



АННОТАЦІИ

Ореста КАРПЕНКО

**ОПЕКУНСКО-ВОСПИТАТЕЛЬНАЯ ДЕЯТЕЛЬНОСТЬ ШКОЛЫ В ПОЛЬШЕ
(конец XX – начало XXI века)**

В статье освещены цели, задачи и направления опекунско-воспитательной деятельности школы в Польше в период трансформации общественного строя. Доказано, что школа является социально-педагогической системой, потенциальной средой для реализации опекунско-воспитательных функций в отношении детей и молодежи. Обоснована роль и значение педагога в решении опекунско-воспитательных задач. Доказано, что опекунско-воспитательная деятельность школы охватывает создание в школе и в среде оптимальных условий для развития учащихся, возможностей индивидуального развития с учетом их возможностей, обеспечение биологических, психических и общественных потребностей, обогащение потребностей путем развития интересов, осуществления коррекционной деятельности, помощь учащимся в выборе определенной системы ценностей.

Ключевые слова: опека, ученики, школа, Польша, опекунско-воспитательная деятельность.

Ольга КОМОЧКОВА

**МАГИСТЕРСКИЕ ПРОГРАММЫ ПО ЛИНГВИСТИКЕ В УНИВЕРСИТЕТАХ
ВЕЛИКОБРИТАНИИ**

В статье рассматриваются вопросы, связанные с особенностями профессиональной подготовки магистров лингвистики в Великобритании. На примере известных британских университетов (Кентский университет, Лидский университет, Есекский университет, Ланкастерский университет, Бирмингемский университет и т. д.) проанализированы магистерские программы по лингвистике, определены их общие характеристики и особенности. Автор обосновывает структуру подготовки будущих специалистов по лингвистике в этих высших учебных заведениях, обращает внимание на наличие вариативности и гибкости образовательных программ, определяет положительные моменты британского опыта в профессиональной подготовке специалистов-лингвистов для их творческой реализации в системе высшего образования Украины.

Ключевые слова: магистерские программы, лингвистика, лингвист, высшее учебное заведение, Великобритания, Британский опыт.

Александр СЕМЕНОВ

**СРАВНИТЕЛЬНЫЙ АНАЛИЗ ЗАРУБЕЖНОГО И ОТЕЧЕСТВЕННОГО ОПЫТА
ФОРМИРОВАНИЯ ТВОРЧЕСКИ НАПРАВЛЕННОЙ ЛИЧНОСТИ РЕБЕНКА В
ЗАВЕДЕНИЯХ НЕФОРМАЛЬНОГО ОБРАЗОВАНИЯ**

В статье осуществлен сравнительный анализ зарубежного и отечественного опыта деятельности заведений внешкольного образования на материале раннего формирования творчески направленной личности ребенка. Автором определено, что для Украины, как и для многих европейских государств, характерны: организационная структурированность системы внешкольного образования, наличие нормативно-правовой базы деятельности



заведений свободного времени для детей, национальные научные исследования проблем деятельности заведений неформального образования. Важными заданиями внешкольного образования как для других стран, так и для Украины является воспитание личности, способной к успешной само-реализации в обществе, эффективного межкультурного взаимодействия на основе принципов толерантности и взаимопонимания, обращения внимания на социальную адаптацию и полноценное развитие детей с особыми потребностями.

Ключевые слова: внешкольное образование, неформальное образование, творческое развитие личности старшего дошкольника, европейское пространство, сеть внешкольных заведений, Европейская Ассоциация внешкольного образования, постсоветское образовательное пространство, содержание внешкольного образования.

Юстина ХАДАШ

ФАКТОР ВЗАИМОДЕЙСТВИЯ КАК ВЫЗОВ ДЛЯ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА В ТЕХНОЛОГИИ НА ОСНОВЕ ОБРАЗОВАНИЯ: ПЕДАГОГИЧЕСКОЕ ОТОБРАЖЕНИЕ

В статье раскрывается роль фактора взаимодействия при изучении иностранных языков в системе дистанционного обучения. Рассматривая коммуникативную компетенцию как одну из основных целей во время непосредственного общения с учениками, автор описывает основные особенности организации дистанционного обучения с учетом требований коммуникативного подхода. Теория общего дистанционного обучения М. Мура описывается сквозь призму языкового образования. В статье охарактеризованы несколько систем изучения языка онлайн и очерчены общие формы и особенности реализации педагогического взаимодействия участников учебного процесса в условиях дистанционного образования. Так, ученик рассматривается как главный деятель процесса обучения, учитель – как посредник, текст – как основной источник коммуникативных данных, а автономия учащегося – как основа успешного взаимодействия.

