



АННОТАЦІИ

Е. УСТИМЕНКО-КОСОРИЧ

ТЕНДЕНЦИИ РАЗВИТИЯ СЕРБСКОЙ БАЯННО-АКОРДЕОННОЙ ШКОЛЫ В КОНТЕКСТЕ КУЛЬТУРНО-ИСТОРИЧЕСКОЙ ПЕРИОДИЗАЦИИ

В статье раскрыто содержание сербской баянно-аккордеонной школы как составляющей национального общеобразовательного и культурного феномена. Определены ее достижения на историко-педагогическом и культурологическом уровнях, выявлены закономерности учебного художественно-исполнительского репертуара как неотъемлемого атрибута музыкального воспитания, что позволило определить доминанты и тенденции развития баянно-аккордеонной школы Сербии в контексте исторических периодов.

Ключевые слова: баянно-аккордеонная школа, периодизация, образование, педагогические технологии, специальность, профессиональная компетентность.

Л. ЗАГОРУЙКО

ПЕРИОДЫ РАЗВИТИЯ ПОЛЬСКОГО ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ

В статье охарактеризовано развитие польского иноязычного образования в контексте реформирования области обучения иностранным языкам в Западной Европе. Иноязычное образование рассматривается в временно-пространственном измерении, что синхронизируется с развитием польского общества. Первым периодом развития иноязычного образования в Польше автор выделила 1950-1980-е годы - период организационного становления. Анализируя определенные политические трансформации, обусловили потребность в коренных изменениях польской высшей системы образования, в том числе и иноязычной подготовки, автор выделила второй период периодизации - период европейского направления (1989-2004).

Ключевые слова: иноязычное образование, периодизация, иноязычная подготовка, высшие учебные заведения, языковые группы преподавателей, Польша.

Н. КОЛЯДА

ЗАРУБЕЖНЫЙ ОПЫТ ДЕТСКОГО ДВИЖЕНИЯ КОНЦА XIX - НАЧАЛА XX В.

В статье раскрыты основные направления развития зарубежного детского движения как важного объективного фактора возникновения детского движения в Украине. Выяснено, что мировое детское движение конца XIX - начала XX в. представлено рядом детских формирований, различных как по форме, так и по содержанию деятельности, как самоорганизующихся, так и целенаправленно организованных. Автором выделены следующие основные направления зарубежного детского движения исследуемого периода: патриотическое (военно-патриотическое), культурологическое, социальное, экологическое (натуралистическое), скаутское и др. Детское движение стало заметным социокультурным явлением во многих странах мира, которое не только отражало тенденции общественного развития, а стало значительным стимулом развития науки и практики воспитания.

Ключевые слова: детское движение, зарубежное детское движение конца XIX - начала XX в., детская организация, детское объединение.



И. ХОЛОД

СОДЕРЖАТЕЛЬНОЕ НАПОЛНЕНИЕ ПОНЯТИЯ «ОДАРЕННОСТЬ» В РАБОТАХ БРИТАНСКИХ УЧЕНЫХ

В статье рассмотрены определение термина «одаренность» в педагогической и психологической литературе Великобритании. Осуществлен обзор понятия «одаренность» в справочной литературе – Энциклопедии талантливости, креативности и таланта и Энциклопедии Британика. Подано концептуальные модели «одаренности», которые являются актуальными для Великобритании, такие модели как: Г. Гарднера, Дж. Рензулли, Ф. Монкса, Д. Эйр. Осуществлен дифференциальный обзор таких понятий как «одаренный», «талантливый», «способный», «очень способный». Охарактеризованы основные тенденции исследования «одаренности» в течение XX века. Дифференцированно исследования «одаренности» по наследственному и социальным факторам.

Ключевые слова: одаренность, одаренная молодежь, талантливый, способный, очень способный.

Р. БЕЗЛЮДНЫЙ, В. БЕЗЛЮДНАЯ

ПОДДЕРЖКА ДЕТЕЙ С ОСОБЫМИ ПОТРЕБНОСТЯМИ В ОБРАЗОВАТЕЛЬНЫХ ЗАВЕДЕНИЯХ США (КОНЕЦ XIX- НАЧАЛО XX ВЕКА)

В статье описана история формирования поддержки детей с особыми потребностями в образовательных заведениях США (конец XIX- начало XX века). Рассмотрены первые организации и учреждения, которые воспитывали детей с ограниченными возможностями. Значительное внимание уделяется основным подходам поддержки лиц с особыми потребностями в образовательных заведениях такие как: расширение доступа к образованию, основное направление и включение. Охарактеризованы образовательные проекты и программы, к которым привлечены дети с особенными потребностями. Выяснена конечная цель воспитания детей с особыми потребностями в США, которая заключается в выработке навыков, которые дают ребенку возможность существовать самостоятельно.

Ключевые слова: поддержка, дети с особыми потребностями, программы, проекты, подходы, образовательные учреждения.

О. КОТЕНКО

ПОДГОТОВКА УЧИТЕЛЕЙ К ОБУЧЕНИЮ ИНОСТРАННЫМ ЯЗЫКАМ МЛАДШИХ ШКОЛЬНИКОВ: ИЗ ОПЫТА СТРАН ЕВРОПЕЙСКОГО СОЮЗА

Автором проанализированы организационный и содержательный аспекты процесса подготовки учителей к обучению иностранным языкам младших школьников в странах ЕС. Обоснована актуальность изучения, обобщения и систематизации зарубежного опыта подготовки учителей начальной школы к обучению иностранным языкам, обусловленных государственным регулированием отрасли раннего иноязычного образования в Украине. Акцентировано внимание на этапности профессиональной подготовки, диверсификации специалистов, допущенных к обучению иностранным языкам младших школьников, дифференциации объема лингводидактической и психолого-педагогической подготовки для учителей начальной школы, учителей –предметников и учителей иностранных языков.

Ключевые слова: иноязычное образование, младшие школьники, учитель начальной школы, учитель иностранного языка, профессиональная подготовка, содержание обучения, страны Европейского Союза



С. ФЕДОРЕНКО

КОГНИТИВНО-КОНАТИВНЫЙ АСПЕКТ ГРАМОТНОСТИ КАК КОМПЛЕКСНОГО ПЕДАГОГИЧЕСКОГО ФЕНОМЕНА В СОСТАВЕ ГУМАНИТАРНОЙ КУЛЬТУРЫ СТУДЕНТОВ В США

В статье определено общее понятие «грамотности» с точки зрения американской педагогической науки. Освещены особенности комплексной мультимодальной грамотности на основе принципов визуальной, информационной, мультикультурной и медиа грамотности. Проанализировано сущность мультикультурной грамотности как синтеза культурной и межкультурной грамотностей. Установлено, что, формируя единое коммуникативное пространство культуры, этот синтез способствует успешной социокультурной активности личности. Обосновано влияние указанных грамотностей на развитие гуманитарной культуры студентов в высшей школе США.

