

Bublik A. A. The Models of the Students' Critical Thinking Development Within the Foreign Language Learning

The article is dedicated to the problem of critical thinking as a model of people's training and education which is at the center of attention of foreign and native teachers and researchers. This paper considers the method of formation of critical thinking as one of the modern approaches to learning foreign languages, as a tool for promoting greater participation and students' interest and for providing a more meaningful and cohesive environment in the classroom. The article considers the concept of critical thinking and gives some examples of the models of critical thinking formation. Also it gives the description of the critically thinking person. The article deals with the principles of the models of critical thinking formation in a foreign language learning and with the conditions under which the model of critical thinking formation can be implemented. The stages of the critical thinking formation within English language learning are revealed. The guidelines for the implementation of each stage of the model designation are provided.

Key words: critical thinking, foreign languages, approaches to learning, model.

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**THE SPECIFICS OF CURRICULUM DESIGN
IN THE CONDITIONS OF INTERNATIONALISATION**

In the last decade or two the problem of internationalisation of higher education has gained immense topicality, which is reflected in the emergence of numerous international journals such as «Journal of Research in International Education», «Journal of Studies in International Education», «The International Education Journal: Comparative Perspectives» to name just a few. This variety of research platforms is more likely to reflect the multitude of views on internationalisation of higher education than to provide ready-made theoretical and practical foundations.

Thus researcher Aigner distinguishes three major reasons for internationalisation: 1. interest in international security; 2. maintenance of economic competitiveness; 3. fostering of human understanding across nations [1]. Researcher Scott identifies seven imperatives for global education: economic competitiveness, environmental interdependence, increasing ethnic and religious diversity of local communities, the reality that many citizens

work for foreign-owned firms, the influence of international trade on small business, the fact that college graduates will supervise or be supervised by people of different racial and ethnic groups from their own, and national security and peaceful relations between nations [2]. Hence, the number of constituents that researchers delineate may differ but they attempt to encompass the major areas of interest, which were quite concisely outlined by researcher Knight: *political rationale* (security, stability, peace); *economic rationale* (competitiveness, institutional and net income, trade prospects); *academic rationale* (quality assurance, achieving international academic standards); *cultural/social rationale* (self-identification, understanding other languages and cultures) [3]. In this article the basic approaches to internationalisation are surveyed, the conceptual framework for the internationalisation of the curriculum is presented and the teaching function of higher education in international context is analysed.

Having learnt the major reasons or rationales for internationalisation of higher education, it will be useful to examine how internationalisation is approached. For graphic representation of this issue we should imagine an axis line. On the positive extreme end of an imaginary axis we have the advocates of development of cross-cultural competencies in the graduates due to internationalised context. On the other extreme end of our imaginary axis we hear the pragmatists, who emphasize the revenue-based approach to attracting fee-paying foreign students on campus. This axis encompasses the basic approaches to internationalisation, particularly *the competency approach* and *the activity approach* [4, p. 250] (e.g. student exchange with partner university like ERASMUS etc). Closer to *the competency approach* we can place *the ethos approach*, which presupposes «creating the culture or climate that values and supports international/intercultural perspectives and initiatives» [4, p. 251]. Closer to *the activity approach* we can place *the process approach*, when the emphasis is on procedures for integrating an international/intercultural dimension into teaching, research and service to maintain the sustainability of this dimension [4, p. 251].

If we start from the assumption that internationalisation of higher education is realized through teaching, research and service missions of higher education, then the specifics of such realization is in focus of this study.

How internationalisation influences teaching is a broad and complicated area to examine. Professor Betty Leask developed a conceptual framework of internationalisation of the curriculum and we will start our analysis of teaching in internationalised context based on this framework. In the core of this framework professor Leask placed «knowledge in and across disciplines» [5, p. 3]. Thus, apart from some disciplinary specifics, which are reflected in teaching approaches, the demand of internationalised curricula requires «problem-defining and solving perspectives that cross disciplinary and cultural boundaries» [6, p. 1]. It presupposes incorporating some examples pertinent to multicultural context to illustrate principles and theories of the course. First of all, such illustrations should be envisioned at the stage of

curriculum development. In the course of teaching, flexibility and open-mindedness are a must to incorporate interdisciplinary connections.

Another layer in the conceptual framework of internationalisation of the curriculum by professor Betty Leask is «dominant and emerging paradigms» [5, p. 3]. As most choices in curriculum design are made according to dominant paradigms in professional practices, the process of internationalisation of the curriculum requires thinking beyond dominant paradigms, being open to alternative models or ways of thinking and doing. This could be practiced at the curriculum development stage or in a reactionist way to respond to classroom challenges due to presence of international students with diverse disciplinary backgrounds or some specific demands or expectations. For instance, if class discussion is a common teaching practice in most humanities, the teacher should be ready that for certain Asian cultures disputing with a teacher is not appropriate. Thus, the teacher should look for other ways to involve students in active learning.

The last outer layer of the framework consists of three segments: requirements of professional practice and citizenship; assessment of student learning; systematic development across the program.

At the stage of curriculum design *the requirements of professional practice and citizenship* should be taken into account as the final goal to develop professional competencies in program graduates. The guiding question for the teaching staff will be «What international and intercultural knowledge skills and attitudes will be required of graduates as professionals and citizens?» [5, p. 3]. Professor Leask places a special emphasis on moral responsibilities that come with local, national and global citizenship. The knowledge of certain local practices, like corruption, bribery, may often discourage both teachers and students during course interaction. Professor Leask offers a very constructive approach to this issue of local context. We should always keep in mind the question «How does global interconnectivity and interdependence influence local conditions for professionals and citizens and vice versa?» To place certain local professional practices into global context these questions can be guiding «What kind of world do we live in? What kind of world do we want?» [5, p. 3]. Other helpful questions are: «What is knowledge, who will apply it and to what ends?» [5, p. 4]. Keeping these questions in mind, does not presuppose that the teacher has ready-made answers and at graduate level students' input on these vital issues is sought for. Thus, inviting all parties involved into curriculum design or redesign will be only beneficial.

