

**TOPICAL ISSUES OF HISTORY
OF EDUCATION AND COMPARATIVE
EDUCATION**

Collective monograph

¹²⁵⁶
 **1996** ¹²³³
LIHA-PRES

Lviv-Toruń
Liha-Pres
2020

Reviewers:

*Prof. nadzw., dr hab. **Stanisław Kunikowski**, Rektor of Cuiavian University in Wloclawek (Republic of Poland);*

*Prof. dr hab. **Kazimierz Pierzchała**, Katolicki Uniwersytet Lubelski/Catholic University of Lublin (Republic of Poland);*

*Prof. dr hab. **Stanisław Juszczyk**, Uniwersytet Śląski / University of Silesia (Republic of Poland).*

Topical Issues of History of Education and Comparative Education : collective monograph / M. Boichenko, Z. Cherniakova, I. Chystiakova, N. Kokhanova, L. Korzh-Usenko, N. Kovalenko, I. Parkhomenko, A. Sbruieva, Yu. Shulha, Yu. Taraban, etc. – Lviv-Toruń : Liha-Pres, 2020. – 188 p.

ISBN 978-966-397-188-9



Liha-Pres is an international publishing house which belongs to the category „C” according to the classification of Research School for Socio-Economic and Natural Sciences of the Environment (SENSE) [isn: 3943, 1705, 1704, 1703, 1702, 1701; prefixMetCode: 9789666397]. Official website – www.sense.nl.

CONTENTS

FOREWORD	1
PEDAGOGICAL SUPPORT OF GIFTED CHILDREN AND YOUTH IN THE OUT-OF-SCHOOL EDUCATION INSTITUTIONS IN THE USA, CANADA AND UKRAINE Maryna Boichenko	4
MODERNIZATION OF PROFESSIONAL AND PEDAGOGICAL TRAINING OF THE BRITISH TEACHER IN THE CONTEXT OF INTERNATIONALIZATION OF EDUCATIONAL PROCESS Zhanna Cherniakova.....	21
TEACHER EDUCATION IN FINLAND Iryna Chystiakova	41
FOREIGN LANGUAGE TEACHING IN POLISH PRIMARY SCHOOLS: CONTENT-METHODOLOGICAL FOUNDATIONS Nataliia Kokhanova.....	57
TRADITIONS AND INNOVATIONS IN THE DEVELOPMENT OF THE HIGHER SCHOOL IN THE TERRITORY OF UKRAINE: EUROPEAN DISCOURSE Larysa Korzh-Usenko	74
COMPETENCE MODEL OF A YOUTH WORKER: REFERENCE POINT OF YOUTH WORK EDUCATION IN FINLAND Nataliia Kovalenko	92
ORGANIZATIONAL FOUNDATIONS OF HISTORICAL AND LOCAL LORE WORK IN THE INSTITUTIONS OF EXTRACURRICULAR EDUCATION OF THE NORTH-EASTERN UKRAINE (II half of the XX – beginning of the XXI cen.) Iryna Parkhomenko	107

**SOCIAL DIMENSION OF THE EUROPEAN HIGHER EDUCATION
AREA: TENDENCIES OF DEVELOPMENT OF NORMATIVE,
THEORETICAL AND ORGANIZATIONAL BASES**

Alina Sbruieva 129

**GENESIS OF SPIRITUAL EDUCATION IN UKRAINE:
HISTORICAL BACKGROUND**

Yuliia Shulha 151

**PERSPECTIVES OF USING ORGANIZATIONAL AND
PEDAGOGICAL EXPERIENCE OF THE FEDERAL REPUBLIC
OF GERMANY IN THEOLOGICAL HIGHER EDUCATION
INSTITUTIONS**

Yurii Taraban..... 169

FOREWORD

In conditions of rapid changes that affect all the spheres of social life, education system has to meet various challenges in achieving its main goal – developing, educating and upbringing of a versatile personality, an innovator able to compete in the labor market. Solving the outlined task can be facilitated by learning historical background of education development and conceptual ideas of foreign countries that have positive experience in the sphere that undergoes transformation in Ukraine. Agreeing with modern scientists-comparativists, in particular A. Sbruieva, that comparative education is a prolongation of history of education on modernity, the comprehensive study of topical issues of history of education and comparative education is very important.

