

at the last stage of your long collaboration, it is very important to support your pupils, to praise even for insignificant achievements, to assure you that you believe in them, and what will happen to them, because it is not important in life, the main thing is to educate a good person.

A modern lesson in a foreign language requires the teacher to apply not only well-thought-out methods and methods of study aimed at

studying and consolidating the material, but also effective means of testing students' knowledge.

Conclusions. The experience of conducting an independent external evaluation convincingly confirms that throughout the academic year teachers should constantly prepare students for such a special form of testing as external independent evaluation.

Literature used

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Цель внешнего независимого оценивания: повышение уровня образования населения Украины и обеспечения реализации конституционных прав граждан на равный доступ к качественному образованию. Обзор критической литературы и анализ предыдущих результатов ВНО по иностранному языку позволяет выделить пять базовых шагов для успешной подготовки учеников: мотивация и поощрение, моральная поддержка учащихся, удачный подбор методического обеспечения, перманентная сотрудничество учителя и ученика, учет специфики дисциплины.

Ключевые слова: ВНО, успешная подготовка, систематичность.

Мета зовнішнього незалежного оцінювання: підвищення рівня освіти населення України та забезпечення реалізації конституційних прав громадян на рівний доступ до якісної освіти. Для успішної здачі ЗНО слід мати достатній багаж знань і належний рівень практичної підготовки. Однак від випускника, в першу чергу, вимагаються знання синтаксису, орфографії та послідовне висловлення власної думки на задану тему. Огляд критичної літератури та аналіз попередніх результатів ЗНО з іноземної мови дозволяє виділити п'ять базових кроків для успішної підготовки учнів: мотивація та заохочення, моральна підтримка учнів, вдалий підбір методичного забезпечення, перманентна співпраця вчителя та учня, систематичність.

Ключові слова: ЗНО, успішна підготовка, систематичність.

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ROLE OF ALTERNATIVE TRAINING STRATEGIES IN SUPERIOR SCHOOL

The article deals with the issue of ensuring the quality of professional training in the university framework. The central idea we valorize is that project-based learning is a process of professional training for the future specialist with focus on the development of research competencies, self-perfection, initiative, individual and collective solving of problems in the professional reality. Project-based learning (PbL) is the strategy that stimulates authentic learning in real contexts, personal engagement and involvement in social change at community level.

Keywords: research, research competence, research activity, initial professional training, project-based learning.

In the last few decades, changes in society have become more and more subjects for debates, analyzes and forecasts. On the background of globalization, a real explosion of technologies, information, re-hierarchization of values, etc. is identified. In this context, initial

professional training is marked by numerous contradictions and dysfunctionalities:

– the non-recognition of necessity to approach and solve some problems faced by society today and manifestation of lack of interest in

the formation of an appropriate professional style for students in their training and education;

- the tendency to emphasize pragmatism in professional training and noncritical acceptance of the ideas of postmodernism regarding teaching and the roles of future specialists;
- the existing imbalance between theory and practice in the training of future specialists;
- the implementation of new knowledge and disciplines amidst the preservation of certain stylistic accents that are not able to produce the desired changes.

Often accompanied by the inappropriate attitude manifested by students in relation to their own training, the dysfunctions encountered provoke an alarm signal and oblige to a closer analysis of the levers by which the desired change can be achieved. The situation presented implies a change of vision and professional style.

In the world plane, professional training has been approached from several perspectives: functionalist perspective focused on findings and exigencies related to changes in society (G. Brown, G. Dickson, R. Saxe), technological perspective of training (M. Linard, I. Prax), perspective based on the link between research and training (G. de Landsheere, G. Mialaret), perspective centered on the notion of training situation, on "placing in the situation" (G. Ferry). To confront the future, education and professional training systems need to be adapted to provide a broad knowledge base and develop the competencies necessary for active life.

Education specialists are required to understand complex situations that can change in an unpredictable way. In this context, the acquisition of knowledge and competence training must go hand in hand with widening of the horizon and acceptance of its own responsibility in society.

It is expected that in a period marked by technological change the need for updating and the one for lifelong learning will increase. Thus, no matter how good the theoretical training is, the selection of pertinent knowledge and their use in solving new situations will appeal to a set of intellectual skills and higher order learning skills, to mental structures of superior order under wider adaptation and mobility requirements.

In this perspective, the cultivation of scientific spirit and the training of students in the spirit of understanding the research character constitute the major goal of the professional training. The training of students in the scientific research activity and stimulation of their interest in research and development of their creative potential implies the following:

- Development of scientific knowledge, placing students in a situation to experience scientific and practical experiences that involve the use of exploratory, investigative and rediscovery tools, what fosters the habit of learning processes through research;
- Development of competence to elaborate knowledge through personal action, what involves transforming students from simple knowledge consumers into "producers" of their own knowledge, a metamorphosis that finds expression in J. Reardon's words, according to which any teacher should be less interested in teaching students the science, but more interested in teaching them to think like scientists who ask questions, find solutions, try, act consciously, participate effectively and emotionally;
- training students' scientific culture by bringing together a corpus of fundamental, coherent and solid knowledge, built as much as possible by own efforts, instead of memorization and reproduction of the discoveries and conclusions of science, their involvement in situations to find solutions to the theoretical and practical problems they will face through the research;
- equipment with means of research and expression, respectively with methods of skills and inductive and deductive research, with learning strategies through discovery and solving problem situations that can then be used in a real professional context;
- Development of interest in science and certain superior cognitive capacities: divergent and convergent thinking, constructive imagination, capacity to explore, emit and verify hypotheses concerning the causes and relationships, ability to discover and develop own

knowledge, resolute capabilities, ability to generalize, form the principles and apply them in particular situations, capacity of critical analysis and reflection, etc. [2].

