завдання перед сучасною освітою, яка має сформувати ноосферний світогляд кожної особистості.

Мета статті полягає у висвітленні поглядів Володимира Вернадського на освіту та виховання. Погляди на виховання особистості у творчій спадщині мислителя розглядаються в контексті розвитку ноосфери як етапу еволюції біосфери, вирішальним чинником розвитку якої стає розумна людська діяльність. Доведено, що покращення життя людей може відбуватися внаслідок зростання наукових знань. Для цього важливо змінити систему освіти, постійно удосконалювати, підвищувати роль її і значення. Вона повинна втілювати у собі не лише певну інформацію, якої стає щоразу більше, але й ціннісні орієнтири, серед яких особливої ваги надавав базовим – духовності, моральності, гуманізму.

Виділено ідеї В. Вернадського, актуальні для сучасної освіти. Оскільки, на переконання мислителя, в умовах ноосфери зростає роль людства, яке має стати вирішальним чинником розвитку та збереження біосфери, учений стояв на позиції необхідності різнобічного розвитку кожної особистості. Ціннісне ставлення до людини, що є наскрізним у працях В. Вернадського, спонукає до пошуку виховного інструментарію, який дозволив би вихованцеві відчувати себе повноцінним учасником виховного процесу, у якому враховувалися б його потреби та інтереси.

Доведено, що у процесі виховання має формуватися ноосферне мислення особистості. Аналіз спадщини В. Вернадського дозволив констатувати: людина з розвинутим ноосферним мисленням – це різнобічно розвинена особистість-творець, людина-гуманіст, людина-демократ, яка відстоює ідеали братства і свободи.

Ключові слова: *В. Вернадський; ноосфера; ноосферне мислення; наука; духовність; різнобічно розвинена особистість.*

EDUCATION OF A PERSON IN VIEW OF VLADIMIR VERNADSKY

Nowadays, the humanity faces serious problems and challenges, including environmental problems resulting from debilitating and environmentally unsafe economic activities. At present, much of the world's population suffers from a shortage of drinking water. A polluted environment affects the health of the world's population. And humanity itself is constantly on the verge of disasters: food shortage, environmental catastrophes, etc. In such difficult conditions, people must reinterpret the consequences of their economic activities and take responsibility for all living things that inhabit the planet Earth. This was emphasized by a great thinker of the late nineteenth – early twentieth century V. Vernadsky. One must be aware of the need for changes in worldview. And this, in turn, poses new challenges to modern education, which should form the noospheric attitude of each individual.

The purpose of the article is to highlight the views of Vladimir Vernadsky on education and upbringing. The great thinker's views on the education of an individual are considered in the context of the development of the noosphere as a stage in the evolution of the biosphere, a decisive factor in the development of which is the intelligent human activity. It has been proven that the improvement of people's lives can occur due to the growth of scientific knowledge. For this purpose, it is important to change the education system, and constantly improve and increase its role and importance. It must envision not only certain information, the amount of which is constantly increasing, but also the values, among which a special importance is attached to the basic ones, i.e. spirituality, morality, humanism.

The ideas of V. Vernadsky, relevant for modern education, are highlighted. Because, according to the thinker, in the noosphere, the role of humanity is growing, which should be a decisive factor in the development and preservation of the biosphere, the scientist stood on the position of the need for a universal development of each individual. The value attitude to the human being, which is pervasive in the works of V. Vernadsky, encourages the search for educational tools that would allow the pupils to feel competent participants in the educational process, which would take into account their needs and interests. It is proved that in the process of education the noospheric attitude of a person should be formed. An analysis of V. Vernadsky's legacy revealed that a person with a developed noospheric attitude is a multifaceted personality, a creator, a humanist, a democrat who supports the ideals of brotherhood and freedom.

Key words: *V. Vernadsky; noosphere; noospheric attitude; science; spirituality; universally developed personality.*

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Introduction

The present situation poses serious challenges for humankind. They are, in particular, related to environmental problems resulting from debilitating and environmentally unsafe economic activities. The human intervention in nature nowadays leads to complex consequences that will be felt for decades and even centuries (Kern, 2020). Scientists are alarmed by the growing degradation of the environment. They draw attention to the significant pollution of water and soil, deforestation, the use of substances that negatively affect the ozone layer of our planet, etc. At present, much of the world's population suffers from a shortage of drinking water. A polluted environment affects the health of the world's population. As a result, scientists estimate that the number of children with physical and/or mental disabilities or other health restrictions has increased several times in recent decades. And the humankind itself is constantly on the verge of disasters: food shortage, environmental catastrophes, etc.

In such difficult conditions, people must rethink the consequences of their economic activities and take responsibility for all living things inhabiting the planet Earth. This was emphasized by a great thinker of the late nineteenth – early twentieth century V. Vernadsky. One must be aware of the need for changes in worldview. And this, in turn, poses new challenges for modern education, which should form the noospheric attitude of each individual.

According to S. Ivanov (2004, p. 46), the main features of the noospheric attitude include the following: it is based on the leading ideas of the philosophy of cosmism (total unity, anthropocosmism, panethics, active evolution, etc.); the integrity and integrativity of different branches of knowledge (scientific, humanitarian, religious, philosophical); people's awareness of themselves and their place in the world, their purpose; following the norms of socio-natural (noospheric) ethics, their practical observance in one's actions. A search for sources of noospheric attitude leads to the scientific legacy of V. Vernadsky. In his works we can find answers to questions about the sense of human life, the ways to form a new type of personality capable of living and acting in the noosphere.

An analysis of recent research and publications. V. Vernadsky's ideas, important for education and upbringing, have been studied in the works of M. Diachenko-Bohun, M. Poliuzhyn, A. Sova, O. Stoliarenko, and others.

In particular, A. Sova identifies the prerequisites for the creation of the noosphere, which, in our opinion, have an impact on education. These are, in

particular, the following ideas: the humankind has become a single whole; transformation of the means of communication and exchange; discovery of new energy sources; increase of the welfare of the people; equality of all people; exclusion of wars from the society. The essence of the noosphere is formulated by the scientist as follows: “if the coherence of processes occurring in inanimate nature is provided by self-regulation mechanisms, the coherence of environmental characteristics can be achieved by reason and will” (Nevmerzhytska, 2013, pp. 49–50).

The belief in the omnipotence of man, which is basic in the worldview, asserted by V. Vernadsky, is noted by O. Stoliarenko. The researcher writes that V. Vernadsky became one of the first scientists in the twentieth century, “who substantiated a new view of the scale of human activity, according to which humans are more organically inscribed in nature than previously thought, and the mind is not just a mirror-like appendage of nature, but also one of the factors of cosmic evolution of the world” (Stolyarenko, 2002, p. 28). “The Anthropocene has emerged as the paradigm of rupture, materiality, and warning; the Noosphere as the paradigm of development, mind/culture, and hope” (Shoshitaishvili, 2020).

M. Poliuzhyn states: V. Vernadsky’s ideas “are reinterpreted in the system of noospheric education, upbringing, physically and morally healthy human development”. The noospheric education takes into account everything – the socio-economic situation in the country, the specifics and characteristics of regional education, the resources for education. Taking into account the socio-political, economic, pedagogical conditions of education, making the most of the available resources and opportunities, the noospheric education can provide the best result for the specific conditions of its implementation (Polyuzhyn, 2011, p. 354).

Since the research of modern scientists focuses mainly on the study of Vernadsky’s personality as a researcher in the natural sciences, as well as the history of science, or on the development of the basic principles of the noospheric education based on the scientist’s views on the noosphere, we consider it appropriate to focus on education of a personality through the prism of the ideas of the outstanding scientist. After all, it is in this perspective that the legacy of the thinker is insufficiently studied.

The purpose of the article is to highlight the views of Vladimir Vernadsky on education and upbringing.

Volodymyr Vernadsky (1863–1945) was an outstanding thinker whose ideas were based on the idea of the world as a whole, the active and creative nature of the evolution of the wildlife, the society, and the human civilization. Although he was born in St. Petersburg, his life is closely connected with Ukraine. It was here, in the Poltava Province, that the Shishaky hamlet belonging to the Vernadsky family was located, to which they had moved from Vernadivka. During the rule of Hetman P. Skoropadsky he was elected the president of the newly established Ukrainian Academy of Sciences (1918). At the same time he lectured

at the University of Kyiv. And the next year he moved to the Crimea to lecture at the Tavriya University in Simferopol. Already in 1920 he was elected the rector of the university. The scientist later returned to Petrograd and his further life was connected with Russia.

