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## АННОТАЦІИ

**Валентина КУШНИР**

### **ИСТОРИЯ РАЗВИТИЯ ГУМАНИСТИЧЕСКИХ ИДЕЙ В ЗАРУБЕЖНОЙ ПЕДАГОГИКЕ (ОТ ДРЕВНЕГО МИРА ДО XVI В.)**

*В статье проанализировано историю развития гуманистических идей в зарубежной педагогике от Древнего мира до XVI века. Путь формирования европейских гуманистических традиций был длительным и сложным. Постепенно в педагогической науке и практике приживались гуманистические идеи и опыт, которые предусматривали восхождение человека к высшим морально-духовным ценностям. В исследуемый период из-за отсутствия соответствующей целостной теории гуманистическая традиция существовала в определенных проявлениях педагогического процесса, или единичных авторских инновационных подходах.*

**Ключевые слова:** гуманизм, светское и религиозное образование, периоды Возрождения и Реформации.

**Татьяна Комиссаренко**

### **РАЗВИТИЕ ЖЕНСКОГО ОБРАЗОВАНИЯ В АНГЛИИ: ОБЗОР ИСТОЧНИКОВ**

*В статье проанализированы основные проблемы развития женского образования в Англии в XIX веке. Освещены и охарактеризованы учебные заведения, в которых женщины изучали прикладные и инженерные дисциплины. Представлены трудности, связанные с женской образованностью в Англии. Охарактеризована ситуация, которая царила в стране во второй половине XIX в. - в начале XX в. Представлены труды выдающихся ученых, в которых проанализировано развитие женского образования. Обосновано и обобщенно представление о роли женщины в образовательном процессе Англии XIX века.*

**Ключевые слова:** эмансипированная женщина, женское движение, викторианская эпоха, женское образование, английское общество.

**Валентина КУШНИР**

### **ИСТОРИЯ РАЗВИТИЯ ГУМАНИСТИЧЕСКИХ ИДЕЙ В ЗАРУБЕЖНОЙ ПЕДАГОГИКЕ (ОТ ДРЕВНЕГО МИРА ДО XVI В.)**

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**Ключевые слова:** непрерывное образование, многоуровневое высшее образование, многоуровневая математическая подготовка, фундаментализация, целостность, преемственность, базовая математическая подготовка, специальная математическая подготовка, профессиональная компетенция, кластер математических компетенций.



**Людмила КОПЕНКИНА**

**ОСОБЕННОСТИ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ УЧИТЕЛЕЙ В ДВУХ-СТУПЕНЧАТОМ ПЕДАГОГИЧЕСКОМ ОБРАЗОВАНИИ ФРАНЦИИ (1989–2013)**

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В статье рассмотрены особенности профессиональной подготовки учителей Франции в период с 1989 по 2013 годы. На основе теоретического анализа работ французских исследователей и образовательных документов определены предпосылки и результаты модернизационных изменений структуры и содержания профессиональной подготовки. Особое внимание уделено анализу периода 2007–2013 годов, который ознаменовался присоединением Университетских институтов подготовки учителей к университетам, переходом педагогического образования на единые европейские стандарты (лиценциат – магистр – доктор) и магистерские образовательно-профессиональные программы подготовки. Дана краткая характеристика типов педагогических учреждений, роли и места национального конкурса и педагогических практик в подготовке педагогических кадров во Франции.

**Ключевые слова:** профессионально-педагогическая подготовка, двухступенчатое педагогическое образование, педагогическая магистратура, конкурсный экзамен, педагогическая практика, Университетские институты подготовки учителей, Высшие школы учителей и воспитателей, педагогическая команда, допрофессиональная подготовка, единые европейские стандарты.