Ключевые слова: дистанционное изучение языка, коммуникативный подход, коммуникативная компетенция, взаимодействие, электронное обучение, обучение, базирующееся на применении технологий, автономия студента, теория интерперсонализации учебного процесса на расстоянии, работа с текстом, сотрудничество ученика и учителя.

Анжелика СОЛОДКАЯ

ЗАРУБЕЖНЫЕ КОНЦЕПЦИИ КРОСКУЛЬТУРНОГО ОБУЧЕНИЯ

В статье анализируются зарубежные концепции кроскультурного обучения, начиная с 50–60-х годов XX века, когда были заложены основы данного направления, рассматриваются перспективы внедрения зарубежного опыта в высшее образование Украины.

Использование универсальных культурных ассимиляторов, как показывают многочисленные исследования, становится эффективным способом формирования изоморфных атрибуций, передачи информации о культурных различиях, повышения эффективности межличностных контактов в инокультурной среде.



Развитие концепций обучения от культурного ориентирования – передачи абстрактных знаний, – до обучения культурно модифицированному поведению подтверждают тот факт, что личность не может быть подготовлена к эффективному функционированию в других культурах без специально организованного предварительного обучения, в основе которого лежит развитие определенных личностных характеристик, необходимых для успешного кросскультурного взаимодействия.

Анализ, проведенный в исследовании, показывает, что данное направление является перспективным для внедрения в программы обучения университетов во всем мире.

Ключевые слова: кросскультурное взаимодействие, кросскультурное обучение, кросскультурный ассимилятор, культурное ориентирование, социокультурная среда, эффективное функционирование в инокультурной среде.

Анна КОРСУН **СТАНОВЛЕНИЕ И РАЗВИТИЕ АВТОНОМИИ УНИВЕРСИТЕТОВ: ЕВРОПЕЙСКИЙ ОПЫТ**

В статье анализируется нормативно-правовая база становления и развития университетов. Акцентируется внимание на особенностях расширения прав и свобод университетов за счёт предоставления им автономии. Анализируются периоды и основные факторы реформирования системы высшего образования стран Европейского Союза. В статье исследованы труды европейских учёных, опубликованные при содействии Европейской ассоциации университетов. Подчёркивается необходимость реформирования системы высшего образования в соответствии с требованиями европейского образовательного пространства. Исследуется влияние автономии на повышение рейтинга университетов, а также их конкурентоспособности в системе высшего образования на международном уровне.

Ключевые слова: автономия, университет, высшее образование, Европейская ассоциация университетов, финансирование, конкуренция, реформа.

Анна ПОДГАЕЦКАЯ **МЕЖДУНАРОДНЫЕ ВОЛОНТЕРСКИЕ СТУДЕНЧЕСКИЕ ОРГАНИЗАЦИИ УНИВЕРСИТЕТОВ КАНАДЫ**

В статье проанализирована взаимосвязь волонтерской деятельности и самореализации студента. Осуществлено разделение студенческих организаций Канады по уровням их функционирования. Значительное место уделено анализу крупнейших между-народных студенческих организаций университетов Канады в контексте их деятельности. Определены меры, которые могут способствовать увеличению количества студентов в рядах волонтеров. Выявлены профессиональные качества будущего специалиста, которые развивают студенты, активно занимающиеся волонтерской деятельностью.

Ключевые слова: волонтерская деятельность, Канада, международные студенческие организации, карьерный и профессиональный рост, самоуправления, благотворительности.