Vladimir Vernadsky: views on the education of an individual in the context of the development of the noosphere

The central idea of V. Vernadsky's works is the idea of the unity of the biosphere and humankind. While solving it on a philosophical level, the scientist wrote: in an era of an exceptional flourishing of scientific thinking, the close and deep connection of science with other currents of the human spiritual life is often forgotten; hence we have to hear about the contradiction between the scientific and the religious, between the scientific and the philosophical, and even between the scientific and aesthetic worldviews. Sometimes we hear that the role of the philosophical worldview and even the creative and nourishing role of philosophy for humanity has been lost and must be replaced in the future by science. Never before have we observed in the history of mankind the science without philosophy and, studying the history of scientific thinking, we have always seen that philosophical concepts and philosophical ideas included as a necessary element that permeates the science throughout its existence ([Vernadskiy, 1988b, p. 58](#)).

An important concept that became system-forming in the works of V. Vernadsky was the "noosphere", which he considered as a stage in the evolution of the biosphere, a decisive factor in the development of which is the intelligent human activity. People by their work and their conscious attitude to life change the earth, i.e. the geological area of life, the biosphere. It translates it into a new state: by their work and consciousness the biosphere transforms into the noosphere ([Vernadskiy, 1994, p. 428](#)).

The noosphere is determined by the development of civilization, consistent with the nature and the cosmos, as well as with the human responsibility for their own life and that of future generations. The scientist was one of the first to consider living organisms in unity with the environment: people, like all living things are not an environmentally independent natural object ([Vernadskiy, 1999, p. 13](#)). Moreover, all life on Earth is also interconnected: from microbes (and even viruses) to humans ([Vernadskiy, 1997, p. 141](#)). In fact, we are even now facing a situation where the pandemic of corona virus infection has influenced not just individuals, but entire countries or even continents. People live in nature. It, on the one hand, affects them, and on the other – depends on them.

Therefore, people are fully responsible for the result of their activities in the environment. At the same time, in the notion of the "noosphere", Vernadsky emphasized the humanistic aspect, believing that it was a branch of human culture and a manifestation of human thought ([Vernadskiy, 1997, p. 428](#)).

The thinker was convinced that values and ideals are created by the masses, and therefore produced by life itself. In a letter to V. Vodovozov, he wrote: and

this work [of a set of individual units – N. O.] produces the forms of poetry, so incomparable, wonderful; this work achieves a well-known social knowledge, which is expressed in other laws, in other customs, in other ideals; it develops the concept of beauty and many others, which we accept (Vernadskiy, 1988a, p. 398).

At the same time, the scientist was aware that unfavorable living conditions lead to the creation of anti-values that will negatively affect both the public life and the educational process. Thus, during the turbulent revolutionary years, V. Vernadsky wrote in his diary: all the villages are full of debris from looting. Adolescents are involved in robberies, and we have very serious consequences as a result. Syphilis and disease, debauchery and justification of robberies – the ground on which a new generation is built (Vernadskiy, 1994, p. 50). A year and a half later, a diary entry about educational ideals appears: looking closely at young people, we see in many of them the loss of an ideal without replacing it with a new one. Will business be an ideal? (Vernadskiy, 1994, p. 136). And as a conclusion, we come across the phrase: a strange irony of fate – what the Russian liberation movement has come to – a complete disregard for human conditions of existence. There is more and more hatred, indifference to life, and dull despair within the society and among the people. The wild instincts of self-preservation are rising. It reminds us of what cultural peoples and societies had to go through when they were captured by other conquerors, with a different ideology (Vernadskiy, 1994, p. 136).

In the process of finding ways to improve the life situation of people, V. Vernadsky came to the conclusion that the growth of scientific knowledge can serve this purpose. To do this, it is important to change the education system, constantly improve, increase its role and importance. It must embody not only certain information, the amount of which is constantly growing, but also the values, among which he attached special importance to the basic ones, i. e. spirituality, morality, humanism. In his opinion, they should become an alternative to technocracy and scientism (Nevmerzhytska, 2013, p. 163).

Moreover, the scientist did not consider the knowledge a factor in education. After all, the latter can be based on a religious basis, as well as on a humanitarian or civic basis, because one of its tasks is to understand the sense of life, and the purpose of life must go through education. This goal can be provided by religion (in a broad sense), by the work for the benefit of mankind, can be put forward by the civil society. And in conclusion, the thinker says: I think it should be an axiom: education of a person can be based only on the study of life, ideas, and the human history. Without denying the natural sciences, he, however, argued that education can not be organized solely on their basis (Vernadskiy, 2000, p. 12).

According to the philosopher, the humanization of education is one of the means of developing high morality, new universal ideals and values. V. Vernadsky's credo, as noted by M. Drobzhev (2009, p. 189), was that the living

conditions of the people could be dramatically improved by raising the cultural level of the masses, the level of democracy, the spiritual development of an individual, the totality of meaningful actions of the humankind.

The scientist valued every person, emphasizing the need to protect and respect every free human personality. He realized that the man is not only related to the nature, but also to the society. Therefore, he wrote that education should prepare people for life, create a personality in the society (*Pisma N.E. Vernadskoy*, 1991, p. 111).

Everyone's task should be to bring the greatest possible benefit to others. In particular, they must be involved in the creation of spiritual values that emanate from a human person, and not from any form of state or social life (*Vernadskiy*, 1994, p. 90). Their happiness lies, according to the philosopher, both in the intellectual and artistic outlook, and in the material welfare; the intellectual outlook is the science; the artistic outlook is the arts, poetry, music, painting, sculpture and even religion – the world of human imagination, the world of ideals and the most pleasant dreams; the material welfare is needed to a lesser extent, because it recedes into the background, but its necessity is quite great and it is impossible to do without it (*Vernadskiy*, 2000, p. 113).

Challenges of modern education in the context of Vladimir Vernadsky's ideas

V. Vernadsky believed that over time, humanity will learn to live in harmony with the nature, and such shameful phenomena as war, murder, barbarism will be excluded from the life of the society. He was convinced that the common sense, as well as the rational will, would still win. However, the present realities indicate that the humankind has not reached the level of development that the great thinker wrote and dreamed of. It is obvious that this state of affairs actualizes the development of the theory and practice of education, which, in particular, can and should be based on the views of V. Vernadsky. Because, according to the thinker, in the noosphere, the role of humankind is growing, which should be a decisive factor in the development and preservation of the biosphere, the scientist stood on the position of the need for a versatile development of each individual. This idea remains relevant for the modern pedagogy.

Within the noosphere, according to the scientist, the role of the human mind is growing, the development of which is impossible without a full-fledged intellectual education of the individual. In this context, it should be noted that V. Vernadsky was strict to himself. He outlined a program of his own life, which included the strengthening of character (he referred to such traits as openness, courage in expressing his own opinions, defending his own views, independence) and the development of intelligence (learning philosophy, mathematics, music, arts, etc.). The best opportunity to build one's own life is the opportunity to be independent. And for this one needs to have a powerful intellect, know-

ledge, talents. He also valued the sincerity and integrity of the human personality (Vernadskiy, 2000, pp. 217–218).

He emphasized the importance of work, on which the development of the noosphere largely depends. It is obvious that the formation of the work culture and diligence is ensured by the labor education. It is important that the scientist has repeatedly emphasized the importance of creativity in both physical and intellectual work. V. Vernadsky's reverent attitude to the nature is well known. Today, we are often faced with consumer attitudes towards natural resources, environmental pollution and so on. Therefore, the need for the ability to pursue economic activities competently in the environment actualizes the need of economic education of an individual. He stated the need for the development of human traits, and thus supported the ideals of moral education. As V. Vernadsky's contemporaries mentioned, he was also characterized by decency, modesty, sincerity, kindness, respect for others, unpretentiousness, etc.

He attached considerable importance to arts, believing that the Tretyakov Gallery could give much more than thousands of people for the development of a free personality. He loved classics and Ukrainian folk songs, he appreciated painting, sculpture, and literature. His daughter N. Vernadskaya-Toll mentioned that he loved the works of Mozart, Bach, Beethoven, but a new tone of Bartok's work was alien to him. He appreciated the Ukrainian poetry, in particular, the works of Taras Shevchenko. He loved the theater and Italian opera (Vernadskiy, 2000, pp. 156, 161). Thus, it can be argued that V. Vernadsky proved the relevance of aesthetic education by his own life.