In the proposed monograph the results of scientific search of the creative team have been presented, which includes specialists in the field of history of education and comparative education. The study is of an interdisciplinary nature, which reveals various aspects of education system development at different levels of its functioning.

An important issue in modern conditions is pedagogical support of gifted children and youth as a future national elite. The monograph presents methodological approaches (systems-synergetic, personality-centered, cultural and comparative) to consideration of gifted education with the aim of defining positive conceptual ideas of US and Canadian experience of pedagogical support provision in the out-of-school education institutions for their creative implementation in practice of Ukrainian out-of-school education institutions.

At the same time, the outlined positive conceptual ideas of US and Canadian experience should be implemented only taking into account national historical background and traditions of the out-of-school education, which are considered in the monograph in the framework of organizational principles of historical and local lore work in the institutions of out-of-school education in the second half of the XX century – at the beginning of the XXI century.

Versatile development of children and youth is impossible without their spiritual upbringing, historical foundations of which are presented in the monograph. The author characterizes stages of spiritual education development in Ukraine, analyzes factors and reasons that had influenced its formation. Special attention is paid to development of Kyiv Mohyla Academy as a center of theological education in Ukraine. Along with development of education institutions the author traced genesis of goals of spiritual education in different historical periods.

The importance of training theology specialists for development of spiritual education is also emphasized in the study of perspectives of using organizational and pedagogical experience of the Federal Republic of Germany in theological higher education institutions. The author argues that German experience can become the basis for borrowing individual elements in Ukraine and gives recommendations on their implementation in domestic practice.

No less important issue in personality development nowadays is formation of a foreign language communicative competence. Since enhancing learning of foreign languages and increasing the level of foreign language knowledge are priorities of national education policy, deserve attention presented in the monograph content-methodological foundations of foreign language teaching in polish primary schools.

It is undeniable that high quality of educational services and pedagogical support for children and youth, including gifted and talented, can provide competent teachers. In this context we consider it expedient to implement creatively positive conceptual ideas of teacher education in Finland, which is one of the world leaders in teachers training, as well as peculiarities of youth workers training, since these specialists provide young people with opportunities and experiences that support their successful integration into society and enable them to be active and responsible members of their societies, as well as agents of change, which is very important at current stage.

Enhancing teacher education can be facilitated by learning the main trends in development of normative, theoretical and organizational bases of the social dimension of the European Higher Education Area. Understanding mechanisms of specification of the reference groups, content and instruments that make up the responsibility of the states in the field of higher education; twofold nature of the EHEA, its focus on realization of economic and social priorities of the region; the nature of application of the Open Method of Coordination in the activities of leading stakeholders in the sphere of European higher education will help to make Ukrainian higher education institutions active participants of the transformation processes.

In the context of the study of the EHEA development deserve attention presented in the monograph theoretical foundations of internationalization of educational process, in the framework of which the concepts of “internationalization”, “internationalization of educational process”, “curriculum” are defined and the main approaches to improving professional training of the British teacher ready to work in the context of internationalization are revealed.

At the same time, understanding of the Eurointegration and globalization processes of modernity envisages revealing the importance of external

factors as well as internal logic of higher education development in a certain country, aimed at ensuring high educational standards and preservation of national-cultural identity. In view of this important are presented in the monograph peculiarities of organization of educational content, forms and methods of education in higher education institutions in the territory of Ukraine and transformations in models of higher schools in historical retrospective.

In conclusion we'd like to emphasize that the monographic work does not exhaust all the aspects of the issue under investigation. Further research can be directed at modeling the process of educational services and pedagogical support provision at domestic general secondary, out-of-school and higher education institutions taking into account historical background and positive foreign experience.