Оксана ГУБИНА СТРАТЕГИЧЕСКИЕ ИНИЦИАТИВЫ ЮНЕСКО В РАЗВИТИИ ОТКРЫТОГО ОБРАЗОВАНИЯ

В статье определены стратегические инициативы ЮНЕСКО относительно особенностей развития открытого образования и конкретизированы его задания и направления, а также установлена необходимость использования средств открытого образования.

Обоснованно значительное влияние ЮНЕСКО на обеспечение качества и доступности образования. Средствами реализации определенных задач признано открытую и дистанционное образование. Стратегическими ориентирами образовательного развития ЮНЕСКО признаны следующие: разработка и популяризация механизмов использования ИКТ в целях совершенствования системы базового образования и повышения ее качества; высшего образования; образования взрослых, профессионально-педагогического образования. Признано, что совместная деятельность ЮНЕСКО и стран-членов в данной дальнейшее развития открытого образования, способствует доступности открытых образовательных ресурсов.

Ключевые слова: *открытое образование, стратегическое направление, дистанционное обучение, образование для всех, профессионально-педагогическое образование, непрерывное образование.*

Наталия ЛАВРИЧЕНКО ОБОГАЩЕНИЕ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО МОДЕЛИ ОДАРЕННОСТИ РЕНЗУЛИ

В статье обобщены авторские труды в области одаренности известного американского ученого, психолога и педагога, Джозефа Рензули. Освещены главные концептуальные идеи Трехкольцевой модели одаренности, а также Триадной модели-программы обогащения школьного обучения, предназначенной для способствования развитию одаренных учеников. Отдельно рассмотрена система обучения Рензули, основанная на IT-технологиях, которая ныне используется во многих американских школах.

Определено, что особенность модели одаренности Рензули состоит прежде всего в нацеленности на результат. Результат должен быть индивидуально значимым и социально ценным одновременно, он проявляется в достижении одаренными учениками определенного уровня продуктивной креативности в конкретной предметной отрасли. Показано, каким образом педагогам, наставникам необходимо заботиться о создании надлежащих условий для одаренных учеников, чтобы они смогли успешно развивать свой творческий, интеллектуальный потенциал.

Раскрыты главные теоретические, методические, организационно-процессуальные основания обогащающего обучения, разработанного Рензули вместе с коллегами для массовой американской школы. Выяснено понимание Джозефом Рензули проблем современной школы, одаренности, а также его видение путей инновационных изменений в психолого-педагогической, воспитательной работе с учениками, способности которых превышают средний уровень.

Ключевые слова: *модель одаренности, поведение одаренных учеников, обогащение ученого процесса, общеобразовательная школа.*



Светлана ИВАШНЬОВА

КОНСАЛИНГ, КОУЧИНГ И ТРЕНИНГ: РЕАЛИЗАЦИЯ МЕЖДУНАРОДНОГО ОПЫТА В УКРАИНСКОМ ПОСЛЕДИПЛОМНОМ ПЕДАГОГИЧЕСКОМ ОБРАЗОВАНИИ

В статье представлен теоретический анализ содержания понятий «коучинг», «консалтинг» и «тренинг»; очерчены основные особенности использования указанных форм взаимодействия акторов образовательного процесса (как в Украине, так и за ее пределами) в контексте последипломного педагогического образования. Статья также содержит результаты экспериментального исследования, направленного на определение степени осознания отличий данных понятий научно-педагогическими работниками системы последипломного педагогического образования.

Проведенное теоретико-эмпирическое исследование позволило не только уточнить содержание терминов, которые широко используются современными акторами и стейкхолдерами системы последипломного педагогического образования в Украине, но и определить степень дифференциации их содержания на практике. Данное исследование не является исчерпывающим, не претендует на полноту и однозначность, а иллюстрирует общие тенденции и ограничивается возможностями методов исследования.

Ключевые слова: коучинг, тренинг, консалтинг, повышение квалификации, метод ранжирования.