His ideas about the interconnectedness and interdependence of all living things on the planet Earth, the impact of humans on nature, habitat and human ecology, and thus the global processes taking place on our planet, allow scientists to understand the relevance of the environmental, valeological and physical education. He himself, according to his daughter's recollections, was extremely reverent to all living things – animals, flowers, forests, feather grass, steppe, sky and stars. He did not perceive and very painfully experienced the senseless destruction of life and the living, and taught the children to love and treat all living things with care (Vernadskiy, 2000, pp. 158–159).

The idea of a versatile and harmonious development of personality is still extremely relevant today. And the views of a number of Ukrainian teachers are in agreement with the ideas of V. Vernadsky. In particular, the ideas expressed in the works of I. Anosov and M. Elkin (2013), I. Bekh (2006), E. Holoborodko (2015) and others are very interesting.

The value attitude to the man, which is pervasive in the works of V. Vernadsky, encourages the search for educational tools that would allow the pupils to feel like competent participants in the educational process, which would take into account their needs and interests. Obviously, the modern pedagogy is based

on a subject-subject approach to education. And in this it agrees with the views of the thinker. However, in our technocratic era, it is necessary to continue the search for educational tools for the development of human qualities in man, the crystallization of absolute eternal values as important life landmarks of an individual. This, in particular, is emphasized by I. Bekh (2006), M. Zhurba (2015), G. Soroka (2002) and others.

In the process of education the noospheric attitude of an individual should be formed. Therefore, people must be able to comprehend natural, humanitarian, philosophical, religious, environmental and moral problems, and solve them based on a holistic worldview. A person with a developed noospheric attitude should be aware of the relationship between the physical and the spiritual, the human and the animal, because this is an important condition for the development of responsibility for one's actions and deeds. The ability to self-reflection and self-realization, the awareness of one's own role and place in the world should become extremely important for people. In their actions and deeds, they must be guided by the principles of morality, spirituality, humanism and democracy. The active commitment of an individual to the universal culture should not be limited to consumption. They must be able and strive to create individual patterns. A person with a developed noospheric attitude is a multifaceted creative person, a humanist, a democrat who defends the ideals of brotherhood and freedom.

Conclusions

An analysis of V. Vernadsky's views shows their importance in the subject field of pedagogy, in particular the theory of education. Although the researcher was primarily interested in the problems of natural sciences, as well as the history of pedagogy, he expressed valuable ideas useful for improving the modern education. The ideal of humanity formulated by him – humane, democratic, tolerant, which does not accept violence, war and barbarism – even today remains unattainable. Thus, the ideas of educating the values of a person, their versatile development, the subjective attitude to each person, which leaves its mark on the educational tools remain relevant for the modern pedagogy and can be very productive not only for the theory but also the practice of education.

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**QUALITY OF HIGHER MEDICAL EDUCATION IN GERMANY:
REALITIES AND PECULIARITIES**

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**ЯКІСТЬ ВИЩОЇ МЕДИЧНОЇ ОСВІТИ В НІМЕЧЧИНІ:
РЕАЛІЇ ТА ОСОБЛИВОСТІ**

У статті проаналізовано рівень підготовки майбутніх лікарів у Німеччині, який базується на науковій основі та гарантованій якості підготовки фахівців медицини. Обґрунтовано, що медичне навчання закладає необхідний фундамент для медичної професії в середовищі, яке характеризується швидким науковим прогресом. Усвідомлення неможливості оптимальної реалізації визначених напрямів удосконалення системи професійної підготовки майбутніх лікарів в умовах традиційних навчальних планів, незважаючи на їх оновлення відповідно до нового законодавства,

запропоновано огляд розробки й паралельної реалізації експериментальних навчальних планів, що здійснюється владою федеральної землі, в якій знаходиться ЗВО. Обґрунтовано цілі реформ та очікуваних результатів якісного удосконалення медичної освіти, врегулювання можливостей переходу від експериментального до традиційного навчального плану з урахуванням вимог післядипломної освіти, зарахування кількісних і якісних показників підготовки студентів, визначено об'єктивні оцінки ефективності навчальних планів у процесі апробації та реалізації кінцевих результатів. Пояснено, що до медичної кваліфікації належать як формування навичок і умінь в області наукових досліджень, так і підготовка персоналу для викладання, наукових розвідок. Професорсько-викладацький склад забезпечує викладання базових предметів та клінічних дисциплін й викладання предметів до клінічного та клінічного циклу забезпечують штатні викладачі. Якісна підготовка фахівця має відповідати стандартам вищої освіти, академічним вимогам, конституційному праву на медичне обслуговування.

Ключові слова: *якість медичної освіти; система професійної підготовки; майбутні лікарі; навчальний план.*

QUALITY OF HIGHER MEDICAL EDUCATION IN GERMANY: REALITIES AND PECULIARITIES

The article analyzes the level of future doctors' training in Germany, which is based on a scientific basis and guarantees quality of medical professionals' preparation. It is substantiated that medical education is the necessary foundation for the medical profession in an environment characterized by rapid scientific progress. Awareness of the impossibility of optimal implementation of certain areas of improvement in the system of professional training for future doctors in the context of traditional curricula, despite their updating in accordance with new legislation, offers a review of development and parallel implementation of experimental curricula by the federal state. It has been emphasized the substantiation of the purposes of reforms and expected results of qualitative improvement of medical education, regulation of possibilities under transition from experimental to traditional curriculum taking into account requirements of postgraduate education, enrollment of quantitative and qualitative indicators of preparation of students, objective estimations of efficiency of curricula in the process of testing and implementation of the final results. Medical qualifications include both the formation of skills and abilities in the field of scientific research and the training of personnel for teaching and scientific research. The teaching staff provides the academic process for basic subjects and clinical disciplines and the teaching of subjects for the clinical cycle is provided by full-time teachers. High-quality specialist training must meet the standards of higher education, academic requirements, and the constitutional right to health care.

Key words: *quality of medical education; system of professional training; future doctors; curriculum; German.*

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Introduction

Optimization of research in the field of improving the professional training of future specialists and professional training in general pose challenges to the educational system, which require first of all to address both the historical and pedagogical heritage and the study of foreign experience on many issues. Such an analysis will allow to identify the advantages and avoid miscalculations and will promote the further development of quality vocational education. An important component of the domestic educational system is higher medical education, aimed at high-quality reproduction of human resources in the field of health care in Ukraine. The main directions of reorganization of the domestic system of higher medical education are determined by domestic processes, and the choice of European vision, and the benefits of global development. Such aspects include bringing the structure, content and quality of medical education in line with both state needs and the requirements of the health care system of international standards. Modernization of the domestic health care system and, consequently, medical education is complex and controversial (Shulha et al., 2020, p. 57; Vykhrushch et al., 2020, p. 278). It has undergone many changes, reforms, reorganizations, which were caused by internal and external factors. The works of M. Pirogov, V. Razumovsky, and V. Florinsky made a significant contribution to the development of higher medical education in Ukraine. Some issues of development of higher medical education were studied by A. Bourke (1997), B. O'Brien & K. Forrest (O'Brien et al., 2018), J. Powell & L. Graf (Powell et al., 2012), O. Winkler & R. Sackmann (2020), H. Ertl (2005), J. Huisman, L. Meek and F. Wood (2007). The relevance of retrospective assessment is due to certain factors, as current situation places new demands on physicians in particular and medical staff of any level in general, and a systematic assessment of the experience in providing quality medical education will facilitate effective management decisions.

Theoretical framework

Nowadays national higher medical education is marked by intensive reform processes, which determine the relevance of research on the functioning and reform of the system of professional training for medical personnel in developed countries of the world and Europe. References to experience in this area from leading countries are frequent. Thus, the historical aspect and prospects for the development of medical education in Canada aroused interest of T. Yeroshkina (Yeroshkina & Derevyanko, 2018); professional training of nurses in Ca-

nadian universities became the topic of the thesis of Yu. Lavrysh (2009); trends in the development of medical education in the Slovak Republic were analyzed by S. Andreychin (Andreychyn, 2006); the structure of professional training of future doctors, the peculiarities of state examinations in medical specialties in Germany and Austria were studied in the works of G. Klishch (Klishch, Fedchyshyn, & Yelagina, 2017), N. Kuchumova (2012); hence the peculiarities of the formation of higher medical education and the training of physicians in Great Britain were researched by I. Palamarenko (Palamarenko, 2014). The study of Germany's experience in the field of development, formation, current trends, the main achievements of the reform and modernization of higher medical education is particularly relevant nowadays. According to German historians of pedagogy G. Bühler (1999), G. Gebert (1994), S. Kliesch (1990), S. Schliesfer (2003), H. Schäfer (Schäfer, 1998), D. Scheffner (1999) with the change of generations in Germany not only the requirements for medical education were modified, but also educational standards, focused primarily on the formation of knowledge, skills and abilities in medical practice, which over time have become traditional ones.