Maryna Boichenko

PEDAGOGICAL SUPPORT OF GIFTED CHILDREN AND YOUTH IN THE OUT-OF-SCHOOL EDUCATION INSTITUTIONS IN THE USA, CANADA AND UKRAINE

Maryna Boichenko

INTRODUCTION

Rapid political and socio-economic changes require new generation of citizens-innovators, able to respond adequately to the challenges of society, solve creatively non-standard problems. It is indisputable that development of the intellectual and creative potential of the citizens is a prerequisite of high competitiveness of the state, the key to its economic well-being. In this context actualizes the issue of providing high quality pedagogical support for gifted children and youth as a future national elite.

Despite the fact, that there are different models of pedagogical support provision in different countries, in a generalized form they can be divided into two large groups, based on such criteria, as environment and forms of pedagogical support. Consequently, pedagogical support for gifted children and youth is provided in schools and out-of-school education institutions, while the most common forms are acceleration, enrichment, differentiation and ability grouping.

In the framework of our study we'll focus on out-of-school education institutions as an important provider of pedagogical support for gifted children and youth in the USA, Canada and Ukraine. In the course of the study we'll make an attempt to answer the following questions: How children and youth with different types of giftedness are identified in the USA, Canada and Ukraine? What forms of pedagogical support are available in the out-of-school environments of the specified countries? Can positive conceptual ideas of US and Canadian experience be implemented in practice of domestic out-of-school education institutions?

The integrity of consideration of the phenomenon under study is ensured by the comprehensive application of a set of methodological approaches, to which we refer systems-synergetic, personality-centered, cultural and comparative¹.

¹ Boichenko, M., Sbruieva, A. (2019). Methodological model of comparative research in gifted education in the USA, Canada and the UK. *Pedagogical sciences: theory, history, innovative technologies*, 4 (88), 151-163. DOI 10.24139/2312-5993/2019.04/151-163.

Systems-synergetic approach provides a structural-logical analysis of gifted education development in the USA, Canada and Ukraine and makes it possible to consider it as a socio-cultural phenomenon, as a multifunctional, nonlinear, complex, adaptive, dynamic system of interrelated and interacting elements, capable of self-organization and self-development. Its strategic goal is achieved through creating conditions for pedagogical support of gifted children and youth according to their interests and needs.

Personality-centered approach allows us to focus on the personality of a gifted child. The relevance of applying this approach is determined by the need to form gifted children and youth with bright individual personality traits that will enable them not only to save their identity in a rapidly changing society, but also to compete in the labor market.

Cultural approach focuses on understanding educational traditions in the context of other cultures, values and mentality. Understanding culture, together with Canadian scientist W. Masemann², as a phenomenon related to all aspects of life (people's ideas, their relationships with each other, their families, social institutions, language they communicate, physical environment and technology used in society), encompassing mental, social, linguistic and physical forms, allows us to highlight peculiarities of pedagogical support of gifted children and youth in out-of-school education institutions in the USA, Canada and Ukraine.

Comparative approach is applied with the aim of finding out similarities and differences in the phenomenon of gifted education in the studied countries, cause and effect links for explaining dynamics of the national systems of gifted education development, specific forms of pedagogical support of gifted children and youth in each country.

1. Identification of children and youth with different types of giftedness in the USA, Canada and Ukraine

The first stage of pedagogical support provision is identification of gifted children and youth. There are different approaches to identification of gifted students in the USA, Canada and Ukraine. In the USA and Canada providers of pedagogical support focus on personal characteristics of gifted children and youth, primarily, abilities in different spheres, which are identified with the help of interviews (with a gifted child, his/her parents, teachers, psychologists and others), tests, questionnaires, observations, analyses of students' portfolios/creative products and so on. In Ukraine, according to the

² Masemann, V. L. (2013). Culture and education. In R. F. Armove, C. A. Torres, F. Stephen (Eds.), *Comparative education: the dialectic of the global and the local*, (pp. 113–131). Lanham: Rowman & Littlefield.

Law “On Basic Foundations of State Support of Gifted Children and Youth in Ukraine” the child/young person is considered gifted if he/she is a winner of different competitions, contests, Olympiads (and has corresponding certificates) or has high learning achievements³.