**Ирина БОРИСЕНКО**

**ПРАКТИЧЕСКИЕ ПОДХОДЫ К МОДЕЛИРОВАНИЮ СОДЕРЖАНИЯ НАЧАЛЬНОГО ОБРАЗОВАНИЯ В ОБЪЕДИНЁННОМ КОРОЛЕВСТВЕ ВЕЛИКОЙ БРИТАНИИ И СЕВЕРНОЙ ИРЛАНДИИ**

В статье рассматривается метод моделирования как один из способов научно-педагогического исследования. Выделены этапы моделирования содержания начального образования в Объединённом Королевстве, к которым отнесены выбор цели, структурирование содержания обучения, определение результатов его усвоения учащимися. Внимание акцентировано на взаимосвязи между содержательной и процессуальной составляющими стандарта начального образования. Раскрыты особенности процесса моделирования содержания начального образования в Англии, Уэльсе, Северной Ирландии и Шотландии. Определены общие инновации (объединение учебных предметов; определение ключевых умений; последовательность передачи знаний; интеграция знаний; результативная направленность обучения) и отличительные особенности (включение ценностного компонента в Шотландии; акцент на самостоятельности в Северной Ирландии; разное количество образовательных областей) в процессе структурирования стандарта начального образования во всех частях Объединённого Королевства.

**Ключевые слова:** моделирование, содержание, начальная школа, практические подходы, отличия, общие инновации.



**Дариуш СКАЛЬСКИ**

**НОРМАТИВНОЕ ВНЕДРЕНИЕ ЕВРОПЕЙСКОГО ИЗМЕРЕНИЯ ФИЗКУЛЬТУРНОГО ОБРАЗОВАНИЯ**

Статья посвящена анализу документов, регламентирующих внедрение европейского измерения в физкультурное образование стран Европейского Союза. Осуществлен сравнительный анализ внедрения ключевых позиций, определенных этими документами, в разных странах. Обзор основные причины внедрения европейского измерения.

**Ключевые слова:** физкультурное образование, европейское измерение, сравнительный анализ, страны-члены ЕС.

**Людмила ЗАГОРУЙКО**

**ОБРАЗОВАНИЕ ПОЛЬШИ И УКРАИНЫ: ГЕНДЕРНЫЙ АСПЕКТ В КРОСС-КУЛЬТУРНОМ КОНТЕКСТЕ**

В статье рассмотрены некоторые особенности гендерного аспекта в образовательной деятельности польских и украинских высших учебных заведений. Проанализированы барьеры, которые предотвращали обеспечение равных возможностей в области образования для женщин. Были рассмотрены инструменты международных организаций для обеспечения равенства. Кроме того, проанализированы некоторые проекты, программы и другие средства поощрения гендерного доступа к образованию.

**Ключевые слова:** гендер, гендерное равенство, образование Польши, образование Украины, кросс-культурные сравнения.

**Павел ПИРОЖЕНКО**

**ОСНОВНЫЕ НАПРАВЛЕНИЯ РЕФОРМИРОВАНИЯ СИСТЕМЫ ОБРАЗОВАНИЯ В КНР В КОНЦЕ XX - НАЧАЛЕ XXI ВЕКА**

В статье проанализированы предпосылки и основные тенденции реформирования школьного образования в Китае конца XX – начала XXI века. Освещены направления развития современной системы образования, раскрыто содержание положенной в основу современной модернизации образования концепции, направленной на формирования качеств личности («Сучжи цзяюй»), ее отличия от традиционной модели «школа для высшего образования» («Июли цзяюй»).

Ориентация на формирование качеств личности вызывает постоянное качественное обновление образования, содержание которой становится все более прагматичным и фундаментальным. В процессе модернизации уменьшается учебная нагрузка на учеников, устанавливаются новые взаимоотношения между участниками учебного процесса, происходит переход от авторитарной педагогики к педагогике сотрудничества, партнерства и взаимодействия. Управление средним образованием передается регионам, приводит к частичной ее децентрализации.

**Ключевые слова:** школьное образование, реформирование системы образования в КНР, концепция «Сучжи цзяюй».



**Лариса ПАСЕЧНИК**

**ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ УЧИТЕЛЕЙ В ГЕРМАНИИ: СОСТОЯНИЕ, ПРОБЛЕМЫ, ПЕРСПЕКТИВЫ**

На основе анализа научных исследований немецких ученых представлено профессиональное развитие учителей в Германии. Охарактеризована проблема профессионального развития в контексте обучения в течение жизни. Исследована роль Центров педагогического образования в обеспечении непрерывности подготовки между тремя фазами: теоретической (учеба в университете), практической (референдарат) и повышением квалификации или переподготовкой учителей. Определены перспективы деятельности Центров по развитию профессиональной компетентности учителей.