In “Educational Reforms in German Medicine (Studienreform in der deutschen Medizin 1953–1959)” H. Schäfer analyzed the main problematic issues of improving the system of professional training of future doctors in Germany. The author was ready to solve the problem of such training, as he was included in the work of the commission for the reform of medicine. As a representative of the High Commission, while participating in the congresses of medical schools in Germany he proposed the core solutions to address this issue. H. Schäfer (Schäfer, 1998, p. 49) pointed out the unpreparedness of Germany in the 50s for a constructive dialogue and interaction of the main subjects of higher medical education in the country. The author proposed a comparative aspect of the German system with the peculiarities of higher medical education in the United States in the postwar period and pointed to the lack of intensity of the clinical and practical component and maladaptation to the legal framework.

Examining the development of medical education in Germany, G. Gebert in his article “Reform of the Doctor's Professional Training” (“Die Reform der Ausbildung zum Arzt”) suggested considering the peculiarities of the functioning and development of the system of medical training in Germany from another point of view. He drew attention to the principles of medical practice that correspond to traditional values and stressed the need for continuous self-improvement of the doctor in the new environment, when the rapid development of medical biological sciences, information technology, changes in the organization and functioning of health care. G. Gebert (1994) emphasized cooperation with other health professionals, recommended that the rights of patients should be taken into account, and emphasized the importance of undergraduate medical education as a prerequisite for obtaining good medical practice.

Another researcher S. Kliesch (1990) in his publication “The state of medical education in GDR” (“Zur Situation der Ärztlichen Ausbildung in BRD”) described the content and organizational and methodological foundations of medical education in higher medical institutions in Germany and noted the importance of theoretical and practical training of a doctor who is able to perform their duties professionally, has the basics and methods of medical thinking, has a high level of knowledge, skills and abilities, able to implement the functions of the medical profession independently in society. The author focused on problematic issues, namely the lack of integration of natural, chemical and medical disciplines, the excessive theoretical orientation of the clinical stages of undergraduate training of future doctors, which, in turn, may reduce the motivation of medical students for the future profession (Kliesch, 1990, pp. 144–145).

Our interest was generated by G. Bühler’s (1999) work “Medical Education and Reform in the Soviet Occupation Zone and the GDR (1945–1990)” (“Medizinstudium und Studienreform in der BRD und in der DDR (1945 bis 1990)”) where the author analyzed the legislative regulations, curricula, level and main trends in the training of future doctors. He drew attention to the continuity of all stages of medical education, in accordance with the purpose and content, and pointed to the full control of public authorities over medical education, which, in turn, limited the academic rights and freedoms of universities and other higher education institutions (Bühler, 1999, p. 36).

In the article “Medical education reform in Germany – aspirations and hesitations” (“Die Reform des Medizinstudiums in Deutschland – Bestreben und Bedenken”) D. Scheffner notes that during the 1960s and 1970s, about 200 concepts and proposals for the reform of higher medical school, and its legal framework was updated over the course of a century almost every three years. However, the optimal conditions for the implementation of the reform in practice were created only at the end of the twentieth century, due to the weakening of the centralized regulation of medical education. In his work the scientist hopes that higher medical schools in Germany, developing and implementing creative ideas and innovative approaches will contribute to the progress of the German higher medical education system, and thus the quality of the national health care system (Scheffner, 1999, pp. 10–13).

In the works mentioned above special emphasis is put on the practical activities of the teacher at the medical institution, because the quality of acquired professional competence of the medical students depends on the teacher’s commitment, the use of different forms and methods of work. This raises questions about the assessment of the professional training of the teaching staff. The teachers themselves have sometimes a negative attitude to innovative evaluation of their work. An analysis of the experience of the German education system will be useful to study this problem.

Medical education in Germany, as in other European countries, has a well-organized health care structure. A peculiarity of the German system is a clear traditional heredity of treatment and a high level of health professionals' training. In the Netherlands, for example, or in the United Kingdom, health professionals practice exclusively in hospitals and are involved there in appropriate systems for providing quality services. The German health care system enables constant professional and scientific activity of a doctor and against this background ensures the quality of education and medical practice. Today we raise the issue of the quality of medical education and consider how the state ensures the quality of higher medical education, how higher education is funded according to the rating, how intermediate and final exams are conducted and the results of medical students who are responsible for medical training are evaluated, etc.

In Germany the practice-oriented vector of medical training prevails with a special emphasis on the use of the latest technologies in the educational process, the modern content of education and the compliance of teaching staff with modern world requirements for such training. State legislative and regulatory documents regulate the approaches and principles of the educational process in accordance with the traditions and experience in medical education, as well as the dynamic requirements of the health care system, technical capabilities of medical practice, improving the scientific base of medical science (Fedchyshyn & Bychok, 2017, p. 159).

Accordingly, higher medical institutions use official papers on the education of these territories. Modern processes in the field of medicine place new additional requirements in a globalized society. In addition to highly qualified professional theoretical and practical training, teachers have the condition to acquire computer technology skills, knowledge of foreign languages, etc. For example, at the Medical Faculty of the Humboldt University's of Berlin tradition is to award the best professors and lecturers based on the results of a student survey. The evaluation of the quality of the teaching staff is also determined by the scientific activity, in particular the amount of funding for research, which is allocated by interested organizations or enterprises, for example, drug development.

It is worth noting some innovations in the field of higher medical education in Germany, namely, the Law on Attestation of Physicians (2002), which specifies the goals of medical education, aimed at both physical health and mental & spiritual health. Of course, the main goal of medical education in any society remains common, we mean the practical training of a doctor capable of independent responsible professional activity, postgraduate education and continuing professional development. Such training is supported by the state and is carried out at the medical faculties of universities. Given the demographic changes in Germany, as well as epidemiological threats, new requirements are set for the quality of training of doctors and health workers. That is why certain hopes are placed on the non-state sector of medical education, but in compliance with all

standards, which caused a “struggle” for guarantees of a high level of medical care, regardless of the institutional and legal basis of education (Schliesfer, 2003).

Acquisition of medical education is regulated by the Regulations on licensing of doctors and dentists who are granted the admission to the medical (dental) profession. Medical education should provide the formation of basic knowledge, skills and abilities in all subjects necessary for effective comprehensive services. This is primarily knowledge of the structure and functions of the body in a state of norm and pathology; skills and abilities of diagnostic, therapeutic, rehabilitation, preventive activities; awareness of the socio-economic consequences of medical activities; possession of moral and ethical principles of medical activity; understanding the impact of family, environment, society on health, organization of health care, overcoming the consequences of the disease; skills of cooperation with other specialists and practical experience of interaction with patients and medical care based on an interdisciplinary approach. According to the data from 2014 about 3% of students receive education in non-state medical institutions in Germany. The Committee on Admission to Higher Education (Stiftung für Hochschulzulassung) determined 10.658 places for medical faculties and 2.119 for dental ones by state order for the 2014/2015 academic year.

In accordance with the EU Legislation on Medical Education in Germany, nearly 300 places were allocated for medical faculties and 40 places for dental faculties for non-state institutions. In recent years there has been an increase in the number of non-state institutions. The reasons for the establishment of such institutions are as follows: first, the effective operation of medical clinics contributes to the growth of the amount of those who wish to receive medical education; secondly, outside of large cities, the offers of non-state medical education institutions help to eliminate the shortage of doctors, especially in rural areas; third, non-state educational medical institutions are in demand among entrants who do not meet the final grade set by the Admissions Committee, and fourth, non-state medical institutions often offer students innovative curriculum concepts in line with the needs of health education reform.

The Association of Scholars has different motivations for the lack of physicians in some hospitals, as well as in rural areas, the Advisory Council welcomes the development of the health care system, but points out that the shortage of physicians is a distribution problem that can to be solved, first of all, at the expense of subsidy policy. As a result, some academic medical schools grant the status of university practice hospitals to rural or peripheral medical institutions. Admission to public schools depends on the final assessment of the applicant. In many cases, the authorization processes in the selection for universities change.