Ключевые слова: грамотность, мультимодальная грамотность, визуальная грамотность, медиаграмотность, информационная грамотность, культурная грамотность, межкультурная компетентность, культурный интеллект.

Н. КОЛЕСНИЧЕНКО

ПОДГОТОВКА БАКАЛАВРОВ ГЕРМАНСКОЙ ФИЛОЛОГИИ В СИСТЕМЕ УНИВЕРСИТЕТСКОГО ОБРАЗОВАНИЯ ВЕЛИКОБРИТАНИИ: ПРАКТИКА ОКСФОРДСКОГО УНИВЕРСИТЕТА

Статья посвящена анализу современного состояния профессиональной подготовки бакалавров германской филологии в системе университетского образования Великобритании в условиях развития единого европейского образовательного пространства. Особое внимание уделяется анализу специфики содержания и способов организации учебно-познавательной деятельности бакалавров германской филологии в Оксфордском университете. Продемонстрированы основные требования образовательно-профессиональных программ к подготовке бакалавров-филологов в условиях реализации кредитно-модульной технологии обучения.

Ключевые слова: университет, университетское образование Великобритании, профессиональная подготовка, бакалавриат, бакалавры германской филологии, образовательно-профессиональная программа, кредитно-модульная технология обучения.

Л. ПУХОВСКАЯ

РАЗВИТИЕ КВАЛИФИКАЦИИ И ПРОФЕССИОНАЛЬНЫХ СТАНДАРТОВ В СТРАНАХ ЕВРОПЕЙСКОГО СОЮЗА

В статье анализируются новейшие тенденции развития квалификаций и стандартов в странах ЕС и определяются общие принципы построения профессиональных стандартов, которые могут эффективно обеспечивать связь сферы труда и сферы образования, а именно: основой стандартизации является профессиональная деятельность, результаты которой имеют измеряться; основу квалификационных стандартов составляют единицы профессионального стандарта; сопоставимость в рамках подобных / разных профессий (например, сопоставимость структуры и т.п.); простая структура, четкость и ясность и тому подобное. Характеризуются три типа профессиональных стандартов, которые распространены в странах ЕС: 1) профессиональный стандарт как классификатор основных профессий; 2) профессиональный стандарт в качестве критерия для оценки профессиональной деятельности; 3) профессиональный стандарт - это



профессиональный профиль, о «Объединенный с квалификацией. Определяются особенности развития профессиональных стандартов в странах Европейского Союза, которые являются различными с точки зрения формы, содержания и функций. Изучение европейского опыта стандартизации профессионального образования и обучения является важным источником развития современной квалификационной системы в Украине.

Ключевые слова: квалификация, профессиональный стандарт, образовательный стандарт, сравнения, тенденции развития.

А. КУЗЬМЕНКО

РАЗВИТИЕ СИСТЕМЫ ПОДГОТОВКИ УЧИТЕЛЕЙ В ИСПАНИИ (II ПОЛ. XX - НАЧ. XX ВЕКА)

В статье идет речь о реформах, которые произошли в подготовке учителей в Испании в течение 1961-2011 годов, которые рассматриваются в контексте реформ, реализованных в европейских странах. Анализируются основные изменения в подготовке педагогических кадров в течение трех основных этапов: 60-е, 70-е и 80-е годы, совпадающие с периодом, который положил конец двойной модели педагогического образования и позволил приобщить обучение в педагогических училищах к университету; 90-е годы с реформами, которые проводились под девизом улучшения качества образования; и изменения, происходящие в текущем десятилетии.

Ключевые слова: подготовка учителей, педагогические кадры, образовательные реформы, европейские тенденции образования.

Е. НЕЛИН

ОСОБЕННОСТИ ФОРМИРОВАНИЯ ВЫСШЕГО ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ ИТАЛИИ В ПЕРВОЙ ПОЛОВИНЕ XX СТОЛЕТИЯ

Статья посвящена проблеме развития высшего педагогического образования Италии в период XIX-XX веков. Раскрываются особенности становления системы высшего образования Италии путем реформирования нормативно-правовой базы. Рассматривается эволюция становления национальной системы образования Италии на базе образовательных систем Англии, Германии и Франции. Подчеркнуто динамику развития высшего педагогического образования Италии в период мировых войн. Отмечается влияние Национальной фашистской партии на систему управления высшими учебными заведениями. Сделано вывод, что сектор высшего университетского образования Италии, на середину XX века, был представлен сетью элитных университетов. Высшие торговые, промышленные и ремесленные школы, а также педагогические училища и техникумы формировали широкую сеть

Ключевые слова: управление образованием, образовательная модель, образовательная реформа, университет, фашизация, Университетские фашистские группы (ГУФ), закон Казати, реформа Джентиле, реформа Боттаи, централизация.

М. ГАВРАН, Н. ЖОРНЯК

ПОЛИКУЛЬТУРНЫЙ АСПЕКТ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ КАНАДЫ И ПОЛЬШИ

В статье рассмотрен поликультурный аспект профессиональной подготовки высших учебных заведений Канады и Польши. Охарактеризованы основные предпосылки, которые способствовали необходимости возникновения поликультурной составляющей. Выделены



дисциплины поликультурного содержания, которые изучают в канадских и польских вузах. Определены основные принципы поликультурного образования. Проанализированы эксплицитные и имплицитные способы внедрения поликультурной составляющей в вузах Канады и Польши.

Ключевые слова: поликультурное образование, высшее учебное заведение, толерантность, иммигранты, коренные жители, культура, принципы поликультурного образования, развитие отдаленных регионов.

Е. ПАНЧЕНКО

ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫЕ ПРОГРАММЫ КАК СРЕДСТВО ФОРМИРОВАНИЯ ЛИДЕРОВ В ОБЛАСТИ ИНЖЕНЕРИИ, МЕДИЦИНЫ И ПРАВА В США

Охарактеризовано специфику проведения профессионально-ориентированных программ, которые формируют лидерские качества старшеклассников в области инженерии, медицины и права в США. Такие мероприятия в интересной и увлекательной форме предоставляют их участникам практические навыки и умения, которые они смогут использовать в своей будущей профессиональной деятельности, воспитывают из них настоящих лидеров в выбранной ими профессии, готовят к поступлению в высшие учебные заведения. В результате анализа продемонстрировано, что США связывают будущее государства с развитием технологий, заботой о здоровье человека и соблюдением правовых норм.