**Ключевые слова:** профессиональное развитие учителей, повышение квалификации учителей, профессиональная компетентность, развитие профессиональной компетентности, непрерывное образование, обучение в течение жизни, Центры педагогического образования.

**Татьяна ГУРОВА**

**ПРОФЕССИОНАЛЬНОЕ ПОРТФОЛИО КАК ФОРМА КОНТРОЛЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ У БУДУЩЕГО УЧИТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА**

Статья посвящена проблеме внедрения профессионального портфолио как формы контроля сформированности компетентностей будущих учителей английского языка. Цель статьи – обоснование целесообразности использования профессионального портфолио как формы контроля сформированности компетентностей будущих учителей английского языка. В статье определено соответствие внедряемой работы содержанию компетентностного подхода, охарактеризованы основные разделы профессионального портфолио филолога и даны критерии его оценивания. Здесь также приведены обоснования ученых компетентной научной парадигмы в компетентностную, и, соответственно, подтверждена роль работы с профессиональным портфолио в преподавании практических и теоретических курсов будущим учителям для моделирования ими собственной образовательной траектории. Автор считает, что портфолио может быть использовано как промежуточный, текущий и итоговый виды контроля сформированности компетентностей будущих учителей английского языка.

**Ключевые слова:** профессионально портфолио, контроль, компетентностный подход, будущий учитель английского языка.

**Эва КЕЛЬ-СТАРШЕВСКА**

**РОЛЬ СЕМЕЙНОГО ОКРУЖЕНИЯ И КУЛЬТУРЫ В РЕЧЕВОМ РАЗВИТИИ ДЕТЕЙ**

В статье раскрыты особенности языкового образования в процессе изменения социально-экономической и политической ситуации в Польше. Раскрыты роль и место иностранного языка как обязательного предмета в школьной программе. Обоснована необходимость владения родным языком на начальном этапе овладения иностранным.

**Ключевые слова:** речевое образование, социальноэкономическая ситуация, политическая ситуация, иностранный язык, родная речь.



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## ANNOTATIONS

**Valentyna KUSHNIR**

**THE HISTORY OF HUMANISTIC IDEAS DEVELOPMENT IN FOREIGN PEDAGOGY  
(FROM THE ANCIENT WORLD TO THE 16<sup>th</sup> CENTURY)**

*The article examines the history of humanistic ideas in foreign pedagogy. It is stated that the term «humanism» is a philosophical category with diversified content. In the narrow sense it is the cultural and historical trend of secular ideas of the Renaissance period, in broader sense it is defined as a progressive direction of public opinion, which is characterized by defense of the individual's freedom, comprehensive development, protection of the social relations of humanity. Formation of European humanist tradition is proved to be long and difficult. The humanistic ideas and experience gradually began important in pedagogical science and practice. They included a man's acquiring moral and spiritual values. The origins of humanistic ideas dated back to the views of thinkers in the ancient world. The emergence of new understanding and attitude to a person caused a new style of thinking during the Renaissance period. It formed the basis for the younger generation's education and training, a new approach to individual and age characteristics of the child and the new requirements for the teacher. Renaissance humanism was the prerequisite for the reform movement in Europe in the 16th century. Humanistic ideas in Reformation period were manifested through the implementation of humanitarian religious education. Diverse education was aimed to help Christians to find their place in the church and society. During that period there was no appropriate coherent theory and humanistic tradition could be seen in certain forms of educational process or innovative individual approaches.*

**Key words:** *humanism, secular and religious education, the Renaissance and the Reformation.*

**Tetiana KOMISARENKO**

**WOMEN EDUCATION DEVELOPMENT IN ENGLAND: THE SOURCES STUDY**

*The article analyzes the main problems of women education in England in XIX century. By the early nineteenth century, most schools in the country belong to the Church, but in the second part of the nineteenth century the compulsory free education system begins its formation. The sphere of higher and special education starts its development. In the capital were opened London College University, England's first school, which began to admit students regardless of religion or gender; and King's College - two educational institutions that form University of London. In addition, at the end of the century in major cities were open so-called "Universities of red brick» (Red Brick Universities) - educational institutions, which studied applied and engineering disciplines. The group of "red brick" consists of six universities: University of Birmingham - Royal University Charter obtained in 1900. University of Bristol - Royal University Charter obtained in 1909. University of Liverpool - Royal University Charter obtained in 1903. Manchester University - formed in 2004. University of Leeds - Royal University Charter obtained in 1904. University of Sheffield - Royal University Charter obtained in 1905.*