Elements and componential parts of a scientific paradigm are only rarely available to the student as conscious and explicit rules. Instead, he gets to know them implicitly in his concrete relationship with the paradigm, learns and assimilates it when introduced to solving concrete problems during the studies under the guidance of an experienced scientist [5, p. 45].

The idea to be valorized is that the student carries in himself the means of his own development. The development of thinking and a value system is the way of putting into practice one's own means of transformation, what allows for progress in what concerns knowledge and action [9, p. 91]. In this context, future specialists must meet all the requirements for self-improvement and for professional competencies training.

The depth and complexity of students' professional training is based on two dimensions: on the one hand - the training of professional qualification on the basis of professional training programs, on the other hand - the active, gradual involvement of students in research activity on the basis of individual programs. In this sense, we can speak of differentiation through assignments realized by students in research and self-realization activity, taking into account the individual interests and possibilities of each student.

The achievement of this goal under the conditions of postmodernity is in close connection with the valorisation of research activity in the higher education institutions. For the functionality of the student's scientific activity the conditions of efficiency must be ensured.

In this respect, Project-based Learning (PbL) is the strategy that stimulates authentic learning in real contexts, personal engagement and involvement in social change at community level. The projects address a real problem, and students learn through direct action. Placing the problem in the center of project is considered the way we maintain the living nature of investigation and the open character of research. In order to efficiently exploit the method of research projects, students must practice the formulation of substantiated arguments, carry out experiments to generate and test hypotheses, solve problems and be involved in decision-making.

J.D. Bransford notes that project-based learning is comprehensive and engages students in a cooperative investigation [1]. Students find solutions to the problem by formulating questions, debating ideas, expressing predictions, designing plans or experiments, collecting and analyzing data, formulating conclusions, communicating the ideas and results of investigation.

J.W. Thomas synthesizes the main features of project-based learning, highlighting its benefits in institutional practice (as part of professional development programs):

- the project focuses on core content in the curriculum, what makes learning and often evaluation more effective;
- the projects start from important and dynamic questions, derived from the content, which generate the optimal involvement of students and structure the intellectual approach to the finding of solutions;
- the projects involve students in the activities of problem identification, generation and development of solutions, in the creation of a final product such as a presentation, a report, an invention or a model;
- the projects are mostly student centered; teachers have the role of facilitators and guides, but it is the responsibility of students to define and develop their own projects;
- the projects are developed starting from real ideas and situations rather than from academic approaches and initiatives; the projects are genuine efforts to solve and investigate real-world dilemmas [7].

Thomas J.W. emphasizes the depth of learning and intrinsic motivation as essential benefits of this training approach, along with the focus on systemic learning.

Thus, project-based learning is a process of professional training of the future specialist, focusing on the development of investigative

skills, self-improvement, initiative, individual and collective problem solving in professional reality. A peculiarity of project-based learning is the individual approach to creative self-realization of students.

Referring to the investigative activity carried out by students and their implications in the professional training, we need to highlight its procedural characteristics, identify the possibilities of amplifying the tasks of training the investigative competence and its valorisation in the professional activity.

The student's scientific research activity is his interrogation he tries to respond to, it is his "anxiety", and its results have to be demonstrated, verified, and proven to be valid [5, p. 49]. Thus, there appears a necessary to form a set of competencies for the student researcher, which would allow his/her effective integration on the labor market. The accomplishment of this task requires the realization of the knowledge-skills-attitudes triad, manifested by students in the investigative activity. In this sense, we speak of students' general knowledge about research as a distinct activity, about science and its potential in the evolution of civilization processes, about vocational training through research. The object of knowledge must be inseparable from the act of research, forming together a unit of attitude and thought, including a unit of practical activity. The student should thematize the subject of his scientific research in the sense of training as a fact of scientific knowledge to include it in his sphere of thought.

Another component of the research competence manifested by students is the scientific-investigative skills, transposed in terms of concrete action: mental, reflexive, as well as the interaction between these. The ability in research activity engages the complex structures of personality, such as: those intellectual, volitional, creative, and emotional, which ensure the realization of tasks advanced in the changing conditions of reality.