Ключевые слова: лидерские качества, старшеклассники, целевые программы, инженерия, медицина, право

А. ПАУКОВА

ОТРАЖЕНИЕ ПРОБЛЕМЫ ИНФОРМАЦИОННОЙ ЗАЩИТЫ ДЕТЕЙ НА СТРАНИЦАХ ПЕДАГОГИЧЕСКОЙ ПРЕССЫ США

Статья описывает проблему информационной защиты детей, которая является очень актуальной среди ученых, учителей и родителей всего мира. Современная педагогическая пресса США используется в качестве источника, освещающего указанную проблему. Автор предоставляет список самых популярных американских педагогических изданий. Выделены текущие журналы, которые посвящены проблеме информационной защиты детей: «Journal of Information Literacy» (JIL), «The Journal of Media Literacy education», «Journal of Children and Media», «Journal of Digital and Media Literacy» (JoDML). Содержание четырех педагогических журналов анализируются.

В статье представлен анализ основной тематики публикаций: определение понятия «медиаграмотность», ее составляющие и цели; основные парадигмы медиаобразования; развитие курса медиаобразования в учебных программах и планах; оценка уровня медиаграмотности у школьников и учителей; освещение и анализ результатов конференций и саммитов по медиаобразованию; риски и опасности сети Интернет, их классификация и пути преодоления, программы по развитию медиаобразования у детей; влияние телевидения на здоровье и психику ребенка; исследования методов формирования критического мышления как основного компонента медиаграмотности; формирование и развитие медиаграмотности у родителей; влияние медианасилия на детей; безопасное онлайн-общение; информационная этика и др.

В статье представлены авторы основных публикаций. Автор рассмотрел законы и акты американского правительства, которые регулируют информационную защиту детей в



Интернете и телевизионной индустрии. Будущие направления и аспекты развития исследуемой проблемы определены.

Ключевые слова: информационная защита, медийная грамотность, педагогическая пресса, Интернет-риски.

О. СТАРОСТИНА СТАНОВЛЕНИЕ СИСТЕМЫ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ ПЕДАГОГИЧЕСКИХ КАДРОВ ВЕЛИКОБРИТАНИИ

В статье рассмотрены и проанализированы этапы становления британской системы повышения квалификации педагогических кадров. Система подготовки и переподготовки педагогических кадров Великобритании приобрела черты структурированности, централизованности и иерархичности. Произошло изменение взглядов и представлений учителей на процесс обучения. Структурные реформы, которые происходили в образовании Великобритании со второй половины XX – начала XXI столетия имели непрерывный характер, продолжались в течении нескольких политических циклов, что позволило обеспечить их последовательность и эффективность. Центральное место в реформировании педагогической системы в начале XXI столетия (этап научного педагогического профессионализма) занимает профессионализация курсов для учителей. Понятие «соответствие» стало наиболее важным понятием в педагогической образовательной политике.

Ключевые слова: британская система образования, педагогические кадры, педагогическое образование, повышение квалификации, этапы развития, метод обучения, соответствие.

В. ПАВЛЮК ПОДГОТОВКА УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА В СИСТЕМЕ МНОГОУРОВНЕВОГО ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ КАНАДЫ: СОВРЕМЕННЫЕ ТЕНДЕНЦИИ

В статье рассматриваются современные тенденции подготовки учителей английского языка в Канаде, уточнено значение понятия «многоуровневое педагогическое образование»; охарактеризовано подготовку специалистов по определенным образовательным уровням; выделены основные принципы модернизации профессионального педагогического образования в Канаде; подчеркнута роль реформирования содержания подготовки будущих учителей в Канаде в XXI в., которая, с учетом образовательных инноваций, соотносится с образовательными требованиями, предъявляемым канадской современностью перед педагогическими кадрами и определены современные требования к педагогическому образованию и профессии учителя в Канаде.

Ключевые слова: система многоуровневой педагогического образования, учитель английского языка, образовательно-квалификационный уровень, современные тенденции, подготовка учителей, принципы модернизации образования.

О. ЗАБОЛОТНАЯ ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В УСЛОВИЯХ ИНТЕРНАЦИОНАЛИЗАЦИИ ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА

В статье раскрыты особенности внедрения инновационных технологий преподавания иностранных языков в условиях интернационализации образовательного пространства. Определены возможности расширения аудитории за счет активизации внедрения



информационных технологий. Разграничены понятия «информационные технологии» и «инновационные технологии». Внедрение инновационных технологий рассмотрено в двух плоскостях: информационно-коммуникационной и коммуникативно-деятельностной. Автор подчеркивает изменение роли учителя, который в условиях интернационализации пространства иноязычного образования становится «фасилитатором коммуникации в процессе общей деятельности».

Ключевые слова: инновационные технологии в высшем образовании, информационно-коммуникационный подход, коммуникативно-деятельностный подход

Е. БЕВЗ

ИНТЕРПРЕТАЦИЯ АНГЛОЯЗЫЧНОГО ТЕКСТА КАК СРЕДСТВА ФАСИЛИТАЦИИ ЛИЧНОСТНОГО САМОРАЗВИТИЯ СТУДЕНТОВ СТАРШИХ КУРСОВ ЯЗЫКОВЫХ ФАКУЛЬТЕТОВ

В статье рассматриваются механизмы, имеющие отношение к процессам интерпретации художественных текстов на языке оригинала и личностного саморазвития студентов языковых факультетов на старшем этапе обучения при изучении дисциплины «Интерпретация текста». Для поддержки (фасилитации) процесса личностного саморазвития студентов языковых факультетов вопрос отбора текстов для интерпретации, имеющих потенциальное эмоциональное, эстетическое, идеологическое влияние на читателя занимает ведущее место.

Ключевые слова: текст, интерпретация текста, художественный текст, личностное саморазвитие, Я-концепция, сознание, мышление.

Т. КАПЕЛЮШНАЯ

АНАЛИЗ СОДЕРЖАНИЯ ШКОЛЬНОГО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В УСЛОВИЯХ ИНТЕРНАЦИОНАЛИЗАЦИИ ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА

Статья посвящена рассмотрению вопроса анализа содержания школьного обучения английскому языку в условиях интернационализации образовательного пространства. Автор убежден, что детальный анализ школьных учебников по английскому языку является первым шагом для компаративного анализа учебников и комплексов отечественного образца с существующими европейскими и американскими моделями учебников. Это может стать основой для их дальнейшего совершенствования при условии учета коммуникативно-деятельностного, личностно ориентированного, культурологического подходов к организации учебного процесса а также требований интернационализации языкового образования. Автором предложены этапы, критерии оценки и схема анализа школьных учебников по английскому языку.