To deal with *the assessment of student learning*, these questions should be kept in mind: How and when will progress and achievement be measured? What feedback will students get along the way? As professor Leask points out, in an internationalised curriculum it is important to specifically provide feedback on and assess student achievement of clearly articulated international and intercultural learning goals [5, p. 3]. Assessment standards and practices certainly differ in many national systems, that is why it is of utmost importance

to make it clear to students how they will be assessed. This will not eliminate all obstacles in the teaching, but it will definitely reduce some misunderstandings.

The third segment in the outer layer is *the systematic development across the program*, which is expressed in the following guiding question: «Where and how will all students develop the identified knowledge, skills and attitudes across the degree program?» [5, p. 2]. It was noted above, that students might enter the program of studies with different academic backgrounds. Whether students arrive with a higher level of academic preparation or a lower one, it requires working out various strategies to adapt teaching to these conditions in order to achieve the ultimate learning outcomes. Among such adaptations could be group rearrangements (mixed international and national students or homogeneous), reappointing supervision or teaching according to gender expectations, adapting the length of the program for certain national groups in accordance with their national requirements.

Along with formal curriculum, student services fulfill the role of informal curriculum. Thus, the informal curriculum (sometimes called the co-curriculum) – the various support services and additional activities provided for students by the university community [5, p. 2]. The coordination of work within formal and informal curriculum can greatly impact on the success of the international program.

What is vital is that the process of internationalisation is evolutionary, cyclical and reflective. Thus it requires regular evaluation and review of students' feedback, anticipation of future professional requirements, revision and planning, realization of planned procedures, and evaluation of how the revised goals have been achieved.

In conclusion, it should be emphasized that internationalisation is affected by institutional, local, regional or national, and global contexts. Hence we find that conceptualizations and enactments of internationalisation of the curriculum vary between disciplines in one institution, and in the same discipline in different institutions [5, p. 2]. Along with «internationalisation», some scholars distinguish «contextualisation» – adapting content and teaching style to fit the local context, making it relevant and understandable to students rather than internationalisation of curriculum [7, p. 4]. To facilitate internationalisation of higher education induction workshops for administrative staff and faculty should be regularly conducted, for instance to give some training with foreign names, as well guides being published with names and national holidays information, to name just a few.

As internationalisation of higher education is a dynamic process, new qualitative and quantitative data will enrich the scholarly discourse on this matter and may provide helpful insights for regular revision of institutional initiatives.

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Бурдіна С. В. Специфіка розробки навчальних програм в умовах інтернаціоналізації

В статті надається короткий огляд причин та обґрунтувань інтернаціоналізації вищої освіти, представлено головні інституціональні підходи до надання програм міжнародної підготовки. Аналіз особливостей викладання в умовах інтернаціоналізації проводився з опорою на схему інтернаціоналізації навчальних програм, в основі якої є принципи дисциплінарності та міждисциплінарних зв'язків, застосування традиційних та нових парадигм знань, орієнтації на професійні вимоги та стандарти, регулярного оцінювання роботи студентів та удосконалення програми навчання.

Ключові слова: інтернаціоналізація навчальних програм, вища освіта, формальна навчальна програма, неформальна навчальна програма, схема інтернаціоналізації навчальних програм.

Бурдина С. В. Специфика разработки учебных программ в условиях интернационализации

В статье дается краткий обзор причин и обоснований процесса интернационализации высшего образования, представлены основные институциональные подходы к осуществлению международных программ подготовки. Анализ особенностей преподавания в условиях интернационализации проводится с опорой на схему интернационализации учебных программ, в основе которой лежат принципы дисциплинарности и междисциплинарных связей, опоры на традиционные и новые парадигмы знаний, ориентации на

профессиональные требования и стандарты, регулярного оценивания работы студентов и усовершенствования программы обучения.

Ключевые слова: интернационализация учебных программ, высшее образование, формальная учебная программа, неформальная учебная программа, схема интернационализации учебных программ.

Burdina S. V. The Specifics of Curriculum Design in the Conditions of Internationalisation

This article provides an overview of the major reasons or rationales for internationalisation of higher education from the point of view of several researchers. A synopsis of four basic approaches to internationalisation is graphically presented as an imaginary axis. The framework for internationalisation of the curriculum is employed to analyse the specifics of teaching in the conditions of internationalisation. According to this framework the core element in curriculum design in the conditions of globalization is the knowledge in and across disciplines. The next layer presents the importance of not only sticking to the dominant but being open to emerging paradigms in teaching. The last outer layer comprises three segments: requirements of professional practice and citizenship (what intercultural knowledge, skills and attitudes will be required of professionals); assessment of student learning (how and when); systematic development across the program (program review and reevaluation). It is noted that along with formal curriculum the coordination with the informal curriculum will enable achieving program goals.

Key words: internationalisation of the curriculum, higher education, formal curriculum, informal curriculum, framework of internationalisation of the curriculum.

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**НАВЧАННЯ АНГЛОМОВНОГО ДІЛОВОГО ЛИСТУВАННЯ
СТУДЕНТІВ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ ВУЗІВ**

Методична література пропонує різні підходи до трактування терміна «письмо». У вузькому значенні – це техніка використання графічної та орфографічної систем мови як знакових систем фіксації мовлення, що уможливають передавання інформації на відстані і закріплення її у часі. У широкому розумінні письмо, або писемне мовлення, – специфічний, активний, продуктивний вид мовленнєвої