The formation of scientific qualification requires a direct involvement in the research action and the acquisition of practical experiences. The research action is a concrete behavior of the student who can focus on the identification, clarification and resolution of problems they face in their own training process, reflecting on the results of the research, developing a reflexive practice, self-assessing himself permanently, integrating theory and practice, being considered systems of values, ideas and beliefs that are represented both in enunciative forms and in the form of practices. The significance of practices in this context reflects finding the solutions through concrete actions. Students should be involved in concrete activities in which they will act strategically, deliberately experimenting with what they intend to improve in practice, will monitor the action, circumstances and consequences of the action, will retrospectively reconstruct an interpretation of the action in context as a basis for the future action. In the research process, information is collected, shared, discussed, recorded, evaluated, and is the base for the action, having an observational and behavioral character.

The active involvement of students in the implementation of projects is subordinated to the following stages: (1) identification, evaluation, and formulation of a problem in the field of concrete vocational training; (2) discussions, preliminary negotiations between the participants in the research finalized with the proposal of a research project, in which the problems and the intention of solution are specified; (3) analysis of bibliographic sources for the comparative clarification of solutions proposed by other researchers for similar problems; (4) modification/redefinition of the original project; (5) selection of research and action procedures: management of the research, responsibilities of participants, choice of practical action methods, assignment of tasks, etc.; (6) establishment of the assessment procedures to be applied throughout the research; (7) implementation of the research project itself, specification of the methods for data collection; (8) monitoring of activities, tasks and ensuring permanent communication of the students researchers group; (9) data analysis and interpretation, evaluation of the results and research project; (10) final report outlining the main outcomes,

recommendations, ways to disseminate the results to those concerned, the next action directions [apud 10].

What types of projects can be achieved? There can be carried out group projects, individual projects, community projects, longitudinal projects, etc. In this sense, A. Kolmos offers the following classification:

- task-focused projects where the teacher has a great influence and chooses the theme or problem and the task that is close to the thematic area of the discipline studied;

- projects on subjects (discipline projects), where students have the freedom to choose the methods used to investigate the theme/problem from a variety of pre-selected problems;

- problem-centered projects, where the problem determines the choice of disciplines and methods, and students have a high degree of autonomy [6].

Each of these types of projects is appropriate for different stages of learning process and study levels, providing the opportunity to practice skills, generating different learning outcomes.

Thus, the act of research becomes a process of acquiring knowledge. Project learning contributes to the formation of investigative competence, having as constitutive elements the exploratory capacity, resolute attitude, divergent thinking, creativity potential, inductive reasoning, and generalization capacity [10, p.159].

Given the fact that contemporary society has become a society of knowledge and informatization, the production of goods is ensured by an increasing number of specialists who produce and valorize the knowledge. In these conditions, the very nature and essence of the organizations and social units is transformed in depth. The main consequences of these transformations focus on the organization of enterprises and economic-social units mainly on the basis of intellectual work and not physical labor; the work and activities are carried out on the basis of scientific knowledge; the relationship between intellectual workers and directly productive workers is transformed in order to increase the ratio between these two categories in favor of the first category; cognition and knowledge become the main elements of efficiency, performance and competitiveness.

Generalizing, we can mention the following:

- Learning through projects is a pedagogical student-centered approach inspired by constructivism that consists in thorough investigation (individual, in large or small groups) of a theme or problem that captures the interest, energy and time of students, in which both the process and products are evaluated.

- Generally, learning through projects incorporates an educational philosophy that influences curriculum design and training practices. Pragmatically, the teacher decides the projects together with students, taking into account their interests, rights and needs, but also respecting the requirements formulated by the program and the standards of professional training.

- In complementarity with other strategies, the goal of learning through projects is that the student eventually becomes an autonomous person who learns continuously and efficiently, thinking critically, acting individually in groups and communities.

- Learning through projects demonstrates continuity and contextual adaptations.

By learning through projects inspired or required by the professional world, students are oriented towards the real world of jobs places, and the distance between the academic environment in which they are initially trained and the professional environment for which they need to be trained diminishes [8].

Experiences of authentic learning anchors students into the realities and conventions of the professional environment; at the same time, they reinforce their values, principles and theoretical acquisitions acquired within the university study programs.

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Стаття присвячена проблемі забезпечення якості професійного навчання студентів в рамках університету. Головна ідея полягає в тому, що навчання на основі проекту - це процес професійної підготовки майбутнього фахівця з нахилом на формування дослідницької компетенції, самодоскональності, ініціативності, індивідуального та колективного вирішення проблем у професійній діяльності. Автором зазначено, що проектне навчання – це стратегія, яка стимулює справжнє навчання в реальних контекстах, особистому залученні та залученні до соціальних змін на рівні громад.

Ключові слова: дослідження, компетенція досліджень, наукова діяльність, початкове професійне навчання, проектне навчання.

Статья посвящена проблеме обеспечения качества профессионального обучения студентов в рамках университета. Главная идея заключается в том, что обучение на основе проекта - это процесс профессиональной подготовки будущего специалиста с упором на формирование исследовательской компетенции, самодостаточности, инициативность, индивидуального и коллективного решения проблем в профессиональной деятельности. Автором отмечено, что проектное обучение – это стратегия, которая стимулирует обучение в реальных контекстах, личном привлечении и привлечении к социальным изменениям на уровне общин.

Ключевые слова: исследование, компетенция исследований, научная деятельность, начальное профессиональное обучение, проектное обучение.