Ключевые слова: анализ учебника по английскому языку, критерии уровня организации материала, схема анализа, этапы оценки учебника, коммуникативно-деятельностный подход, личностно ориентированный подход, интернационализация образовательного пространства.



ANNOTATIONS

Olena USTYMENKO-KOSORICH

TRENDS IN DEVELOPMENT SERBIAN ACCORDION SCHOOL IN THE CONTEXT OF CULTURAL AND HISTORICAL PERIODIZATION

In the article the content of Serbian accordion school as part of the national educational and cultural phenomenon. Identified by its achievements in scientific-pedagogical, historical and musicological, theoretical aspects of teaching, the regularities of the school of Art and Performing repertoire as an inherent part of musical education, which allowed to determine the dominant and the educational and pedagogical trends accordion school in Serbia in the context of historical periods.

Raised the question of determining patterns of Serbian bayan-accordion school is considered within the formation of a national musical and pedagogical ideas tenets of eminent personalities, performers, music teachers and educational institutions of Serbia: during the laying of the foundation of the national bayan-accordion school (in terms of widespread bayan-accordion education of household-amateur music).

Serbian accordion school commonplace considered in the context of cultural and historical events and musical and educational trends of the second half of the XX – XXI century and in different areas of artistic and musical and educational activities of its members. The feasibility of such historical and pedagogical research due: Serbian commonplace knowledge-accordion school as a component national heritage; lack of systematic analysis of development trends; the need to identify prerequisites for becoming commonplace Serbian accordion schools that require the study of historical, cultural and musical and educational trends of the late XIX – early XX century.

On the basis of the Serbian historical, educational and related literature found that a single periodization cultural and historical events and musical and educational trends exist. Serbian authors refer mainly to the study of certain cultural and historical events that remain disconnected from a single cultural-historical process. This led to the need to systematize historical sources, grouping information collected comparative analysis, identification and analysis of important historical data in the context of the study and definition of problems on these grounds cultural and historical periods of Serbian commonplace-accordion school.

The study proved periodization of the development of the Serbian accordion school, including five periods: the first (the end of the XIX century – until 1909) – educational and installation; the second (1909–1940 years) – educational reorganization; third (1940–1960 years) – educational stabilizing; fourth (1960–1990 years) – the national affirmative; fifth (1991 – beginning of XXI century) – the national self-sufficiency. Essential characteristics of the formation and development of the Serbian accordion school prerequisites identified its origin – the origin of the instrumental practices related instruments (the end of the nineteenth – until 1909); dissemination of amateur art bayan-accordion (1909 – 1940 years); the emergence of private educational and pedagogical training system bayan-accordion (1940–1960 years); features of formation and development of the accordion education – the introduction of the practice of training musicians in the profile «Bayan accordion» in public elementary and secondary music institutions (1960–1990 years); formation of higher accordion link (1991 – beginning of XXI century).

In our view, the proposed periodization of Serbian commonplace accordion-school music and educational trends against the backdrop of the relevant cultural and historical context does not contradict selected historical periods. On the contrary, the deployment of cultural and historical events, the dynamics of music education and the development of Serbian accordion school commonplace-we consider in the context of a single historical process.

Key words: *accordion school, periods, education, educational technology, specialty, professional competence.*



Liudmyla ZAGORUIKO

PERIODS OF POLISH FOREIGN LANGUAGES EDUCATION DEVELOPMENT

The article describes the development of Polish foreign language education in the context of teaching foreign languages reforming in Western Europe. Foreign language education is seen in a time-spatial dimension that is synchronized with the development of Polish society. This shows that any component of the educational system in the country is covered in the national context of a historical time period and in certain social and political conditions. So, in the early postwar years, there is a serious conflict between the new post-war requirements for teaching foreign languages and obsolete pre-war model of learning. The authors identified the first period of foreign language education in Poland (1950–1980) as the period of organizational development. In this period the main step in developing foreign language education was in 1976 where the Council of the European Community Ministers had adopted the first joint program of educational activities.

That Programme provided the following statements:

1) the creation of favorable conditions for general and vocational education of immigrants and their children;

2) the collection and dissemination of information on European education systems;

3) the load of documents and statistics;

4) cooperation in the field of higher education;

5) development of teaching foreign languages;

6) equal access to all levels of education.

Different political transformation in that period necessitated a radical change of Polish higher education system, including foreign language training, and marked the beginning of the second period of our periodization - European orientation (1989-2004).

Key words:

foreign language education, periodization, foreign language training, higher education, language group of teachers, Poland.

Nataliya KOLYADA

FOREIGN EXPERIENCE OF CHILDREN'S MOVEMENT IN THE LATE 19TH - EARLY 20TH CENTURY

The main directions of foreign children's movement development as an important objective factor of children's movement arising had been revealed in the article. Forms of self-organization of children's social activity, process of social and educational cooperation of equivalent subjects of social action (children and adults) for the socialization, social education, social and educational support of the child, his rights protection, development of interests, implementation of plans etc. had been described in the children's movement context.

The author distinguished the following main directions of studied period foreign children's movement as: patriotic (military-patriotic) – children and youth structures, oriented to training boys to defend the independence of their country, «Boys Brigade» (Scotland), «School battalions» (France), «Union of Young Motherland Defenders» (Germany), «Association of Boys' Skills», «League of Boys Empire» (England), «Church Boys Brigades», «Jewish Boys Brigades», «Society of Falcons» (Czech Republic), «Catholic Boys Brigades» (Europe); cultural – movement of high school students «Migratory Birds» (Germany, the beginning of the 20th century), from which in 1911 the children and youth organization «Union of Young Germany» which promoted a military revival of the country had been established; social – amateur school and out-of-school «savings banks», «mutual aid societies» («National Union of School Mutual Aid Societies» founded in 1906 in France); environmental (naturalistic) – «May Unions» that at the beginning of the 20th century had spread in Germany, Switzerland, and later in Russia; scout – one of the most striking examples of the global children's movement origin. That group included both directly Scout Associations (educational system «scouting» was founded in England in 1899), and a number of children's groups of early 20th century. Those groups had been acting on the scout basis: children's groups of «Forest Indians»,



unions «Sons of Daniel Boone», «Boys Pioneers of Dan Byrd» etc.

It was found that children's movement had become a prominent social and cultural phenomenon in many countries, reflecting not only the tendencies of social development, but had become a significant stimulus for the development of science and practice of education.