Unfortunately, not all children have a possibility even to participate in the above-mentioned events, and they can't bring the corresponding certificates. In this case their giftedness will go unnoticed and they will never get support. In this regard we consider it important for teachers, parents and other stakeholders of gifted services provision to know the main characteristics of gifted children and youth according to the types of giftedness.

In our study⁴ we outline the following types of giftedness: intellectual; specific academic (mathematical, linguistic, etc.); technical; musical and performance; artistic; sports; creativity; leadership. Below we will consider these types in more detail.

Intellectual giftedness, according to the definition provided on the website of the National Society for the Gifted and Talented (USA), implies presence of intellectual abilities far above average, in particular: abstract thinking; ability to process information in a complex way; observation; ability to admire new ideas; ability to hypothesize; speed in learning; wide vocabulary; curiosity, etc. In addition to these features, intellectually gifted children and young people have a number of specific traits, including perfectionism and idealism; increased expectations of themselves and others; asynchrony; significant advance of peers in the level of knowledge; ability to solve problems; abstract thinking of high complexity, that sometimes causes problems with solving simple tasks, etc.⁵

Specific academic giftedness implies outstanding achievements in a particular academic field (mathematics, languages – native and foreign, sciences and so on). Researchers from the National Society for the Gifted and Talented (USA) refer to specific academic abilities: good memory; expanded understanding; speed in acquiring basic knowledge and skills; special interest; high learning achievements in the field of special interest; pursuit of special interest with enthusiasm and vigor⁶.

³ Law of Ukraine “On Basic Foundations of State Support of Gifted Children and Youth in Ukraine” (2005). Retrieved from: <http://www.zakon.rada.gov.ua/>

⁴ Boichenko, M. A. (2018). *Theoretical and methodological foundations of education of gifted schoolchildren in the USA, Canada and Great Britain* (DSc thesis). Sumy.

⁵ National Society for the Gifted and Talented. *Giftedness defined*. Retrieved from: <http://www.nsgt.org/giftedness-defined/>

⁶ Ibid.

Technical giftedness is considered by most foreign scientists as a component of specific academic. However, in our study, we do not refer this type to a specific academic giftedness, as the abilities that characterize technically gifted students differ significantly from specific academic talent.

To technical we refer ability to understand issues related to technology, producing technical devices, technical invention. Technical abilities are manifested during direct work with various technical equipment or its parts, which implies presence of a special kind of mental abilities and a high level of sensory-motor skills development. It should be noted that along with a certain general ability, which can be considered as a general technical talent or technical experience acquired when working with technical devices, there are such factors as spatial and engineering thinking.

As it is rightly noted in the manual for Canadian teachers⁷, technically gifted students have unique characteristics that cannot always be detected by traditional identification methods. Talent in this field can be discovered through experience in engineering or software. These characteristics include: more advanced technical skills than in their peers; faster acquisition of new technical skills in the absence of special training; advanced logical thinking combined with creative thinking; having fun solving a task and having an urgent need to learn how a thing works; spending an extraordinary amount of time working with/creating the equipment; desire to experiment and make inventions; ability to extrapolate acquired knowledge and experience from one type of technical device to another; application of technical knowledge in daily practical activities; spatial thinking; well-developed fine motor skills; getting pleasure from dismantling things into separate parts and collecting them; getting pleasure from training activities that involve active participation in practical activities; practical experience; learning through construction and manipulation of objects; ability to imagine (visualize) the final product at the stage of its development.

Musical and performance giftedness. Researchers emphasize that musical giftedness is manifested earlier than all other types of giftedness – at the age of 1-2 years⁸. However, musical talent can also appear at a later age. The British psychologist and musician J. Sloboda notes that not always outstanding pianists recognized themselves as musically gifted in their childhood⁹. The first sign of musical talent is sustained interest and

⁷ *Teaching students who are gifted and talented: a handbook for teachers* (2013). Newfoundland and Labrador Department of Education.