The Scientific Council welcomes all efforts in both the public and private sectors to select students for medical facilities, as there is a significant mismatch between supply and demand. Therefore, the Scientific Council recommended to use the procedure of selection to universities according to the target directions

of individuals for a certain medical profile. The need to reform medical education is also noted by the Scientific Council, which has recently made every effort to provide innovative approaches to the development of medical research. In particular, universities, together with other medical training institutions, are actively searching for new models of medical education and practice (Schliesfer, 2003).

Whereas the Scientific Council recognizes the significant potential contribution of non-state higher medical institutions to the format of innovation, namely the optimization of practical training of students (increase in the number of practical classes (45%), introduction of block practice, increase of sanitary service); reorganization of the educational process on the basis of interdisciplinary and problem-oriented approach; introduction of elective disciplines into the educational process; abolition of practical training after completion of undergraduate education (*Arzt im Praktikum*); introduction of general medicine to the list of compulsory and optional subjects during clinical and practical training.

Curricula for the training of doctors in Germany provide a patient-oriented vector of studying, which, in turn, is enhanced by clinical and practical classes (training at the patient's bedside). Such implementation and approaches to curricula are aimed at direct interaction of the doctor with the patient, observation, communication, care. Thus, in the process of communication and interaction with patients, future doctors develop a sense of responsibility for their professional activities, competence, the desire to enrich their knowledge and self-improvement. The curriculum intensifies the learning process by optimizing the environment, atmosphere and activation of independent learning activities of students. The main idea of improving the curriculum is the implementation of internationally recognized principles of constructive learning, i.e. contextuality, cumulateness, interactivity, etc.

At the Medical Faculty of the Humboldt University of Berlin (*Charite – Universitätsmedizin Berlin*), which is a joint educational institution of the above-mentioned university (*Humboldt-Universität zu Berlin*) and the Free University of Berlin (*Freie Universität Berlin*), the general goal is defined as training doctors to strengthen, maintain and restore health, well-being at the individual and social levels. The purpose is specified by realization of such tasks as formation of basic knowledge, abilities and skills in the field of family medicine; development of the ability to understand and take into account the interests and needs of the patient and his relatives in the process of practical professional activity; mastering the skills and willingness to make adequate medical decisions, taking into account ethical, legal, environmental, economic aspects; formation of skills of self-assessment, self-reflection and teamwork; development of scientific thinking and research skills; development of motivation and readiness for continuous professional development.

Medical qualifications include both the formation of skills and abilities in the field of scientific research and the personnel training for teaching and scientific research. The teaching staff provides the teaching of basic subjects of clinical disciplines and the teaching of subjects for the clinical cycle is provided by full-time teachers.

The aim of teaching these disciplines is to give medical students the knowledge of the real health needs of society and enrichment of opportunities and conditions for the formation of social, spiritual and moral aspects of their professional competence as one of the basic goals of medical education. For example, the course “History, Theory, Ethics of Medicine” aims to provide future physicians with knowledge of the historical processes of development and the current state of medical theory and practice, its moral and ethical aspects in their inseparable connection. Meanwhile, the purpose of its study is not only to acquaint future doctors with certain historical facts of medical science and practice or clearly defined moral canons of medicine, but to form the ability to orientate in the development, current state of medicine, its ethical principles and act accordingly. Basing on the historical examples and current ethical conflict situations medicine is revealed as a process where the formation of ethical and moral positions and beliefs of a doctor is a prerequisite for meeting society’s expectations, ethical standards and their further enrichment and improvement (Nakhaieva et al., 2020, p. 28).

In the interests of ensuring a high level of quality of medical care at the university level the Scientific Council for Medical Education of Germany promotes the functioning of medical, pharmaceutical and dental schools, gymnasiums, colleges, which are guided by uniform requirements, criteria, tasks teaching.

Most medical schools in Germany have taken advantage of this opportunity and have been implementing alternative curricula since the 2003/2004 academic year, the main purpose of which is to test new ideas and identify opportunities and ways to improve the traditional system of higher medical education. These pathways were determined, first of all, in view of the main shortcomings of traditional curricula, which reflect an overly regulated system, and thus insufficient flexibility to adapt to the requirements of the XXI century. This is, in particular, a disciplinary model of organizing the content of education, which involves the consistent study of individual disciplines and is a significant obstacle to the rational systematization of knowledge. For example, the structure of the respiratory system is studied within the discipline “Anatomy” but the functions of these organs are studied later within the discipline of “Physiology”, pathology of the respiratory system, their clinical symptoms and ways of therapy are learnt only after a few semesters, as well as the resulting essential distinction between preclinical and clinical stages.

Conclusions

Thus, the conceptual ideas for building alternative curricula were implementation of a competency-based approach where medical education should ensure the development of systematic professional thinking of students, primarily through a combination of theory and practice, interdisciplinary integration of educational content in thematic blocks; intensification of practical training in the process of direct interaction with patients and acquaintance of students from the first year of study with the problems of prevention, rehabilitation and care of patients with chronic diseases and objective psychosocial and economic aspects of further professional practice; individualization of education, in particular by reducing the normative component of the content of education on the basis of its integrated structuring and condensation and expanding the free space for development and implementation by students on the basis of thorough theoretical and practical training of their individual needs and interests; application of the principle of “learning spiral” as a methodological framework for the selection of content and technologies of education, which involves the gradual enrichment and deepening of students’ knowledge with a shift of emphasis from theory to practice in proportion to the progress of their knowledge and skills.

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**ЗМІСТОВІ НАПРЯМИ ГУМАНІЗАЦІЇ
СВІДОМОСТІ МАЙБУТНЬОГО ПЕДАГОГА
ЯК ЧИННИКА ЙОГО ПІДГОТОВКИ
ДО ОПІКУНСЬКО-ВИХОВНОЇ ДІЯЛЬНОСТІ**

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**CONTENT DIRECTIONS OF CONSCIOUSNESS
HUMANIZATION OF FUTURE TEACHERS AS A FACTOR
OF TRAINING THEM FOR CHILD GUIDANCE AND UPBRINGING**

The article substantiates the main directions in the development of the problem concerning consciousness humanization of future teachers as a factor

of preparing them for child guidance and upbringing. It is determined that a return to traditional values which focused on the Christian worldview in the context of idealistic Christian approach to upbringing indicates the development of the dual nature of man (that has a body and a soul), the priority of morality and recognition of these tendencies as a component of the integral system, which creates conditions for the formation of personal self-awareness and self-fulfilment of young people. It is taken into account that the orientation of the process of humanization of the future teacher's consciousness towards the idealistic Christian approach to education presupposes recognition of the latter as the basis for the formation of value orientations, characterized primarily by the awareness of the Christian essence of man, recognition of the priority of morality, emphasis on respect towards a person, the formation of one's spiritual world, aspiration to achieve perfection, implementation of moral virtues in practice, rethinking and believing in the need to focus information on the ideals of the good, and so on.

The directions of humanization of the future teacher's consciousness (in preparation for child guidance and upbringing) are: implementation of a personality-oriented approach to personality upbringing, taking into account individual features of the future teachers, their creative ideas, formation of the ability to interact with children; creating a well-organized environment, ensuring a successful child socialization as a mechanism of upbringing, prompt adjustment of the process of upbringing, as well as a practical implementation of the individual's relationship with the environment, creating conditions for independence and activity of higher education students, focusing on the national traditions, free choice of life outlook, religious affiliation, value orientations, everything that characterizes humanization as self-humanization.

It is emphasized that the process of socialization of the personality as a process of development of one's social capabilities (coexistence in society, establishing relationships with people) in preparation for guardianship and upbringing becomes valuable if its consciousness is freed from social myths and illusions, and the value orientations are filled with the content which presupposes cultural assimilation of the reality and provides the main purpose of human life, shapes a person's spiritual principles to live by. The specifics of socialization as a mechanism of upbringing is defined by external social influences that acquire a certain personal meaning, and specific social phenomena – the formation of personal qualities, social needs, orientations, social activity – and personal values determine one's inner world, while the quality teacher training (higher education students) for child guidance and upbringing involves providing optimal conditions for professional self-development, self-awareness, self-fulfilment, personal growth. The process of humanization of a person's consciousness means not only the cultural assimilation of reality but also the priorities of values, which provide real humane relationships with other people, the embodiment of spiritual and moral values as the most important factors in human life.