Key words: *children's movement, foreign children's movement of the late 19th – early 20th century, children's organizations, children's union.*

Iryna KHOLOD

MEANINGFUL CONCEPT «GIFTEDNESS» IN THE WORKS OF BRITISH SCIENTISTS

The study of talent is part of the study of individual differences. It is not difficult to conclude that those who are seen as talented are the ones who have had adequate provision to learn and develop their potential. Over the last 100 years thinking in gifted education has developed through three broad phases. In the early to mid-20th century it focused on a small number of unique individuals (Unique Individual Paradigm). The mid to late twentieth century saw the advent of a focus on selecting groups of gifted students from amongst the general school population (Cohort Paradigm). As we moved into the 21st century the focus of leading research has shifted away from identification and towards creating the educational conditions in which 'giftedness' might best be developed (Human Capital Paradigm).

Two of the most significant, long running and unresolved debates in education are, firstly the issue of how to raise the overall performance of an education system, and secondly how to support the most able pupils within the system. For the most part these debates have been conducted in isolation. It should be noted that in the UK the support of gifted and talented youth at the national level is realized in the framework of the program for talented youth «Young, gifted and talented».

The article deals with the definition of «giftedness» in pedagogical and psychological literature of Great Britain. The overview of the concept «giftedness» in The Encyclopedia of Giftedness, Creativity, and Talent and Encyclopedia Britannica is done. Various aspects of «giftedness» are highlighted in the works of contemporary British scientists such as J. Webb, J. Delisle, D. Eyre, H. Gardner, R. Zorman, D. Montgomery, M. Neihart, F. Post, J. Raffan, G. Trost, J. Freeman, K. Heller and many others.

Special attention is pointed to the works of J. Freeman, a distinguished psychologist working in the development of human abilities to their highest levels. She has conducted and supervised substantial research, notably her continuing study of gifted children since 1974, and has published widely in this area. For the UK government she has written two major reports and provides advice.

The conceptual models of «giftedness», popular in Great Britain, such as of H. Gardner, J. Renzulli, F. Monks, J. Eyre are described. Howard Gardner's theory of multiple intelligences and Joseph Renzulli's «three ring» definition of gifted behavior serve as precise examples of multifaceted and expanded conceptualizations of intelligence and giftedness. Gardner's definition of «giftedness» is «the ability to solve problems, or create products, that are valued within one or more cultural settings». Within his theory, he articulates at least seven specific intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. Gardner believes that people are much more comfortable using the term «talents» and that «intelligence» is generally reserved to describe linguistic or logical «smartness»; however, he does not believe that certain human abilities should arbitrarily qualify as «intelligence» over others.

Renzulli's definition, which defines gifted behaviors rather than gifted individuals, is



composed of three components as follows: Gifted behavior consists of behaviors that reflect an interaction among three basic clusters of human traits—above average ability, high levels of task commitment, and high levels of creativity. Individuals capable of developing gifted behavior are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance.

Key words: talent, gifted youth, talented, able, very able.

Roman BEZLYUDNYI, Vita BEZLYUDNA
SUPPORT FOR CHILDREN WITH SPECIAL NEEDS IN EDUCATIONAL INSTITUTIONS OF THE USA (END OF 19th - EARLY 20th CENTURY)

The article depicts children with special needs support in educative establishments in the USA (the end of 19th – early 20th centuries). The first organizations and establishments where the children with special needs could get education are shown in the article.

The author mentions about first schools which were build for the blind and deaf people in the USA. Students in those schools were isolated and studied with the help of special programs which were worked out for the separate groups of invalids. The alternative system of communication was used at such schools (f.e. fingers and signs languages). Since the second half of XIX century, pedagogical direction of support for children with the special needs became basic.

The first educational establishments at the beginning of XX century for children with the special needs were refuges and boarding-schools. Establishments of the first and second direction served mainly for children with problems in development, and establishments of pedagogical direction – for children with the easy forms of backwardness.

The main consideration is paid to the approaches which support people with special needs. They are: widening participation, mainstreaming, inclusion. The first two approaches give children the opportunity to communicate with peers and broad social contact while the third approach – inclusion reduces social stigmas and improves academic achievement for students with special needs. Besides, the educative projects and programs for children with special needs are characterized here. The main educative goal which helps the child with special needs to be independent was found in the article.

Keywords: support, children with special needs, services, programs, projects, approaches, educative establishments.

Olga KOTENKO
TEACHERS TRAINING TO ELEMENTARY SCHOOL STUDENTS' FOREIGN LANGUAGES TEACHING: FROM THE EXPERIENCE OF EUROPEAN UNION COUNTRIES

The problem of improving the professional training quality of the modern elementary school teacher and a radical revision of approaches to its organization acquires special urgency nowadays in Ukraine. One of the modernization priority directions of the elementary school teachers' system training is the mastering of foreign languages for professional use in future educational activities. State regulation in the field of general primary education in regard to the primary school pupils foreign languages compulsory teaching (from 1st grade), regardless of the educational institution type, stipulates the searching effective ways of future primary school teachers' foreign language training optimization. The problem of researching the process of teachers' training to elementary school students' foreign languages teaching in the EU with the aim of implementing the best practices in the educational system of Ukraine are described in the article, as well as identified the specific features of the primary school teachers' professional training organization in the European educational space.



The author has analyzed the organizational and content aspects of the process of teachers training to elementary school students' foreign languages teaching in the EU. The relevance of studying, summarizing and systematizing of international experience in the sphere of primary school teachers training to foreign languages teaching, due to the state regulation of early foreign language education sector in Ukraine is substantiated. The attention is focused on the system of two stages training, diversification of specialists, which attached to primary school children foreign languages teaching, the volume differentiation of linguodidactic, psychological and pedagogical training for elementary school teachers (generalist teacher), subject teachers (semi-specialist) and foreign languages teachers.

The analysis of characteristics of the organizational and substantive aspects of teachers' professional training to elementary school students' foreign languages teaching allowed to identify some general tendencies for the most of the EU countries, namely:

1. The necessity of obtaining of higher pedagogical education for future elementary school teachers (the system «bachelor-master»).

2. Two stages of teacher training (theoretical and practical stages, integrated and consistent learning model).

3. Specialists diversification of different pedagogical qualifications, who attached to elementary school students' foreign languages teaching (generalist teacher, language specialist, semi-specialist).

4. Content differentiation of linguo-didactics and psycho-pedagogical training for elementary school teachers (generalist teacher), teachers of definite knowledge brunch (semi-specialist) and foreign languages teachers (language specialist).

5. Creating partnerships «University-School» with the aim of improving the quality of future teachers' professional skills formation.