⁸ Shuter-Dyson, R. (1986). *Musical giftedness*. In J. Freeman (Ed.), *The psychology of gifted children*, (pp. 159–183). Chichester: Wiley.

⁹ Sloboda, J. (1985). *The musical mind: the cognitive psychology of music*. Oxford: Clarendon Press.

enjoyment of musical sounds. In addition, such children exhibit the ability to accurately reproduce melody, which can be explained by significant musical memory – one of the most important components of musical talent¹⁰.

Therefore, the main characteristics of a musically gifted child include increased interest in music and music playing at an early age; ability to recognize subtle differences and easily reproduce samples of sounds/heights/tones/melodies/rhythms; good music memory, well-developed auditory sensations; ability to play instruments and sing; constant tapping, buzzing, singing; demonstration of emotional response to music¹¹.

In their turn, American GT education theorists J. K. Fishell, L. Johnson, M. Chrysantou, determine a number of characteristics of performance giftedness: interest in performing arts and high motivation; flexibility of thoughts and movements; developed imagination – creates “games with characters”; ability to tell stories by bringing dramatic situations to a climax and completing them in a timely manner; ability to verbally and/or nonverbally communicate using bodily-kinesthetic means; excellent memory; ability to copy facial expressions, other people’s movements, speech and intonation, convey feelings through facial expressions, gestures and movements; sense of humor; respect (empathy) for other people’s feelings and experiences, recognition of the importance of everyone in the creative process; ability to take risks¹².

According to G. Davis and S. Rimm, the main characteristics of *artistic giftedness* are: interest in fine arts at an early age; ability to draw at an early age; sharp observation skills; excellent visual memory; ability to solve artistic tasks independently (depth, perception, light, etc.); huge concentration in drawing; ability to portray complex mental images, such as three-dimensional configurations; active imagination; ability to navigate the environment morally and physically; ability to manage spatial¹³.

Creativity as a type of giftedness in the broad sense characterizes ability of a person to produce unusually useful ideas. According to R. Franken, creativity is an ability to generate or recognize ideas, alternatives, or opportunities that may be useful for solving problems, communicating with others, entertaining oneself and others¹⁴. In this definition, solving problems

¹⁰ Winner, E. (2000). The origins and ends of giftedness. *American Psychology*, 55, 159–169.

¹¹ *Musical giftedness*. Retrieved from: <http://conceptionofgiftedness.weebly.com/musical.html>.

¹² Fishell, J. K., Johnson, L., Chrysantou, M. (2003). Identifying and nurturing abilities in the dramatic arts. In P. Olszewski-Kubilius, L. Limberg-Weber, S. Pfeiffer (Eds.), *Early gifts: Recognizing and nurturing children’s talents*. Waco TX: Prufrock Press Inc.

¹³ Davis, G. A., Rimm, S. A. (2004). *Education of the gifted and talented*. Boston, MA: Allyn & Bacon.

¹⁴ Franken, R. E. (1994). *Human motivation*. Pacific Grove, CA: Brooks/Cole.

is considered alongside communication and entertainment. And if problem-solving is characteristic of exact sciences, communication and entertainment relate to creative processes in such fields as humanities, music, literature, visual arts, and the like. As an ability to produce something unique and useful creativity is considered an integral part of any kind of talent, as well as a factor contributing to transformation of talent into outstanding abilities.

Sports giftedness in foreign scientific-pedagogical discourse has a number of names: athletic giftedness, bodily-kinesthetic giftedness, psychomotor giftedness, etc. The features of sports giftedness are: better development of such qualities as agility, balance, coordination and speed compared to their peers (speed, in particular, is considered to be an inherent quality that is very difficult to “teach” and which characterizes “outstanding” athletes); ability to combine movements quickly and accurately in different types of physical activity; unprecedented interest in learning the rules of different sports and sports games and mastering necessary skills; purposefulness in mastering skills of physical activity; combination of physical skills and cognitive abilities during physical activity/sports/participation in sports games and correct and timely use of acquired skills; interest in teaching others certain skills; outstanding achievements in one or more sports; getting pleasure from physical activity classes; good motor memory; good coordination of movements; outstanding leadership skills in sports / physical activity (athletically gifted students are actively involved in the physical activity of others and are proud not only of their achievements, but also help classmates and team members to play / perform certain activities better)¹⁵.