Key words: *consciousness humanization; content directions; value orientations; priority of morality; child guidance and upbringing; socialization of a person; personal self-awareness; self-fulfilment; future teacher.*

ЗМІСТОВІ НАПРЯМИ ГУМАНІЗАЦІЇ СВІДОМОСТІ МАЙБУТНЬОГО ПЕДАГОГА ЯК ЧИННИКА ЙОГО ПІДГОТОВКИ ДО ОПІКУНСЬКО-ВИХОВНОЇ ДІЯЛЬНОСТІ

Обґрунтовано змістові напрями розвитку проблеми гуманізації свідомості майбутнього педагога як чинника його підготовки до опікунсько-виховної діяльності. Визначено, що повернення традиційних цінностей, які орієнтували на християнський світогляд у руслі ідеалістично-християнського підходу до організації виховання, свідчить про розвиток ідей двоєдиної природи людини (що має тіло і душу), пріоритет моралі, а також визнання цих напрямів як компонента цілісної системи, в рамках якої створюються умови для формування особистісного самоусвідомлення та самореалізації молодих людей. Враховано, що орієнтація процесу гуманізації свідомості майбутнього педагога на ідеалістично-християнський підхід до виховання передбачає визнання останнього основою формування ціннісних орієнтацій, що характеризується насамперед усвідомленням християнської сутності людини, визнанням пріоритету моралі, акцентом на повазі до людини, формуванні її духовного світу, вихованням прагнення досягти досконалості, реалізацією моральних чеснот на практиці, переосмисленням та переконанням у необхідності спрямованості інформації на ідеали добра тощо.

Змістовими напрямками гуманізації свідомості майбутнього педагога (у підготовці до опікунсько-виховної діяльності) є: реалізація особистісно зорієнтованого підходу до виховання особистості, врахування індивідуальних особливостей майбутнього педагога, його творчих ідей, формування здатності вихователя до суб'єкт-суб'єктної взаємодії з дітьми, побудови доцільно організованого середовища, забезпечення успішної соціалізації дитини як виховного механізму, оперативного коригування процесу виховання, а також практичного втілення стосунків особистості із зовнішнім середовищем, створення умов для самостійності й активності здобувачів вищої освіти, зосередження уваги на національних традиціях, вільного вибору життєвої позиції, релігійної приналежності, ціннісних орієнтацій, усього, що характеризує гуманізацію як самогуманізацію.

Наголошено, що процес соціалізації особистості як процес розвитку її соціальних можливостей (співіснування у соціумі, налагодження стосунків з людьми) у підготовці до опікунсько-виховної діяльності стає вартісним, якщо її свідомість звільняється від соціальних міфів та ілюзій, а ціннісні орієнтації наповнюються змістом, який передбачає культурне засвоєння дійсності та забезпечує головну мету життєдіяльності людини, формує її духовні орієнтири. Якщо специфіка соціалізації як виховного механізму полягає у зовнішніх соціальних впливах, що набувають певного особистого змісту, та конкретних соціальних явищах – формування особистих якостей, соціальних потреб, орієнтацій, соціальної активності, – тоді як особистісні цінності визначають її внутрішній світ, то формування якісної професійної підготовки майбутніх педагогів (здобувачів вищої освіти) до опікунсько-

виховної діяльності передбачає забезпечення оптимальних умов для професійного саморозвитку, самоусвідомлення, самореалізації, особистісного зростання. Процес гуманізації свідомості особистості означає не лише культурне засвоєння дійсності, а й такі пріоритети молодих людей у їхньому ціннісному світогляді, які передбачають реальну побудову гуманних взаємин з іншими людьми, втілення духовно-моральних цінностей як найістотніших чинників поведінки людини у її практичному житті.

Ключові слова: гуманізація свідомості; змістові напрями; ціннісні орієнтації; пріоритет моралі; опікунсько-виховна діяльність; соціалізація особистості; особистісне самоусвідомлення; самореалізація; майбутній педагог.

Вступ / Introduction

Реальні суспільні зміни пов'язані зі зміною свідомості людини, піднесенням духовно-культурного, інтелектуального потенціалу нових поколінь, а також профілактикою і корекцією відхилень у поведінці людини, попередженням її душевних травм тощо, що позначається на змісті підготовки майбутнього педагога до професійної діяльності, пошуку шляхів розвитку його свідомості, виборі ним ціннісних орієнтацій, які повинні вести його до самовизначення й самореалізації у житті. Тому важливим завданням сучасної педагогічної науки є оновлення її змісту в напрямі гуманізації, демократизації, з урахуванням національних традицій, потреб державотворення, світових досягнень, самореалізації особистості, які передбачають відхід від стандартизації її життя, увагу до внутрішнього світу людини.

Звісно, належний рівень інтелігентності педагога найбільше зумовлюється його особистісними, світоглядними і духовними якостями, високим рівнем усвідомлення своєї соціальної та національної місії (педагог – гуманіст, носій культури, живе інтенсивним духовним життям, утверджує ідеали, які прищеплює дітям, своїм власним прикладом, є зразком поведінки). Сучасний стан розвитку змістових напрямів розвитку проблеми гуманізації свідомості майбутнього педагога як чинника його підготовки до опікунсько-виховної діяльності свідчить про недостатню увагу до неї. Обґрунтування цих напрямів, що відображають ідеалістично-християнський підхід до виховання, не проводилося.

Аналіз останніх досліджень / Analysis of recent publications

Питання значущості духовності, національної свідомості особистості в її професійному самовдосконаленні розкривають В. Андрущенко, О. Сухомлинська й ін. Сьогодні проведено різні дослідження щодо формування змісту підготовки майбутнього педагога та визначення найцінніших його якостей (V. Chuno, C. Beatty, M. Gruver (2019); D. Sumara, R. Luce-Kapler, T. Iftody (2008); J. Windt (2020)), а також у контексті побудови громадян-

ського суспільства та з точки зору формування світогляду (І. Зязюн (1994), М. Боришевський (Боришевський, Пилипенко, & Пенькова, 2013) та ін.).

Так, Г. Васянович називає різні форми моральної самосвідомості – моральне самопочуття як усвідомлення свого морального стану, усвідомлення себе представником певної спільноти чи соціальної групи, виникнення свідомості “Я” (Васянович, 2005, с. 217–218). Учений зазначає: “Наявні форми моральної самосвідомості, коли ті чи інші феномени свідомості стають предметом спеціальної аналітичної діяльності суб’єкта, носять назву моральної рефлексії”. Без неї, – вважає він, – “людина не здатна була б виявити свободу волі власне сумління, честь і гідність” (Васянович, 2005, с. 218).

Останнім часом активізувалися дослідження педагогів (наприкінці ХХ ст.), які стосувалися визначення свідомості, самосвідомості людини (Зязюн, 1994) та розкриття важливих світоглядних ідей (Вишневецький, 1996) “Свідомість, – наголошує І. Зязюн, – це оцінка людиною явищ дійсності, сенсу її життя і формування на цій основі переконань, ідеалів, принципів діяльності... це єдність світорозуміння і самоусвідомлення людини” (Зязюн, 1994, с. 30). Водночас О. Вишневецький простежував розвиток свідомості людини від вузьких, насправді егоїстичних інтересів через розширення меж внутрішнього світу до духовного багатства, своєрідне духовне змушнення, що відбувається протягом усього життя, й означає для людини звільнення від диктату земного та щоразу глибше проникнення у зміст моральних цінностей. Адже за сприятливих обставин людина постійно вчиться опановувати свої пристрасті “шляхом обмеження її природних інстинктів” (Вишневецький, 1996, с. 30) та керуватися своїм сумлінням.

У визначенні стратегії сучасного українського виховання сам вибір традиційно-християнського підходу М. Боришевський пов’язує з духовністю. До того ж, учений пропонує таке її тлумачення: “Духовність слід розглядати як багатовимірну систему, складовими якої є утворення у структурі свідомості та самосвідомості особистості, в яких у формі ціннісних орієнтацій віддзеркалюються її найбільш актуальні морально релевантні потреби, інтереси, погляди, ставлення до навколишньої дійсності, до інших людей, до себе самої, що стали суб’єктивно значущими регуляторами активності” (Боришевський, Пилипенко, & Пенькова, 2013, с. 10).

Окремі аспекти опікунсько-виховної діяльності дітей вивчали А. Капська (2009), О. Карпенко (2017) та ін. Слід зазначити, що гуманістична парадигма освіти і виховання орієнтує на необхідність забезпечення позитивної мотивації гуманізації змісту педагогічної освіти та суб’єктності дитини в освітньому процесі (І. Бех, О. Галян та ін.).

У контексті досліджуваної проблеми особливо цінним є наукове дослідження О. Карпенко “Розвиток опіки над дітьми у педагогічній теорії та практиці Польщі (ХХ – початок ХХІ ст.)” (2017). У результаті аналізу різ-

них концепцій і теорій дослідницею доведено, що для опіки над дітьми характерним є цілий комплекс дій, і такий феномен об'єднує понятійний апарат різних наук.