Key words: foreign language education, elementary school students, elementary school teacher, foreign language teacher, professional training, training content, European Union countries

Svitlana FEDORENKO

COGNITIVE-CONATIVE ASPECT OF LITERACY AS COMPLEX PEDAGOGICAL PHENOMENON IN THE LIBERAL CULTURE STRUCTURE OF STUDENTS IN THE USA

This paper presents the general notion of literacy in terms of American higher education. As the up-to-day world becomes increasingly interdependent and pluralist, the human community as a whole requires new understandings, attitudes and a new knowledge. Literacy as a broad, multidimensional set of competencies, attitudes and identities enabling effective engagement in the society is considered. The author dwells on the literacy as cultural software, a set of operating rules for how to solve problems, relate to others and survive in different social settings.

The foundation for multimodal literacy through a theoretical and applied framework of the principles of visual, media, information and multicultural literacy are highlighted. The author emphasizes that successful activity in a world of multimodal information requires fluency in a broad range of literacies to consume and create texts in visual, audio, and written formats, to evaluate messages in a variety of mediums, and to gain sociocultural awareness and the ability to communicate and live in a diverse global society. The impact of multicultural literacy as a synthesis of cultural and intercultural literacies on the shaping of a liberal culture of students in the USA higher school is highlighted. Cultural literacy refers to the concept that citizens in a democracy should possess a common body of knowledge that allows them to communicate effectively, govern themselves, and share in their society's rewards. It includes cultural competence but adds to it the ability to critically reflect on, and if necessary bring about change in, one's own culture. Intercultural literacy or similar terms such as 'intercultural competence' or 'intercultural



awareness', in its turn, presupposes a two-way, mutually enriching engagement between cultures. This type of literacy provides the understanding necessary for successful living and working in a cross-cultural or pluralist setting.

Key words: literacy, multimodal literacy, visual literacy, media literacy, information literacy, cultural literacy, intercultural competence, cultural intellect.

Natalya KOLESNICHENKO

PROFESSIONAL TRAINING OF BACHELORS OF ROMANCE-GERMANIC PHILOLOGY IN THE SYSTEM OF HIGHER EDUCATION IN GREAT BRITAIN: PRACTICAL EXPERIENCE OF THE UNIVERSITY OF OXFORD

The article focuses on the analysis of the current status of professional training of bachelors of Romance-Germanic Philology in the system of Higher education in Great Britain within the scope of European Higher Education Area. Special attention is paid to identifying the specifics of the content and the methods of professional training/learning and self-study activities of bachelors of Romance-Germanic Philology at the University of Oxford.

The basic requirements for educational and professional training curricula of bachelors of Romance-Germanic Philology in the context of credit educational technology have been analyzed. It is specified in particular that teaching at the Faculty of English Language and Literature at Oxford University is conducted by means of Faculty lectures and other types of classes (seminars, tutorials, group discussions). The general lectures and classes offer instruction in and demonstrations of the application of critical method to literary materials. Seminars offer opportunities for group analysis and discussion of a specific literary or linguistic subject area. Group discussions address contextual or textual issues and encourage assimilation of material and oral analysis and exposition. Tutorials focus on the analysis of written essays.

In general all types of classes require that future bachelors of Romance-Germanic Philology take active participation in the discussions of the specified issues, in-depth analysis and constant reading of English and foreign literature from a very wide range of historical periods and in most recognised literary genres. Formally, aspects of the required knowledge and understanding are tested through written University examinations. Extensive preparation for the organisation and communication of such knowledge and understanding is provided by highly personalised formative assessment offered in weekly tutorials and by practice examinations set by tutors. Besides there is also a regime of termly report writing by the bachelors of Romance-Germanic Philology that offers regular valuable feedback and formative assessment of their subject and professional competence.

Key words: University, University Education in Great Britain, professional training, bachelor's degree/baccalaureate, bachelors of Romance-Germanic Philology, educational program, professional training curriculum, Credit System (ECTS).

Liudmyla PUKHOVSKA

THE DEVELOPMENT OF QUALIFICATIONS AND PROFESSIONAL STANDARDS IN THE EUROPEAN UNION

Modern tendencies on qualifications and standards development in EU countries are analyzed in the article. Their common principles of professional standards building are defined. They may efficiently provide links between the worlds of work and education. These links are the following: the basis of standardization is professional activity where the results can be measured; the basis of a qualification standard is the units of a professional one; comparability in the framework of similar/different occupations (for instance, comparability of the structure etc.); simple structure,



sharpness and clarity etc.

There are three types of standards spread in EU countries as: 1) a professional standard as a classificatory of main occupations; 2) a professional standard as a criterion to assess the professional activity; 3) a professional standard is a professional profile joint with a qualification. The special features of professional standards development in the countries of EU are outlined which are different on form, content and functions. Study of European experience on standardization of vocational education and training is an important source of building a modern system of qualifications in Ukraine.

Key words: *qualifications, professional standards, educational standards, comparisons and trends.*

Ganna KUZMENKO

DEVELOPMENT OF TEACHER EDUCATION IN SPAIN (THE SECOND HALF OF 20TH - EARLY 21ST CENTURY)

The increasing integration processes actualized scientific cooperation between European countries, proclaiming the need to prepare a new generation of professionals and to improve their skills. The study of the experience of Spain on this issue was carried out gathering the information from literature, mainly the works of the scientists of Spain.

The objective of this article is to carry out a review of the reforms that have taken place in teacher education in Spain from 1961 to 2011, in line with those of other European countries. With this aim, the main changes of teacher education are analyzed in three periods: the first one takes into consideration 60's, 70's and 80's, when the break of dual model in teacher education and the incorporation of teacher training to the University took place; the second one 90's, with the reforms aimed to improve education quality; and the third one the changes of present decade. From this analysis we will try to describe the recurrent dilemmas in teacher training in Spain in the last decades.

The results of the study show that the Spanish education system is experiencing in the last decades a sustained process of change that does not seem to have reached yet its final point. Moreover, it is revealed that the evolution of teacher training in Spain for the past 50 years in many ways was similar to most European countries. In the case of teachers of primary school, educational reform model followed a parallel evolution with other European educational systems, anticipating the changes that have occurred in the 70's and 80's. Contrary to the expectations, the results indicated that the situation with the preparation of secondary school teachers remained practically unchanged for almost 40 years. Before the adoption of the current reform, teachers in Spain received generally a low level of training, which contributed to the traditional division of teaching modules for teachers of preschool / primary school and teachers of secondary school. The implementing of the Master in Teacher Training of Secondary School began the process of approaching to the existing models of teacher training in other countries.

Further study is required to see the changes that occur in the system of teacher training in Spain, with the aim of further implementation of the educational experience within Ukraine.