Leadership is an ability to influence activities of individuals or groups to achieve a specific goal. It is undeniable that early identification of leadership qualities, like any other manifestation of giftedness, is extremely important for the full and effective disclosure of the gifted child’s potential.

2. Forms of pedagogical support of gifted children and youth in the out-of-school environments of the USA and Canada

In the specified countries there is a wide offer of services for gifted children and youth provided in the framework of out-of-school education institutions.

In the USA and Canada, the main providers of pedagogical support for gifted and talented are research institutes/centers involved in studying giftedness, which offer a wide range of extracurricular activities and

¹⁵ *Teaching students who are gifted and talented: a handbook for teachers* (2013). Newfoundland and Labrador Department of Education.

programs for children and youth with different types of giftedness (intellectual, specific academic, artistic, musical and performance, etc.).

A bright example of such a provider is Institute for Educational Advancement (IEA) (USA)¹⁶, which offers support for gifted children and youth (2–18-year-old) with high abilities in different spheres. Each IEA program is designed to serve the complex intellectual, social, emotional, spiritual, and physical needs of the specified category.

The offer of IEA gifted services covers:

- advanced supplemental enrichment classes;
- summer program “Explore”;
- summer camps for gifted youth;
- workshops on different topics¹⁷.

Enrichment classes for gifted children and youth (from preschoolers to high school students) are oriented towards deepening their knowledge in STEM, arts, and humanities and are often taught on the interdisciplinary basis. Students can choose after-school, weekend, or summer enrichment classes. In the framework of the summer program “Explore” high school students get hands-on, real-world experience under supervision of professional mentors-researchers. IEA also offers residential summer camps for gifted children and youth (10–15 years old) which are aimed at disclosing potential of this category of students together with their social and emotional development.

We’d like to emphasize that summer programs are a widespread and popular form of pedagogical support for gifted children and youth in the United States and Canada. These programs are designed to provide pedagogical support for gifted students in such fields as social and natural sciences, humanities, arts, etc. through creating favorable environment for developing their abilities and talents.

As a rule, summer programs for high school students in the USA and Canada are provided by governor schools, local districts, colleges and universities, both on campus and in specially organized places where classes with gifted students are held by teachers of higher education institutions.

It should be noted that summer programs for gifted and talented children and youth include both summer camp (or campus) accommodation and summer hometown visits. Most summer programs are designed in the format

¹⁶ Institute for Educational Advancement. *Programs*. Retrieved from: <https://educationaladvancement.org/programs/>.

¹⁷ Ibid.

of courses, but some of them require experimental research and internships. Camp-based programs are generally restricted to the middle school age¹⁸.

In this context deserves attention University of Iowa, which offers a wide variety of summer programs for gifted children and youth of school age. Each summer, more than 450 gifted secondary and high school students attend one of eight summer camps located on campus, and more than 500 gifted elementary school students attend classes at one of eight specialty centers in Iowa, Illinois and Florida – under special program Challenges for Elementary Students (CHESS).

Gifted secondary and high school students from 25 states spend one, two or more weeks researching, inventing, learning to solve problems, and working on a computer. They study mathematics, anthropology, medicine, literature, law, etc. In addition to advanced study of these subjects, students are engaged in pottery, visit theatrical performances, relax at Lake Macbride state park or learn to dance.

Summer camp organizers note that living in one of America's leading research universities allows students not only to feel like real students, but also to use the university facilities, as well as to familiarize themselves with its peculiarities, which can be a crucial factor when choosing future place of study.