Мета статті – обґрунтування змістових напрямів розвитку проблеми гуманізації свідомості майбутнього педагога як чинника його підготовки до опікунсько-виховної діяльності, що відповідають ідеалістично-християнському підходу до виховання, та як компонента системи, в рамках якої створюються умови для особистісного самоусвідомлення і самореалізації молодих людей.

Виклад основного матеріалу / Presenting the main material

Високий рівень свідомості педагога-гуманіста, який володіє важливими світоглядними і духовними якостями, є носієм національної культури, передбачає передовсім надання кожній дитині допомоги у забезпеченні її позитивної мотивації, морального вибору, пробудженні свого сумління. Позитивна мотивація гуманізації свідомості майбутнього педагога, за уявленнями представників гуманізму (А. Балл, А. Маслоу та ін.), визначається її особистісною зорієнтованістю та мотивацією стати особистістю, і відтак – стимулюванням відповідної поведінки, коли інтереси дитини збігаються із загальнолюдськими.

Орієнтація процесу формування свідомості майбутнього педагога на ідеалістично-християнський підхід до виховання означає визнання його основою духовно-морального виховання, визначення ціннісних орієнтацій, що передбачають насамперед усвідомлення сутності людини як істоти двоєдиної (яка має тіло і душу), визнання пріоритету моралі, стимулювання прагнення досягти досконалості, переосмислення зорієнтованості інформації на добро.

Створення системи цінностей, яка слугувала б орієнтиром сучасного українського виховання, звісно, повинно відбуватися в рамках духовності. Адже у свідомості людини має забезпечуватися спрямованість особистісних потреб, переживань на духовні цінності; саме вони зумовлюватимуть настанову на відповідний життєвий вибір. Передовсім слід визнати пріоритет морально-духовних цінностей, необхідність абсолютного їх трактування. Потрібний акцент у вихованні на повагу до людини, її прав і свобод, становлення у ній порядності, людяності, формування її гармонійного духовного світу, відповідно наповнення змісту освіти національними традиціями, ідеями народності, вибір ціннісних орієнтацій.

Виявом справжньої гуманізації свідомості майбутнього педагога є зосередженість змісту освіти на актуальних і перспективних інтересах дитини, створення умов для індивідуалізації та диференціації освітнього процесу. Відтак предмети, які репрезентують людину і сприяють формуванню у її свідомості людяності та порядності, допомагають орієнтуватися на моральні цінності. А отже, гуманітаризація інформації як нарощування питомої

ваги дисциплін (котрі “репрезентують” людину) гуманітарного чи естетичного спрямування (Вишневський, 1996, с. 111) є важливою передумовою гуманізації свідомості педагога.

Визнання виховання як основи формування ціннісних орієнтацій та гуманізації свідомості майбутнього педагога

Як вважають видатні українські педагоги, без звернення до релігії важко протистояти домінуванню матеріального у свідомості людей. Педагог, до того ж, виконує важливе завдання щодо прилучення молодих людей до ідеалів добра, а будь-яка релігія втілює загальнолюдські цінності і дбає про формування гуманних якостей особистості й синтезує у собі вироблені протягом тисячоліть правила побудови взаємин між людьми, дає кожній людині напрям для пошуку сенсу життя, спрямовує погляди на високі ідеали.

Для вивчення релігії велике значення має духовний досвід (не лише інформованість). Традиційні звичаєві дієства, пов’язані з релігійними святами (вертеп, коляда, гаївки), деякі ритуальні моменти (освячення, хрещення, спільна молитва), присутність представників різних конфесій, не повинні ставати причиною суперечок, конфліктів. Педагог має бути уважним і толерантним щодо вірувань своїх колег, дітей і їхніх батьків, студентів – він повинен ставити акцент на самій вірі в Бога, а не на конфесійній приналежності. Загалом будь-який культурний захід, в якому задіяна особистість, має бути одухотворений (Вишневський, 1996, с. 121).

Прагнення бути добрим В. Сухомлинський уважав єдиною рушійною силою виховання. У реалізації всебічного розвитку людини педагог завжди наголошував на створенні умов для переживання нею радості праці, коли нерівність інтелектуальних можливостей не усвідомлюється як нещастя, навчання стає “благородним полем для постійного самовиховання і самовдосконалення” (Сухомлинський, 1976, с. 205), і відчуття радості самостійної праці сприяє формуванню високих моральних почуттів та відрази до використання чужої праці.

Гуманістичними цінностями вважатимемо духовно-моральні (описані християнською філософією), а змістовим аспектом моральної свідомості – моральні почуття (відповідальності, гідності, честі), а також потреби, переживання, уявлення, переконання, ідеали, принципи, які відображають моральний стан майбутніх педагогів (Васянович, 2005, с. 46–57). Звісно, моральні знання, уміння, навички, що характеризують моральну інформацію, не є елементами моральної свідомості і виховання, оскільки становлять базу для останніх, однак педагогами загальноновизнано, що саме засвоєння моральної інформації є найпершим етапом формування відповідної (моральної) сфери свідомості, певної позиції. Водночас передбачається спрямованість інформації на ідеали добра, втілення нею духовності, миролюбності, здатності бути великодушним, підтримати добрі наміри людини, зрозуміти її вчинки.

Християнські цінності, пов'язані з усвідомленням значущості ідеалів, що визначені християнством, вказують на надійні орієнтири виховання. Вони незаперечні, вічні, звернені до всіх епох і народів. К. Ушинський писав: “Усе, чим людина може і повинна бути, виражено цілком у Божественному вченні і вихованню, залишається тільки вкоренити вічні істини християнства. Воно дає життя і вказує вищу мету всякому вихованню, воно ж і повинно служити для виховання всякого християнського народу джерелом усякого світла і всякої істини” (Ушинський, 1983, с. 102).

Осмислення гуманістичного сенсу цілей людської життєдіяльності дає можливість збагнути високу мету, задля якої живе людина, постійно прагнути до неї і виявляти власну відповідальність за все, що робить. Перенесення акценту на становлення людяності в самій людині, формування її душі означає, що гуманізація – це насамперед самогуманізація. Найголовнішими функціями педагога є забезпечення усвідомлення необхідності турботи про власну чистоту, добрі наміри, високо моральність, здобувати власний досвід. Потрібна переорієнтація уваги педагога (і дітей) з інформативного впливу на стимулювання власних уявлень, суджень, переконань, прилучення до чесної інтерпретації реального життя, до участі в житті близьких людей, груп за інтересами, молодіжних об'єднань, виявлення стійкого бажання творити добро, допомогти. У цьому розумінні педагог сам повинен підтримувати добро, вірити в нього, бачити його в людях.

Гуманістичні тенденції (та відповідні змістові аспекти) у підготовці особистості до опікунсько-виховної діяльності потребують їхнього включення до цілісної системи цієї підготовки – потрібні ефективні особистісно орієнтовані технології, які забезпечуватимуть визнання цінності виховання як оригінальної неповторності, розуміння його внутрішнього світу, вивчення сфери його інтересів, індивідуальних особливостей, здібностей, прагнення їх розкрити, відмову від будь-якого насильства, побудову суб'єкт-суб'єктної взаємодії педагога та вихованців тощо. Зрештою, людина, відповідно до особистісного підходу, розглядається як системне, цілісне, структурно-ієрархічне утворення, що має певну системну психологічну характеристику розвитку впродовж усього життя та системно регулює сукупність діяльностей й актів поведінки в конкретних ситуаціях життєдіяльності, забезпечуючи ефективну взаємодію з об'єктивною дійсністю (Хохліна, 2019, с. 77).

Ідея системного дослідження дитини та її розвитку не є новою. Вчені аналізують різноманітні аспекти цієї проблеми, в тому числі соціальний, і цим розширюють уявлення про статус дитини і її стосунки з педагогом. Саме в рамках цілісної системи забезпечення процесу гуманізації свідомості майбутнього педагога й створюються умови для самореалізації і самоусвідомлення дитини.