*The real flowering of female education accounted for Renaissance and early modern times. A woman is able to equal education with men. However, the difference in their education is in character of education: education aimed at building women submissive, gentle and caring hostess, because women are taught literature, music, art, foreign languages and needlework. Many women of aristocratic families manage to become patron. The inclusion of women in the educational process is important from the mid-nineteenth century, when the women's movement in Europe and the United*



*States raises the issue of access of women to education. The problem of women's rights to education in Europe and the United States was resolved only in the 60s of the twentieth century as a result of student revolution, when women finally secured their right not only to enter the university, but also to change the university program through the inclusion in it of special rates and disciplines (Women's Studies).*

**Key words:** *women's education, women's movement, Victorian epoch, emancipated woman, English society.*

**Tetiana YARKHO**

**MULTI-TIER MATHEMATICAL PREPARATION OF THE FUTURE SPECIALISTS OF A TECHNICAL PROFILE IN THE SYSTEM OF THE LIFELONG LEARNING IN THE FRAMEWORK OF EUROPEAN INTEGRATION**

*The crucial problem of creating ideology of the multi-tier mathematical preparation of the future specialists of a technical profile in the system of lifelong learning has been analyzed. The task is presented as a part of the general problem of building-up a new three-tier national higher education in accordance with the European norms and standards. Relying on the known interpretations and definitions of the concept of lifelong learning, as well as on regulations as for its essence, the basic features and characteristic principles, the system-shaping factors of lifelong learning – integrity and continuity – have been defined. The requirements for the integrity and continuity of the two kinds of the multi-tier mathematical preparation of the future specialists of a technical profile at a higher educational establishment have been suggested: the basic and special kinds of preparation.*

*The interpretation of the general concepts of integrity and continuity in relation to the two indicated kinds of multi-tier mathematical preparation has been provided. The integrity of the basic mathematical preparation is interpreted as directing of all its stages towards the formation of the interrelated constituents of the content of classical and applied mathematical disciplines, as defining the general complex of didactic principles and approaches in their presentation, as forming the cluster of mathematical competences. The continuity of the basic mathematical preparation is understood as a connection between its stages in three cycles of higher education that provides preservation of separate parts of the content of classical and applied mathematical disciplines, preservation of a certain set of didactic principles and approaches in their presentation, as well as certain elements of the sets of the formed mathematical competences.*

*The integrity of the complex of the basic and special kinds of mathematical preparation in each cycle of higher education is interpreted as the direction of the two varieties of mathematical preparation towards the formation of the interrelated and separate constituents of the content of mathematical disciplines of the basic preparation and special courses of a profile preparation, formation of the interrelated settings of professionally-oriented tasks, as well as a cluster of professional mathematical competences. The continuity of the basic and special kinds of mathematical preparation is interpreted as the connection between the indicated varieties of mathematical preparation in each of the three cycles of higher education, providing preservation of certain elements of the content of separate mathematical sections of the basic and special kinds of preparation, preservation of certain elements of setting professionally-oriented tasks, as well as certain elements of sets of the formed professional-mathematical competences.*

**Key words:** *lifelong learning, multi-tier higher education, multi-tier mathematical preparation, fundamentalization, integrity, continuity, basic mathematical preparation, special mathematical preparation, professional competence, cluster of mathematical competences.*



**Ludmyla KOPENKINA**

**THE PECULIARITIES OF PROFESSIONAL TEACHER TRAINING IN FRANCE (1989–2013)**

*The research deals with the peculiarities of professional teacher training in France in the period from 1989 to 2013. Based on the theoretical analysis of the works of French researchers and educational documents it was found out that a worldwide trend of professionalizing has become the main precondition for the development and implementation of the national model of professional teacher training. Constantly growing demands to the quality of training the young generation in the framework of the globalization of educational processes and accession of France to the Bologna system have become significant factors of permanent modernization process, aimed at improving mechanisms of professional training in this period. As a result, the teacher training component in the educational system of France began to use new educational and qualification levels: «3-5-8», or «B-M-D», which stands for bachelor – master – doctor.*