Key words: *teacher training, pedagogical personnel, educational reforms, European trends in education*

Yevgen NELIN

THE PARTICULARITIES OF FORMATION OF THE HIGHER PEDAGOGICAL EDUCATION IN ITALY IN THE FIRST HALF OF THE XX CENTURY

The article is dedicated to the exploration of the higher pedagogical education in Italy during the XIX – XX centuries. There are the main particularities discovered in the course of forming of the higher education system in Italy through the reformation of its national legal basis. There is the



evolution of national education system of Italy has been thoroughly examined on the basis of educational programs of England, Germany and France as well as marked the dynamics of the higher education system development's in Italy in the period between the I and II World Wars.

A special attention was paid to a role of the Catholic Church and its influence on formation of system of the higher education in Italy. There is also marked the impact of the National Fascist Party within the system of management of the higher educational institutions' and analyzed the activities of the ministers' of education of the Fascist governments' and results of their reforms.

It is concluded that the sector of the higher education in Italy in the mid of XX century was mainly characterized by the presence of centralized elite universities. Wide range of the non-university sector was formed from the higher commercial, industrial, craft school as well as pedagogical colleges and professional institutions.

Key words: education governance, education model, educational reform, university, fascisation, the fascist university groups (GUF), the Casati Law, the Gentile Reform, the Bottai Reform, centralization.

Maryana HAVRAN, Nataliya ZHORNIAK
MULTICULTURAL ASPECT OF TRAINING IN HIGHER EDUCATIONAL INSTITUTIONS IN CANADA AND POLAND

The article is considered with the multicultural aspect of training in higher educational institutions in Canada and Poland since new realities have made understanding of diversity and the ability to interact and find a way out of conflict situations extremely important. The internationalization of working and learning environment can be considered as the factor that contributed to conscious interest in cultural component of training.

Implementation of modern educational purposes objectively require a certain convergence of national educational systems and the development of common principles which can not be done without taking into account their multicultural educational experience. Multicultural education promotes tolerance of each person towards another culture and its representatives. It mostly meets the needs of modern Ukrainian society and its intention to join the European Community. That is why the purpose of the article is to analyze the formation features of multicultural training component of higher education in Canada and Poland in order to use the ideas of Polish and Canadian experience in Ukrainian higher education.

Social and political changes which took place in Poland caused reforms in its educational system. The main areas were decentralization of educational management, democratization of education, the autonomy of educational institutions (institutions of private sector development, increasing the number of students, enabling teachers to choose curricula and textbooks and include regional component in the content of educational programs), informatization and modernization of the educational system (transition to critical and creative model), drawing attention to Polish polyethnicity and the consequent increase in the number of educational institutions for national minorities and ethnic groups.

Multiculturalism has been Canada's official policy for over 30 years because of its ethnic, racial and cultural composition. This country has a long tradition in the field of training for workplace diversity. There are four historical stages in the history of education for indigenous people: traditional, industrial boarding schools, provincial schooling and the age of Indian control over Indian education. The emergence of university transfer programs has formed a symbiotic relationship between colleges, universities and pre-professional training programs, and the practical aspects of training tied it more closely to the industry. Actually, the diverse levels of training and principles of access to educational programs fully reflect multicultural component of Canadian education.

Analysis of theoretical and methodological sources confirmed that the principles of multiculturalism in higher education in Canada and Poland are implemented explicitly (through the introduction of special education programs and implicitly (including additional content elements



into the educational curricula of professional courses and application of innovative forms and methods of creative, exploratory nature). Such training has two main objectives: on the one hand it is aimed at training future professionals for tolerant perception of otherness, on the other - to save and transmit one's own social valuable cultural experience.

Key words: multicultural education, higher educational institution, tolerance, immigrants, indigenous people, the culture, the principles of multicultural education, the development of rural areas.

Yelyzaveta PANCHENKO

PROFESSIONALLY ORIENTATED PROGRAMS AS A MEANS OF FORMING LEADERS IN THE SPHERE OF ENGINEERING, MEDICINE AND LAW IN THE USA

The article is aimed at characterizing professionally-orientated programs that form leaders in the sphere of engineering, medicine and law in the USA. The author characterizes peculiarities of engineering programs (Project Lead The Way Engineering program, Youth Leadership Program in Engineering, National Youth Leadership Forum: Engineering & Technology, National Youth Leadership Forum: Technology & Innovation), the ones in medicine (Project Lead The Way Biomedical Science program, CivicWeek: Public Health, Youth Leadership Program in Medicine & Health Care, National Youth Leadership Forum: Advanced Medicine & Health Care), and in law (CivicWeek: Law & Criminal Justice, National Youth Leadership Forum: Law & CSI, Youth Leadership Program in Law & Advocacy, Intensive Law & Trial).

The above mentioned projects do not only pay attention to leadership skills development, but also help students to decide what profession to use, prepare them for entering colleges, as well as give the opportunity to practice in the chosen sphere.

Key words: leadership skills, high school students, programs, engineering, medicine, law

Alina PAUKOVA

PROBLEM OF CHILDREN INFORMATION SAFETY ON THE PAGES OF AMERICAN EDUCATIONAL PERIODICALS

The article describes the problem of children information safety which is very actual among scholars, teachers and parents all over the world. Modern pedagogical press in the USA are given as the source of showing the problem of children information safety. Author gives the list of the most popular American educational periodicals. List of current journals which are devoted to the problem of children information safety are given: «Journal of Information Literacy» (JIL), «The Journal of Media Literacy education», «Journal of Children and Media», «Journal of Digital and Media Literacy» (JoDML). The content of four educational journals are analyzed in this article. Main headings of the articles which are concerned the problem of children information safety are definition of media literacy, its components and tasks; basic paradigms of media education; development of media education course in educational programs and plans; evaluation of media literacy level of students and teachers; describing and analysis of summits and conferences of media education; classification of risks and dangers of the Internet, strategies to overcome the risks; program for the development of media education for children; influence of television on children; protection television policy, methods to form critical thinking as part of media literacy; parents' media literacy, safe online ethics etc. Author of the articles are marked out. Laws and acts of American government that regulate the safety of American children in the Internet and television industry are defined. Author determines the future directions and aspects of the development of the studied problem.