Особливості гуманізації свідомості майбутнього педагога у підготовці до опікунсько-виховної діяльності

У підготовці педагогів до опікунсько-виховної діяльності постає важливе завдання виховання людини різнобічно розвинутої, з широким світоглядом, цілісною, мислячою, діяльною, творчою, соціально відповідальною і небайдужою до проблем інших, яка керується в житті загальнолюдськими цінностями, що зможуть якісно забезпечити соціальні послуги територіальних громад у сфері опіки та виховання дітей-сиріт. Йдеться про *цілісну системно організовану діяльність*, що створює гідні умови для саморозвитку кожної особистості в певному освітньому середовищі, актуалізації її прагнення до вдосконалення професійної майстерності. Тут слід відзначити будь-які спроби демократизації педагогічної освіти, які завжди, насправді, були виявленнями гуманізації цієї освіти (наприклад, умови для вибору змісту завдань чи спеціалізації, індивідуалізація і диференціація навчання, педагогічний контроль та оцінювання, заохочення самостійної і творчої діяльності, корекція особистісного зростання). Гуманізація свідомості педагога реалізовується у будь-якій підготовці дитини до повноцінної життєдіяльності, навіть у намаганнях забезпечити її розвивальне й виховне навчання, звісно, із врахуванням його індивідуальних особливостей і відповідного рівня засвоєння інформації.

Якщо соціальна освіта є головним чинником соціалізації, процесом і результатом цілеспрямованої, планомірної діяльності, що здійснюється в інтересах індивіда і суспільства, до якого він належить, як зазначає А. Капська (2009, с. 15), то діяльність дорослих, яка спрямована на задоволення дитячих потреб у скрутних для дітей життєвих ситуаціях, створення необхідних умов для успішної соціалізації особистості є опікунсько-виховною діяльністю (у вузькому значенні, за визначенням окремих вчених). Зауважимо, що ми розглядаємо опікунсько-виховну діяльність як “цілеспрямовані, відповідним чином сплановані дії (соціального педагога, психолога, вихователів), які забезпечують основні вітальні потреби дітей-сиріт, сприятливі умови для всебічного розвитку особистості, певні потреби нормалізації її психологічного стану і соціальної ситуації, налагодженню стосунків з оточенням, соціалізації, соціальної реадаптації й реінтеграції в соціумі” (Лялюк, 2019, с. 18). Це стосується *суб’єкт-суб’єктної взаємодії* (соціального педагога, психолога, вихователів і дитини-сироти), створення оптимальних умов для забезпечення різнобічного розвитку особистості, налагодження стосунків з оточенням, соціалізації, соціальної адаптації, а також, звісно, розвитку альтруїстичних почуттів, духовно-моральної зрілості особистості дитини.

Задоволення потреби дитини у визнанні та прийнятті її однолітками та дорослими істотно впливає на її характер взаємин з оточенням та особливості поведінки, специфіку спілкування та взаємодії у соціальному сере-

довищі. Педагогічне, *доцільно організоване середовище*, часто називають “виховним простором” (Бех, 2013).

Усе це означає специфіку *соціалізації як виховного механізму*, яка полягає у таких зовнішніх соціальних впливах, що набувають певного особистого змісту, та конкретних соціальних явищах (формування особистих якостей, соціальних потреб, орієнтацій, соціальної активності) – особистісні ж цінності визначають її внутрішній світ. Звідси – основою для особистісного розвитку дитини та підвищення ефективності її соціалізації стає такий процес освоєння нею зовнішньої сфери, який має співвідноситися з ціннісним аспектом її внутрішньої сфери (упорядкованої системи цінностей).

Отже, гуманізм у вихованні дітей-сиріт означає здатність вихователя до оперативного *коригування процесу виховання*, орієнтації на задоволення особистісних потреб дітей цієї категорії. Це означає також, що необхідним є обов’язкове включення дітей-сиріт у діяльність із подолання їхніх проблем, що сприятиме їхньому особистісному розвитку.

Формування якісної професійної підготовки майбутніх педагогів (здобувачів вищої освіти) до опікунсько-виховної діяльності передбачає забезпечення оптимальних умов для професійного саморозвитку, самоусвідомлення, самореалізації, особистісного зростання. Процес гуманізації свідомості особистості означає не лише культурне засвоєння дійсності, що забезпечує головну мету життєдіяльності людини та формує її духовні орієнтири, а й такі пріоритети молодих людей у їхньому ціннісному світогляді, які передбачають реальну побудову гуманних взаємин з іншими людьми, формування позитивного ставлення до нації, громади, природи і т. ін., розвиток здатності розуміти, поважати, любити людину, що забезпечує втілення духовно-моральних цінностей як найістотніших чинників поведінки людини у її практичному житті. Тому *практична взаємодія особистості із зовнішнім середовищем* (участь у різноманітних сферах життя) веде до соціалізації як форми морального розвитку особистості. Зрештою, для досягнення такої мети важливо, щоб студенти долучалися до волонтерської діяльності у соціально-реабілітаційних центрах, хоспісах, дитячих будинках. Тільки шляхом практичного втілення духовності людини, вважає І. Зязюн, можливий порятунок її душі, що передбачає віру в те, що мораль є здоровою серцевиною людини, яка засвоїла основи виховних істин і право на свою ідеологічну та політичну свободу (Зязюн, 1994).

Особливу роль *моральних відносин* у врегулюванні конфліктів, загалом у формуванні моральної культури молодих людей, підкреслює Г. Васянович (2005, с. 295). Учений вважає, що гуманізацію моральних відносин у соціумі (а отже, гуманізацію взаємин між усіма учасниками педагогічного процесу), передбачає ідея гуманістичного виховання молодих людей, що реалізується у конкретних взаємостосунках. За нашими спостереженнями, на формуванні ціннісних орієнтацій позитивно позначається гуманізація

взаємин між суб'єктами виховання, До того ж, моральні відносини пов'язані з організацією спілкування з людиною (Васянович, 2005, с. 306). Оскільки кожний акт спілкування однозначно впливає на життя й діяльність людини (В. Семиченко, В. Заслуженюк та ін.), то *культура спілкування* сприяє її самореалізації, самоствердженню (М. Каган, О. Савченко та ін.).

Гуманізація свідомості особистості передбачає також *увагу до її національного життя*, етнічних коренів, способу мислення, характеру, перебігу емоцій, адже українська традиція характеризується глибоким поєднанням морального виховання з національним. У цьому розумінні для гуманізації свідомості та формування світогляду майбутнього педагога велике значення має володіння рідною мовою, вивчення історії, всіх дисциплін, які допомагають утвердженню духовних цінностей і помітно впливають на становлення національної свідомості. Відтак свідомість майбутнього педагога визначається активною зосередженістю на підготовці до життя в суспільстві та перспективних інтересах свого народу, адже педагог пробуджує у навколишніх людях потребу жити і працювати для нього.

Висновки

Зміст діяльності педагога, який не змінює людину, а надає їй моральну підтримку щодо формування її моделі поведінки, означає передовсім допомогу у тому, щоб забезпечити її позитивну мотивацію, пробудити своє сумління, почуття провини за гріхи, сорому за погані вчинки (щоб нарощувати добрі якості, кожній особистості важливо побороти слабкості, бути відповідальною за свої вчинки), не причиняти зло іншим людям (переступаючи непередуманими діями або необережним словом моральні принципи). Відтак реальні гуманізація і демократизація стосунків партнерів у спілкуванні означають доброзичливість, великодушність, взаєморозуміння тощо.

Орієнтація процесу гуманізації свідомості майбутнього педагога на ідеалістично-християнський підхід до виховання передбачає визнання останнього основою формування ціннісних орієнтацій, що характеризується насамперед усвідомленням християнської сутності людини, визнанням пріоритету моралі, акцентом на повазі до людини, формуванні її духовного світу, вихованням прагнення досягти досконалості, реалізацією моральних чеснот на практиці, переосмисленням та переконанням у необхідності спрямованості інформації на ідеали добра тощо.

Важливими змістовими напрямками гуманізації свідомості майбутнього педагога у підготовці до опікунсько-виховної діяльності є: реалізація особистісно зорієнтованого підходу до виховання особистості, врахування індивідуальних особливостей майбутнього педагога, його творчих ідей, формування здатності вихователя до суб'єкт-суб'єктної взаємодії з дітьми, побудови доцільно організованого середовища, забезпечення успішної соціалізації дитини як виховного механізму, оперативного коригування процесу виховання, а також практичного втілення стосунків особистості із

зовнішнім середовищем, створення умов для самостійності й активності здобувачів вищої освіти, зосередження уваги на національних традиціях, вільного вибору життєвої позиції, релігійної приналежності, ціннісних орієнтацій, усього, що характеризує гуманізацію як самогуманізацію.

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ЛЮДИНОЗНАВЧІ СТУДІЇ

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