Participation in summer programs is mostly paid, but gifted and talented students can receive a scholarship. As a rule, scholarship programs envisage involvement of students in volunteering for the benefit of individuals or community. For example, under the Iowa Talent Project, students care for animals at the Iowa City Animal Shelter; Environmental Health Sciences Institute for Rural Youth program provides for cleaning territories; students participating in the Iowa Governor's Institute for Gifted and Talented program collect garbage at Iowa City Park; Project Achieve participants share experience with members of United Action for Youth; and gifted students who participate in the Iowa Summer Institute for the Arts and Sciences program visit residents at the Iowa City's Lantern Park Care Facility. According to the program organizers, such activities are of benefit to all participants¹⁹.

One more example of a summer camp for gifted children and youth is Burgundy Center for Wildlife Studies, which offers three types of programs:

¹⁸ *Summer Enrichment Programs – Types of Programs, Summer Programs: An Example, Program Success: Some Evaluative Data, Conclusion – Students, Talented, Gifted, and Individuals*. StateUniversity.com. Retrieved from: <http://education.stateuniversity.com/pages/2468/Summer-Enrichment-Programs.html#ixzz3y67Fz1Zj>

¹⁹ Freeman, J. (2002). *Out-of-school educational provision for the gifted and talented around the world: A report for the Department of Education and Skills*. London.

junior program (8–10 years old); senior program (11–15 years old) and adult program (21+). The first two programs are oriented towards intellectual, emotional, and physical development of gifted children and youth in the process of taking care of the natural world. According to the information, given on the website of the camp, it “incorporates creativity, humor, games, hikes, arts and music into a relaxed but high quality program focusing on animals, plants, geology, astronomy, ecology and conservation”²⁰.

It is worth noting that Burgundy Center for Wildlife Studies is situated in Cooper’s Cove Wildlife Sanctuary – an open valley that extends into classic West Virginia hills and hollows and comprises 506 acres of forest and meadows that are characterized by a great diversity of plant and animal life (owls, thrushes, warblers, deer, foxes, flying squirrels). There are also plenty of unusual ferns and mushrooms which can be studied by campers²¹.

The opportunities to disclose potential of artistically gifted children and youth and develop their skills in visual & performing arts, cooking, etc. as well as communicate with peers with similar interests as part of caring camp community are available at Maine Arts Camp²².

At Maine Arts Camp Gifted children and youth are offered a number of activities:

- visual arts;
- theatre;
- culinary arts;
- athletic activities;
- dance;
- videography/photography;
- music;
- writing²³

In the framework of visual arts gifted campers can improve their skills in acrylic painting, bead weaving, embroidery, cartooning, enameling, fabric design, fused glass jewelry, metal jewelry, mosaics, needle felting, pen & ink, portraiture, stained glass, clay sculpture, etc. Choosing theatre gifted children and youth can try themselves in acting, directing, improvisation, and musical theater. The culinary arts program offers interesting cooking classes, e.g. Death by Chocolate, La Italiana Cucina, Fusion Cuisine, Cooking 101, Baking, etc., attending which campers learn to cook exquisite

²⁰ *Burgundy Center for Wildlife Studies*. Retrieved from: <http://www.burgundycenter.org/about-us/facilities/>.

²¹ *Ibid.*

²² *Maine Arts Camp*. Retrieved from: <https://maineartscamp.com/>.

²³ *Ibid.*

dishes, such as chocolate chipotle truffles, chicken curry, apple noodle kugel, cinnamon monkey bread, sfingi or zeppole, japanese salad with ramen, cajun blackened shrimp tacos and so on. Gifted children and youth can also engage in sports (soccer, archery, or indoor tennis, kayaking, hiking, road biking, yoga, ultimate frisbee, fitness) and dance (choreography, ballet, hip hop, jazz, modern/contemporary, cardio dance). Maine Arts Camp provides opportunities to master photography and videography, explore the concepts of composition, exposure, depth of field, perspective, etc. while attending classes in narrative film, special effects, digital photography, advanced digital photography, documentary film, pinhole camera, alternative processes. It is worth noting that music programs at this camp are designed for both experienced musicians and campers-amateurs and include such activities as rock shop, chorus, guitar, songwriting, ukulele and other rotating music activities. For linguistically gifted children and youth there is a program focusing on storytelling skills development, which includes such activities as creative writing, tabletop roleplaying, fiction writing, script writing, songwriting²⁴.