Илона ПАЛАГУТА

ОСНОВНЫЕ ФОРМЫ ПЕДАГОГИЧЕСКОЙ ПОДДЕРЖКИ БУДУЩИХ УЧИТЕЛЕЙ В ВЕЛИКОБРИТАНИИ

В статье рассматриваются основные проблемы педагогической поддержки будущих учителей в Великобритании. Объясняются трудности вхождения будущего учителя в профессиональную деятельность. Представлены основные подходы к обозначению сущности понятия «педагогическая поддержка». Описано и охарактеризовано основные формы педагогической поддержки будущих учителей в Великобритании. Обозначено круг проблем и трудностей будущих учителей, которые решает педагогическая поддержка. Систематизированы определенные требования к специалисту, который предоставляет педагогическую поддержку будущим учителям в их профессиональном становлении. Обобщено значение педагогической поддержки, а также форм, которые использует специалист для профессионального становления будущего учителя.

Ключевые слова: профессиональное развитие, педагогическая поддержка, педагогическое сопровождение, тьюторство, консалтинг, психологическая поддержка, принципы деятельности, приоритетность, менторинг.

Вита БЕЗЛЮДНАЯ

ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ ВО ФРАНЦИИ И ГЕРМАНИИ

В статье раскрыты особенности профессиональной подготовки будущих учителей



и иностранных языков во Франции и Германии. Выяснена роль высших учебных заведений в подготовке будущих учителей к профессиональной деятельности. К основным типам зарубежных учебных заведений, где осуществляется подготовка будущих учителей иностранных языков, относятся: университеты, высшие педагогические школы или нормальные школы (Франция), университеты, университеты, общие высшие школы, высшие педагогические школы, специализированные колледжи (Германия). Внимание акцентировано на информационных технологий в подготовке специалистов различных уровней и специальностей. Определено, что данная подготовка во Франции и Германии имеет свою специфику.

Ключевые слова: профессиональная подготовка, будущие учителя, иностранные языки, высшее образование, обучение.



ANNOTATIONS

Oresta KARPENKO

CUSTODIAL FUNCTION OF POLISH SCHOOLS (late XX – early XXI centuries)

In Poland school is viewed as a sociopedagogical system, a potential environment serving for the purpose of child and youth custody administered by counselors, the school principals and their deputies, subject teachers, primary school teachers. In this respect a sociocultural dialogue and development of the external and internal communicative sphere are important attributes of school.

The custodial function of school consists in provision of care for all pupils, assistance in realization of their needs, creation of optimal conditions for their education, security and well-being. School should care for all pupils during lessons and extracurricular activities, help realize their needs, create optimal conditions for education and leisure, their security and well-being. By the custodial function of school we mean the following: creation of optimal conditions for pupils' development and advancement in accordance with their abilities, meeting biological, psychological and social needs, spiritual enrichment through encouraging interest and enthusiasm for learning, corrective and aligning activities, assistance in choosing a particular system of values and self-formation, finding one's personality, rational use of time.

Pursuing its custodial role school takes responsibility for arrangement of school meals and medical examination, remedial activities for at-risk pupils; a prolongation of the time a child spends in the education environment; protection of children and teenagers' social rights; representation of children's rights in various institutions, in particular, social ones.

The main activities of school as an open sociopedagogical system include: sociocultural enrichment of a child; absence of violence and pressure on a child through selective attitude, bad rating, stressful situations; «pupil/teacher» and «teacher/teacher» partnership, minimizing conflict situations between participants of the educational process; cooperation with parents and the local educational environment, etc.

Key words: *care, the custodial function of school, school, a teacher, children, Poland.*

Olha KOMOCHKOVA

POSTGRADUATE COURSES IN LINGUISTICS AT UNIVERSITIES OF GREAT BRITAIN

The article deals with postgraduate courses in linguistics at universities of Great Britain. The current state of higher education sector in Ukraine and the need to apply to foreign experience, British one in particular, have been justified. Relevant information sources, namely, data on Education UK, the official website for international students launched by the British Council, programme specifications developed by famous British universities (University of Kent, University of Leeds, University of Essex, Queen Mary, University of London, University of Manchester, SOAS, University of London, Lancaster University, Bangor University, UCL (University College London), York St John University, University of Birmingham, University of York etc) have been reviewed. The list of higher education institutions (71) offering postgraduate courses (418) in linguistics has been presented. Postgraduate qualifications and study modes for linguistics courses have been described. General characteristics and peculiarities of programme specifications for linguistics have been outlined. It has been stated that curricula for linguistics provided by British higher education institutions have three main components, namely, core modules, optional modules and dissertation. In general, core modules offered by most British universities cover key areas of linguistics. The optional modules may vary from year to year and are in the related fields of



linguistics. Teaching and learning methods and assessment techniques widely used at British universities have been listed. Positive aspects of British curricula designed for those interested in postgraduate qualification in linguistics have been outlined. Perspectives for improving the Ukrainian curricula for professional training of future linguists have been justified.