*The author notes that to optimize the mechanisms of teacher training for all the levels of school education, in 1989 a single educational institution – University institutes of teacher training (UITT) – was established, which carried out a two-year professional teacher training programme on the basis of a three-year special science education. The article examines the generalized characteristics of the curriculum content, types, role and place of national competition and teaching practices.*

*The study focuses especially on the analysis of the period 2007-2013, which was marked by UITT joining the universities and giving them autonomy in professional teacher training; by introducing common European standards, master training programs into pedagogical education.*

*In addition, the article examines the disadvantages of such modernization changes: depersonalizing professional national competition by universities and reducing the hours of practical training in favor of scientific-pedagogical and scientific-theoretical training, which was the precondition of the next structural reorganization of the second link of two-stage pedagogical education and the establishment of Higher schools of teacher and educator training.*

**Key words:**

*professional teacher training, two-stage pedagogical education, pedagogical magistracy, competitive exam, full responsibility teaching practice, the University institutes of teacher training, Higher school for teachers and educators, the education team, pre-service training, common European standards.*

**Iryna BORYSENKO**

**PRACTICAL APPROACHES TO THE PRIMARY EDUCATION CONTENT MODELLING IN THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND**

*The article presents modelling methods as a means of science and pedagogic research. The author outlines the stages of primary content modelling: the stage of aims defining; the stage of content structuring; the stage of assessing. The peculiarities of content modelling in England, Wales, Northern Ireland and Scotland are characterized.*

*The peculiarities of primary content modelling in Great Britain is connection between content and process components, which defines by learning organization at school level.*

*It is found out that common innovations of the primary education content structuring are: integration subjects into learning areas; key skills outlining; cross-curricular projects; results oriented learning and differences (values fostered in Scotland primary school; self-confidence in primary education content in Northern Ireland; different number of areas of learning and attainment targets).*

*Modelling of primary education content is interpreted by British scientists as algorithm of selection of pedagogically adopted system of knowledge and skills according to the defined aims and pupils' age features, systematization and structuring of knowledge in the forms of learning areas/subjects, determination of forms and methods of their rendering, formulation of the system of*



standards to the learning results.

It is revealed that the primary content modelling in the United Kingdom of Great Britain and Northern Ireland is considered as theoretical reflection of the process of selection, structuring, passing and assessing of the level of its assimilation by schoolchildren according to the defined objectives.

The basic approaches to primary education content modelling are outlined:

– balance between objectives of base skills forming (reading, writing, numeracy) among pupils and comprehensive personality development with central emphases on the skills necessary for further learning (on the stage of aims defining);

– society, pupils priorities and learning traditions matching in the process of primary education content selection; principle of competence-based approach; principle of effectiveness; principle of regional flexibility (on the stage of curriculum content structuring);

– formative assessment importance emphasizing in connection with diagnostic, evaluative and summative functions of assessment (on the stage of assessing of content assimilation by schoolchildren).

**Key words:** modelling, content, primary education, practical approaches, differences, common innovations.

**Dariusz SKALSKI**

#### **INTRODUCING EUROPEAN DIMENSION INTO THE SYSTEM OF PHYSICAL CULTURE AND SPORT**

The article analysis the main EU and national documents that highlighted the necessity of introducing European dimension into the system of physical culture and sport. The analyzed documents are: White Paper on Sport (2007), The EU Guidelines on Health Enhancing Physical Activity (2008), Developing the European Dimension in Sport (2011), Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on a European Union Work Plan for Sport for 2014–2017 etc.

The author provides comparative analysis of the key objectives highlighted in the legislation in different EU countries. The preconditions for introducing European dimension in physical education and sports have been analyzed. As a result of the comparative analysis, the author states that since 1990s there have been a considerable harmonization of the systems of physical education in the EU countries. Principal changes are associated with admitting the crucial role of physical culture in enhancing health of European citizens as well as admitting the risks and challenges of the modern world. The problems tend to be addressed by more classroom hours for Physical Culture lessons in formal education, enhancing the role of informal education, improving infrastructure, providing additional funding as well as partnership of school with non-governmental organizations.