Key words: information safety, media literacy, educational journal, Internet risks



Oksana STAROSTINA

**FORMATION OF SYSTEM IMPROVING PEDAGOGICAL PERSONNEL
QUVALIFICATIONS IN GREAT BRITAIN**

The article considers and analyzes the stages of formation of the British system of training teachers. System of training and retraining of teachers in Great Britain acquired the features of structure, centralization and hierarchy. There has been a change in attitudes and perceptions of teachers in the learning process. Structural reforms that have taken place in the formation of the UK in the second half of XX - beginning of XXI century had continuous, continued for several political cycles, thus ensuring their consistency and effectiveness. The centerpiece of the reform of the educational system in the early twenty-first century (step scientific pedagogical professionalism) takes professionalization of courses for teachers. The concept of «conformity» has become the most important concept in teaching educational policy. British system of training of teaching staff is one of the oldest in Europe. Beginning in the late nineteenth century to the present time, it evolves as a complex social organism, the key characteristics of which is the relationship between education and self-education courses, openness, democratic management, variety, flexibility, form and content of training and selection methods of professional skills by teachers.

Nowadays teacher training in Great Britain is realized at universities, polytechnics and colleges of higher education. From 1st August 1975 the system of teacher training in England is being reorganized. All higher and further education outside the universities including teacher training is being assimilated into a common system. Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. It was not until the emergence of pedagogy, the «art and science of teaching,» as an accepted discipline that the training of teachers was considered important.

Key words:

British system of education, educational personnel, teacher education, professional development, stages of development, the method of training, conformity.

Viktoriya PAVLYUK

**ENGLISH TEACHERS' TRAINING IN THE SYSTEM OF MULTILEVEL EDUCATION
SYSTEM IN CANADA: MODERN TENDENCIES**

In the article modern tendencies of English teachers' training of Canada are examined, the value of concept «multilevel pedagogical education» is specified; preparation of specialists is described after certain educational levels; basic principles of modernisation of trade pedagogical education in Canada are distinguished; the role of maintenance training reformation of future teachers in Canada in 20th century is underlined, that is connected with an account of educational innovations and correlated with educational requirements which a contemporary Canadian society has got in terms of pedagogical shots and certain modern requirements to pedagogical education and teacher's profession of in.

The study of essence and analysis of modern approaches to the problem of teacher's pedagogical mastery in the system of higher pedagogical education, ground to assert, that forming mastery work better due to multilevel organization of educational process.

In this context a large value in relation to the professional training of competitive pedagogical staff in Ukraine acquires the study of functioning of the national systems of multilevel pedagogical education in different countries of the world.

Thus, the special interest is in the context of foreign experience study, and in theoretical and practical analysis of multilevel teachers' training problem in Canada. Canada as multinational country accumulates in itself experience different nations in relation to organization of educational process, maintenance and methods of studies, that attracted attention of both home and foreign



researchers. Canada owns ponderable pedagogical achievements and developed system of professional teachers' training.

So, a study and analysis of Canadian teachers' training experience are an important source for determination of strategic directions in development of Ukrainian pedagogical education in 21st century.

Key words: system of multilevel pedagogical education, teacher of English, educationally-qualifying level, modern tendencies, teachers' training, principles of education modernisation.

Oksana ZABOLOTNA

INNOVATION TECHNOLOGIES IN EFL TEACHING UNDER THE CONDITIONS OF INTERNATIONALIZATION OF HIGHER EDUCATION

The article deals with the peculiarities of introducing innovation technologies in EFL teaching under the conditions of internationalization of higher education. The classroom has been presented as an open system with no walls if the rapidly developing information technologies bring the English-speaking community together. Learning has been shown as the process that starts where the students are. The author has distinguished between the terms 'information technologies' and 'innovation technologies', showing that information technologies are always seen as innovations while innovations in EFL teaching and learning cannot be limited to IT.

Thus, innovations have been presented with two approaches taken into account. The first one, information communicational, deals with IT classroom applications; the second one, communicative (and task or activity based as part of it) deals with different ways used to facilitate classroom communication.

The author emphasizes the importance of changing the teacher's role to 'communication facilitator in cooperative activities' which has been enforced by the challenges of internationalization of higher education.

Key words: innovation technologies in higher education, information communicational approach, task based approach, activity based approach.

Olena BEVZ

ENGLISH TEXT INTERPRETATION AS MEANS OF FACILITATION OF PERSONAL SELF-DEVELOPMENT OF SENIOR STUDENTS OF THE LANGUAGE DEPARTMENTS

The article outlines mechanisms having reference to both interpretation of short stories in English as foreign language and personal self-development of the senior students at studying a college course Text Interpretation (Discourse Analysis). While working on a short story man's consciousness builds relations and interconnections within the imaginary world of fiction similar to those of real world. The peculiar feature of human thinking enables to treat personage's behavior and motives based on one's experience and existing theories. On the other hand an intensive intellectual activity of consciousness is required to ensure one's personal self-development. To change a person's behavior it is necessary to alter his ideas about ideals and values. Self-consciousness itself appears under the influence of surroundings before it becomes inner mechanism through which its influence is transformed.

Perception of the facts of foreign language culture in the text is characterized by nationally specific differences existing between native and foreign cultures. In such case, understanding of the text becomes particularly challenging which may lead to inadequate interpretation of foreign culture.

To facilitate personal self-development of senior students of the language departments the



matter of selection of short stories which have their potential for emotional, esthetic and ideological influence on readers acquires special importance.

Key words: *text, text interpretation, fiction, students' personal self-development, self-concept, consciousness, thinking.*

Tetiana KAPELIUSHNA
ANALYZING THE CONTENT OF ENGLISH LANGUAGE SCHOOL TRAINING IN THE
CONTEXT OF EDUCATIONAL SPACE INTERNATIONALIZATION

The article is devoted to the issue of the content analysis of English language school training in the context of educational space internationalization. The problem of analysis school English textbooks is interested by Ukrainian and foreign scientists for a long time and began to increase in the second half of the twentieth century. The author is convinced that a detailed analysis of school English textbooks is the first step for comparative analysis Ukrainian school textbooks and existing European and American models for further improvement of English textbooks according to the educational space internationalization taking into account communicative, learner-oriented and cultural approaches to the educational process arrangement.

Also the attention is paid to the criteria for organizing the material in the textbook (relevance (how relevant is our exercise to our learners), transparency (what features of the book help teach and learn), reliability (how consistent is a book in presenting the material), attractiveness, flexibility, participation, socialization).

The article presents textbook evaluation checklist which includes such elements as physical characteristics, language work, cultural content, skills development, methodology, supplementary materials.

The author makes a conclusion that it's necessary to take into account educational space internationalization finding criteria for organizing the material in the book and introducing textbook evaluation checklist for its proper analysis and experts' evaluation concerning to the correspondence to existing standards. At the same time the problem of school English textbooks analysis is more wider and requires further investigation.

Key words: *analysis of English textbook, criteria of material organization, textbook evaluation checklist, evaluation steps, communicative approach, learner-centered approach, educational space internationalization.*