Key words: MSc, linguistics, linguist, Great Britain, higher education institution, the British experience

Oleksandr SEMENOV

THE COMPARATIVE ANALYSIS OF FOREIGN AND DOMESTIC EXPERIENCE OF THE CREATIVE CHILD'S PERSONALITY FORMATION IN THE INFORMAL EDUCATIONAL ESTABLISHMENTS

The comparative analysis of foreign and domestic experience of out-of-school educational establishments' activity on the materials of the early formation of creatively directed child's personality is carried out in the article.

The author defines that for Ukraine as well as for many European states the typical features are: the organizational structuring of out-of-school educational system, the availability of legal base of the activity in leisure centres for children, national scientific researches of the problems of non-formal educational establishments' activity. It is generalized that for out-of-school education in Ukraine, since the 90s of the last century the following tendencies have been characteristic: the optimization of a network of out-of-school educational establishments; the formation of multipurpose system of out-of-school educational services; the expansion and modernization of the directions of children's creative activity and the creation of new type establishments on this basis; the orientation to early development of pupils' creative potential; the modernization of teaching and educational process of out-of-school educational establishments according to the best world examples and their own national traditions.

The author defines such common features of out-of school education in Ukraine and abroad as: a common goal of the school educational establishments' activity; variability, flexibility concerning the choice of the curriculum content and work forms; vulnerability to national dangers and risks of social and economic nature. The important tasks of out-of-school education both for other countries and for Ukraine are upbringing of a person capable to successful self-realization in the society, effective intercultural interaction based on the principles of tolerance and mutual understanding, paying attention to social adaptation and full development of children with special needs.

The comparative analysis of the early formation of the creative preschooler's personality revealed distinctions in concepts and social and economic conditions of the development of national systems of the informal education. Among them there are: the traditions of integration (disintegration) of the informal educational establishments with general educational systems of elementary education; the orientation to children's national subculture; the distinctions of the state (municipal) administration of the informal educational establishments (the centralized or decentralized model), the presence / absence of an integrated approach to the out-of-school education of preschool age children.

Key words: out-of-school education, informal education, creative development of the senior preschool child's personality, European space, the network of out-of-school establishments, European Association of Institutions of Non-formal Education of Children and Youth, Post-Soviet Educational Space, the content of out-of-school education.



Justyna HADAŚ

THE INTERACTION FACTOR AS A CHALLENGE FOR FOREIGN LANGUAGE LEARNING IN THE TECHNOLOGY BASED EDUCATION: A PEDAGOGICAL REFLECTION

The author carries out a pedagogical reflection on how in the technology driven distance learning some of the significant scientific achievements of Second Language Acquisition and Language Pedagogy tend to be neglected. Seeing communicative competence as a major goal of a language classroom, she presents the main challenges that the communicative approach poses to distance learning. To this end, a general distance learning theory by M.G. Moore is adapted to the needs of language education, through a distinction between three aspects of learner interaction – with the teacher, with other learners and with content. In this three-dimensional paradigm the learner is seen as the main actor of the process, the teacher as a facilitator, the text as a main source of communicative data and the learner autonomy as the fundament of the process.

In this paper interaction has been chosen as a factor that is both pedagogically fundamental and technologically challenging. The author considers that the shift to distance education (and, simultaneously, to a technology-based education) is a process that obligates academics, educators, teachers and learners to reexamine the role of the learner, because the use of distance systems requires new kinds of interaction different than those of the traditional classroom, while the principles of language acquisition and learning remain the same (e.g. the ones related to the communicative approach, task-based learning, learner autonomy and strategy training, meaningful learning and focus on meaning, balanced treatment of learners input and output and an integrated development of the five basic communicative skills). The main concern is that the technology-driven teaching programs respect those principles.