The outline of the priorities European Union projects within Erasmus+ has been provided in the article. Generally, the long-term outcomes are expected at the local/regional, national and European levels.

**Key words:** physical education, European dimension, comparative analysis, EU member states.

**Liudmyla ZAGORUIKO**

#### **POLISH AND UKRAINIAN EDUCATION: GENDER ASPECT IN CROSS-CULTURAL CONTEXT**

Some peculiarities of gender aspect in educational activity of Polish and Ukrainian higher educational establishments have been revealed in the article. The author listed the barriers that had of prevented the ensuring of equal educational opportunities for women. International Organizations tools for ensuring equality have been proposed.





The author stated that in Polish and Ukrainian scientific literature, the problem of gender studies in education is analyzed, first of all, from the perspective of interdisciplinarity, which makes it dependent on theoretical principles and methodological standards adopted in a particular area. Secondly, the need for such studies was caused because of the lack of works, which subject is the very methodology and methods of gender mainstreaming in education, potential systematic self-reflection and critical research methods.

The attention was paid to Feminist Academy as the most recent instance of the nongovernmental organization's engagement in the gender studies. This initiative organized by Feminoteka Foundation since 2012 brings together scholars and activists to talk about current issues related to gender.

Another important stream of the gender education in Poland are workshops and antidiscrimination educational activities. Another organization which activities go beyond conducting gender workshops is Association for the Antidiscrimination Education (Towarzystwo Edukacji Antydyskryminacyjnej-TEA). The Association that was established in 2009 defines its mission as developing and disseminating antidiscriminatory education, so very person creates the world free from discrimination and violence (Towarzystwo Edukacji Antydyskryminacyjnej, 2009). Also, some projects, programs and other means of promoting gender access to education have been studied.

**Key words:** gender, gender equality, Polish education, Ukrainian education, cross-cultural comparisons.

**Pavlo PYROZHENKO**

#### **MAIN DIRECTIONS OF EDUCATIONAL SYSTEM REFORMING IN CHINA IN THE LATE XX-XXI CENTURY**

The article analyzes background and the main trends of reformation of the school education in China, in the end of 20th - beginning of 21st century. The article shows the ways for development of the modern education system, contents of the modernization of education's modern concept which supports a formation of personality qualities («Suzhi jiaoyu») and its differences from the traditional model - «school for higher education» («Yuli jiaoyu»).

For more than thirty years, China implemented a large-scale educational reform. This reform is provided to decentralize, humanize and create good conditions for the individual development. Education reform was proved with the concept of «comprehensive education of the person» («Suzhi jiaoyu»), which was officially approved in 1993 as a part of the «Program of development and educational reform in China.» The program has an assertion that secondary education has to use the «secondary school for higher education» («Yuli jiaoyu») model. Meanwhile, secondary education has to start developing personal qualities. There were initiated new standards for elementary and secondary school, focused on the development of ethical, scientific, cultural, physical and psychological qualities of the person.

Focusing on the personality formation causes stable quality renewing of education, which content is getting more pragmatic and fundamental. During the process of modernization pupils' workload was decreasing. The article states the appearing of new relationships between all the participants of the learning process, providing a transition from the authoritarian pedagogy to the cooperation pedagogy. The management of secondary education was given to the local authorities that resulted in its partial decentralization.

**Key words:** school education, educational reform in China, the concept of «Suzhi jiaoyu», humanization of the educational process.