For the purpose of this study, the author chose a constructivist approach to language learning and has limited the research field to distance learning (DL) situations that take place entirely in a virtual classroom. To carry out this reflection, several online LL systems were examined.

Key words:

distance language learning, communicative approach, communicative competence, interaction, e-learning, technology-based learning, learner autonomy, transactional distance theory, interaction with text, teacher-learner collaboration.

Anzhelika SOLODKA

FOREIGN CONCEPTS OF CROSSCULTURAL EDUCATION

The article investigates the concepts of crosscultural education since the middle of the 19th century when the main concepts in this field were grounded. The new perspectives of its development in Higher education of Ukraine are suggested.

In cross-cultural training programs three main goals are traced: to teach how to learn; to teach how to form isomorphic attributions (understanding of socio-cultural environment of another culture); to teach how to think as representatives of other cultures, to cope with unfulfilled expectations, frustrations and to use methods of coping-strategies.

Foreign cross-cultural studies are represented by models that differ in three aspects: the method of teaching – didactic or experiential; the content of education – universal or culturally-specific; for the area in which cognitive, emotional or behavioral results can be achieved. The main types of training programs for the aim to prepare individuals to crosscultural interaction include education, instructions, facilitating and training. The use of universal cultural assimilator has become an effective mean of forming isomorphic attributions, transmitting information about the differences between cultures, facilitating interpersonal contacts in another cultural environment.



The development of educational concepts from cultural orientation – transmission of abstract knowledge – to teaching culturally modified behavior is confirmed by the fact that a person cannot be prepared for effective functioning in another culture without properly organized prior education, based on the development of certain personal qualities – availability to interact across cultures as cultural mediator.

Analysis of foreign studies has shown that this research direction is promising for implementation into the curriculum of universities worldwide.

Key words: *cross cultural interaction, crosscultural education, crosscultural assimilator, cultural orientation, socio cultural environment, effective functioning in another culture.*

Hanna KORSUN

ESTABLISHMENT AND DEVELOPMENT OF UNIVERSITY AUTONOMY: EUROPEAN EXPERIENCE

The article deals with the development of the European Union's universities. Special attention is given to the investigation of rights and freedom of contemporary European universities. European research projects, case studies and research articles are examined. The peculiarities of higher education reforms in the countries of the European Union are analyzed and the author comes to the conclusion that these educational systems have many economic and social problems in the process of national educational systems' transformation. University autonomy is stated to be the key factor of higher education reforms in Europe and they are aimed at improving learning and teaching environment, raising the prestige of universities in the world and the competitiveness of graduates on the international labour market. It is specially noted that the rate of institutional autonomy is closely related to the university world ranking. The author analyses documents of the European University Association and emphasizes the importance of implementing autonomy rules in higher educational institutions to promote the principles of globalization and knowledge society.

Key words: *autonomy, university, higher education, European University Association, reform, financing, competitiveness.*

Anna PIDHAIETSKA

INTERNATIONAL VOLUNTARY STUDENT ORGANIZATIONS OF CANADIAN UNIVERSITIES

The article analyzes the relationship between volunteering and student self realization. It is noticed that the social base volunteer's movements among student's youth in Ukraine has prospects for reproduction. The division of student organizations in Canada in terms of their functioning has been done in the reseach. An important place is given to the analysis of the largest international student organizations of universities in Canada in the context of their activities. Measures that could help increase the number of students in the ranks of volunteers have been outlined.

The indicators of personality's formation and spheres of students' self-realization have been analyzed. Based on previous research on volunteerism, we can conclude that the voluntary organizations have been affected the society very diversely and deeply. Volunteering is viewed as a form of social capital, with particular reference to the role of volunteering in promoting social inclusion, assisting marginalized social groups, its relationship to other forms of civic participation and unpaid work, creating a civil society,



social action, in community building and community renewal.

The character of the cooperation of the sector with all kinds of other key social players such as government, business, communities and people as individuals has given the voluntary sector strong power to affect the society as a whole.

Key words: volunteering, Canada, international student organizations, career and professional development, government, charity.

Oksana GUBINA

UNESCO'S STRATEGIC INITIATIVES IN THE DEVELOPMENT OF OPEN EDUCATION

The study deals with strategic initiatives of open education, specifies its objectives and directions, states that as a result of the rapid development of ICT and increasing demands for quality education the importance and necessity of the use of open education were discussed. The significant impact on the development of open education made by UNESCO's action aimed at ensuring the quality and accessibility of education has been proved. Open and distance education are realized as effective means of implementing specific objectives. UNESCO established strategic guidelines for educational development and they were declared as following: the development and promotion of mechanisms for the use of ICT to improve the system of basic education and improving its quality; of higher education; of adult education, and of teacher-training education. It is recognized that the activities of UNESCO provides consolidation actions with the Member States on the further development of open education, especially the availability of open educational resources and educational materials.

The Organization has made a significant contribution to the further development of teacher-training education. The use of information and communication technologies and modern methods of open learning is considered as an effective means of future teachers' training, improving their skills and motivation of teaching staff, and as the factor ensuring their readiness to work in a high-tech learning environment. In this context, UNESCO's main targets are: the program giving more possibilities for training teaching staff through the use of technological means; improving the quality of educational training through technological support in the form of the creation of appropriate programs and pilot projects that contribute to the successful implementation of tasks; informing the international community about the achievements which will help further popularize the ideas of providing quality of teachers' educational training, increase the positive image of teaching profession.

Key words: *open education, strategic direction, distance learning, education for all, teacher – training education, continuing education.*

Nataliya LAVRYCHENKO

SCHOOLWIDE ENRICHMENT IN RENZULLI'S MODEL OF GIFTEDNESS

The article summarizes the improvements in the field of giftedness made by the famous American scientist, psychologist and educator Joseph Renzulli. Main ideas of Three-ring Conception of Giftedness are highlighted. The article also presents Triad Model – a programme of schoolwide enrichment aimed at the development of gifted students. The educational system based on the IT technologies is presented as it is widely used in many American schools. It is determined that the peculiarity of giftedness model proposed by Renzulli is that the result is treated as its base. The result must be personally meaningful and socially valuable at the same time, it can be revealed through the definite level of productive creativity that the gifted students can reach in a particular subject area. It is shown how teachers and mentors should take care of creating the appropriate conditions for gifted



students, so they can successfully develop their own creative and intellectual potential. This research presents the main theoretical, methodological, organizational and procedural framework of enrichment learning developed by Rensulli and his colleagues to be used in American schools. The meaning of such phenomena as problem of the modern school and giftedness is presented as they were treated by Rensulli, his attitude to the ways of innovative changes in psychological, pedagogical and educational work with children having abilities higher than an average level is given.

Key words: model of giftedness, behavior of talented students, schoolwide enrichment, secondary school.

Svitlana IVASHNOVA

CONSULTING, COACHING AND TRAINING: REALIZATION OF THE INTERNATIONAL EXPERIENCE IN THE UKRAINIAN POSTGRADUATE PEDAGOGICAL EDUCATION

The leading objective of the system of postgraduate education, in terms of the dynamic change requirements set by the society to the school system, is to ensure teachers' continuous professional development. The issue of providing teachers with the freedom of choice of form, content, time and place of study has been highlighted recently and puts forward the problem of defining the criteria of selection. The question «How to choose, where, and what to study?» remains a teacher's problem because the current system of postgraduate education at this stage does not have effective, proven in practice tools to solve it. Among the means of development required to solve such complex problems, scientific sources indicate primarily consulting, coaching, and training.

The article presents theoretical analysis of the sense in such concepts as «coaching», «consulting» and «training». The author indicates the main peculiarities of application of the mentioned forms for interaction between participants of an educational process in Ukraine as well as abroad in the context of postgraduate (non-degree) pedagogical education. The article discloses the author's definitions of the noted concepts. Having applied the ranking method to the obtained data, the author has empirically researched extent of comprehension of distinctions between the mentioned concepts by the staff. The research confirms a hypothesis regarding the preferable application of training and insufficient application of both coaching and consulting in the postgraduate (non-degree) pedagogical education. This fact is related to problems of differentiation of the distinctions in scientific and methodical literature.