**Larysa PASICHNYK**

**THE PROFESSIONAL DEVELOPMENT OF TEACHERS IN GERMANY: POSITION, PROBLEMS AND PERSPECTIVES**

*On the basis of the research in German scientists' works the author of the article introduces the concept «professional development of teachers» in Germany; gives the general description of the problem in the context of lifelong learning; determines the role of Teacher Training Centers in ensuring continuity between the three phases of training: theoretical (university studies), practical (referendariat) and in-service teacher training; outlines perspective tendencies in the activities of the Centres in terms of teachers' professional development.*

*It is designated that the basic principles of teacher training in Germany are educational standards, which describe the four areas of competencies (teaching, educating, evaluating and innovations).*

*Theoretical phase covers the subject, subject-didactic, psychological, pedagogical and practical components of the curriculum and is considered by us as a basis for the formation of professional competencies.*

*Student-trainees' practical experience and compulsory workshops during the second phase are aimed at the reflection of the development of their own professional competence and effectiveness of different forms of training.*

*The task of the third phase (training) is the continuous improvement of the teachers' professional competence throughout their career provided by implementing innovations, modernizing the requirements and the need to find adequate approaches to their implementation.*

*Teacher Training Centers as interfaculty departments at universities have a key role in the content and structural unity of the three phases of teacher training. The main directions of their activities are: development of the professional competence of teachers with different practical experience, improving their media-competence, providing academic support and mentoring, deepening the cooperation between universities and other institutions, in-service training of school and university teachers in the context of solving specific problems, implementing inclusive education, taking into account the issues of multicultural education.*

**Key words:** *professional development of teachers, in-service teacher training, professional competency, development of the professional competence, lifelong learning, Teacher Training Centers.*

**Tetiana GUROVA**

**PROFESSIONAL PORTFOLIO AS A FORM OF CONTROL IN THE FORMATION OF COMPETENCIES OF FUTURE TEACHERS OF ENGLISH**

*The article deals with the implementation of a professional portfolio as a form of control of competence formation of the future English teachers. The essence of modern higher education in Ukraine is determined by its major trends: continuity, information development and competent approach.*

*Competence-based approach is leading in defining the purpose and content of the educational program for philologists. Appeal to the competence-based approach in teaching future English teachers theoretical courses is closely connected with the desire to determine the necessary changes in education that are caused, primarily, by changes in society. Qualitative potential of a professional philologist defines a number of skills that will help the individual achieve his self-actualization and self-realization in the labor market.*

*The aim of the article is to study the necessity for a professional portfolio as a form of control of*



competence formation of the future teachers of English. It is defined the correspondence of the work being implemented to the content of the competence-based approach. It is highlighted that if higher education implements the appointed competence-based approach to training program of future English teachers, it will help to overcome traditional cognitive orientation of vocational education, it will lead to a new content, methods and technologies.

One of such technologies that help to focus on the results of education is a professional portfolio. Using this technology it is possible for any class of future teachers of English, both theoretical and practical. Native and foreign scholars are unanimous in identifying the importance of using a professional portfolio including: I. Bezhenar, V. Yudin, N. Halskova, S. Nikitenko, Y. Polat, P. Aarts, R. Broeder, P. Pavlow, P. McLagan etc. Systematic work on the portfolio during the mastering theoretical subjects gradually prepare for future expert understanding of what it takes in professional activities.

In the article the author characterizes main sections of the professional philologist portfolio and gives the criteria for its evaluation. The article also provides the scientists' justifications for changes of the scientific paradigm from knowledge-oriented into competence-oriented, accordingly, confirms the role of working with a professional portfolio in the teaching of practical and theoretical courses for future teachers for working out their own educational trajectory. The author believes that the portfolio can be used as intermediate, current and final forms of control of competence formation of the future teachers of English.

**Key words:** professional portfolio, control, competence-based approach, the future English teacher.

**Ewa KIEŁB-STARCZEWSKA**

#### **THE ROLE OF FAMILY ENVIRONMENT AND CULTURE IN THE LANGUAGE DEVELOPMENT OF CHILDREN**

The article presents language education in Poland in changing social, economic, and political situation. The author characterizes Foreign Language as a compulsory course in the secondary school curriculum. Mother tongue is shown as the basis for learning foreign languages. The article is focused on personality forming influence of the family in the child's language development at an early school age by paying attention to the elements of the family environment that affect the possibilities of influencing intellectual development of the child. The other issue highlighted in the article is the child's mental predispositions at an early age and their potential to influence speech development. The author shows the links between emotional and intellectual development and approaches the problem of disorders and development retardation. The author concludes that language development takes place in the course of various cognitive occurrences, activities and experiences of children supported in any possible way by the school and the family.

**Key words:** language education, socioeconomic conditions, political conditions, foreign language, mother tongue.