One of the promising areas of future research is to study the possibilities and benefits of consulting and coaching in the system of postgraduate education in order to meet the educational needs of those who study.

Key words: coaching, training, consulting, postgraduate (non-degree) pedagogical education, ranking method.

Ilona PALAGUTA

THE MAIN FORMS OF FUTURE TEACHERS' PEDAGOGICAL SUPPORT IN GREAT BRITAIN

The article analyzes the main problems of future teachers' pedagogical support in Great Britain. Difficulties of future teachers' admission into professional activities are explained, and also a specialist's specially organized work in a definite sphere is described; a young teacher is aimed at understanding of a personal attitude to the profession and making a professional choice through the self-perception, a specialist is believed to provide the pedagogical support to a young teacher. The main approaches to the definition of the concept «pedagogical support» are introduced. It is



considered as special sphere of educational activities, which is aimed at helping to promote self-development of future teachers, solving their individual problems related to the promotion of education, developing the need in successful independent actions; teacher's systematic, purposeful activity, which provides a disclosure of future teachers' personal potential with a specific help in overcoming difficulties in studies and self-promotion in professional and personal fulfillment; helping students to overcome difficulties based on their subjective experience and mastering the means of detection and solving their problems; determining students' interests, abilities, values, opportunities and ways of overcoming difficulties that prevent their self-development. The main forms of future teachers' pedagogical support in Great Britain are described. Several terms are used to describe the main forms of future teachers' pedagogical support in Great Britain - counseling, support, guidance, tutoring and mentoring. Tutor system of the pedagogical support of future teachers' professional development provides an individual approach aimed at providing students with the necessary knowledge and skills. The term «support» is understood as a material support. In Great Britain this form of the pedagogical support provides grants for the university studies, the possibility of free courses or own experimental investigation in one of university laboratories. Consulting is the process of helping clients to understand their interests, develop the capacity to achieve the required results, solve their specific problems in the process of the professional development, overcome the crisis states, internal conflicts, working on their own feelings and mutual understanding with others; assistance in the development of human emotional health. Mentoring is not only granting or providing knowledge on future teachers' professional development, it is a mutually beneficial process in which a prospective teacher acquires confidence, receives professional guidance and meets professional needs. The range of problems and difficulties of future teachers are determined. Definite requirements for specialists who provide pedagogical support on the future teachers' professional development are introduced. The importance of the pedagogical support and forms applying by a specialist for the future teacher's professional development are generalized.

Key words: professional development, pedagogical support, pedagogical accompaniment, tutoring, consulting, psychological support, principles of activity, priority, mentoring.

Vita BEZLIUDNA

PROFESSIONAL TRAINING OF FUTURE FOREIGN LANGUAGES TEACHERS IN FRANCE AND GERMANY

Structural changes in the socio-economic life of most countries put forward new requirements for the organization of educational process in higher school. The modern standardization process of teachers' training in the Bologna process demands from Ukrainian higher educational institutions paying attention to the importance of understanding the structure, content and organizational features of European countries and training a teacher having good knowledge of foreign languages. In this regard, the generalization of pedagogical achievements of foreign colleagues is updated.

It is stated that future teachers' training for professional activity in educational establishments is one of the most important functions of the most European universities, especially in France and Germany. The peculiarities of professional training of foreign languages teachers in France and Germany are shown in the article.

The role of higher education establishments in the learning and training process is emphasized. The attention is also paid to the main types of foreign educational institutions where foreign languages are mastered by future teachers. Among them there are universities, the higher pedagogical schools or normal schools (France), universities, general higher schools, the higher pedagogical schools, specialized colleges (Germany).



The article describes the tendencies in the field of improvement of education content at universities showing withdrawal from narrow specialization and revival of obligatory training for students of all specialties. The attention is focused on the information technologies in specialists' training of various levels and specialties. It is defined that this preparation in France and Germany has its peculiarities.

Key words:

vocational training, future teachers, foreign languages, the higher education, educational establishments, training, foreign language knowledge.