Thus, participation in summer programs gives gifted students the opportunity to show academic abilities, personal qualities and unique traits; get a new interesting experience; meet friends who have the same interests; get an incentive to learn and put knowledge into practice; learn to be independent.

3. Forms of pedagogical support of gifted children and youth in Ukrainian out-of-school education institutions

In Ukraine there is a large network of out-of-school education institutions that provide pedagogical support for gifted children and youth.

According to the Law of Ukraine “On out-of-school education”²⁵, out-of-school education is a set of knowledge, skills and abilities acquired by pupils, students and listeners in out-of-school education institution, other subjects of educational activity that provide out-of-school educational programs. Consequently, an out-of-school education institution is a component of the out-of-school education system that provides knowledge, forms skills and interests, supports person’s needs in creative self-realization and intellectual, spiritual and physical development, prepares for active professional and social activities, creates conditions for social protection and

²⁴ *Maine Arts Camp*. Retrieved from: <https://maineartscamp.com/>.

²⁵ *Law of Ukraine “On out-of-school education”* (2000). Retrieved from: <https://zakon.rada.gov.ua/laws/show/1841-14>.

organization of meaningful leisure in accordance with abilities, gifts and health status of pupils, students and listeners²⁶.

The structure of out-of-school education includes:

- out-of-school education institutions;
- other education institutions, in particular: centers of out-of-school education, general secondary education institutions regardless of subordination, types and forms of ownership, including schools of social rehabilitation, inter-school educational-industrial complexes, institutions of vocational training;
 - circles, sections, clubs, cultural-educational, sports-recreational, scientific-research associations on the basis of general secondary education institutions, inter-school educational-industrial complexes, institutions of vocational training;
 - clubs and associations at the place of residence irrespective of subordination, types and forms of ownership;
 - cultural-educational, fitness-recreational, sports and other educational establishments, institutions;
 - foundations, associations whose activities are related to the out-of-school education functioning²⁷.

It should be emphasized that all the above mentioned out-of-school education institutions provide pedagogical support for children and youth with different types of giftedness. An example of such a provider of educational services and pedagogical support in Ukraine is Municipal Institution of Sumy Regional Council – Regional Center for Out-of-school Education and Work with Talented Youth. It is a comprehensive, multi-disciplinary out-of-school education institution; organizational, coordination, methodological and information center, which works with children and student youth in Sumy region²⁸.

It offers broad opportunities for disclosing potential of gifted children and youth in such areas as:

- humanities and recreational;
- artistic and aesthetic;
- social and rehabilitation;
- tourist and local lore;

²⁶ *Law of Ukraine "On out-of-school education"* (2000). Retrieved from: <https://zakon.rada.gov.ua/laws/show/1841-14>.

²⁷ *Ibid.*

²⁸ *Municipal Institution of Sumy Regional Council – Regional Center for Out-of-school Education and Work with Talented Youth*. Retrieved from: <http://ocpo.sumy.ua/golovna/prozklad.html>.

- physical culture and sports;
- ecological-naturalistic;
- scientific and technical;
- research-experimental;
- AIY (Active Intelligent Young)²⁹.

An important role in pedagogical support of gifted children and youth plays Minor Academy of Sciences of Ukraine (MAS). Annually, MAS conducts about 30 national events of scientific and methodological orientation and more than 40 mass events for gifted children and youth. The listeners of MAS also participate in various international events, for example “Destination Imagination” – one of the world’s largest creative educational programs, launched in the United States. The program is aimed at preparing students for professional challenges of the 21st century, educating future generation of innovators and leaders. It covers more than 30 countries on 6 continents, more than 150,000 participants annually³⁰.

Research work in MAS is organized in the framework of scientific departments and sections. According to the data provided on MAS website, its listeners prefer conducting research in the fields of philology and the arts (25 %), chemistry and biology, ecology and agrarian sciences (23 %), history and geography (20 %). Fewer listeners study in the sections of scientific departments of mathematics (10 %), computer science (7 %), physics and astronomy (6 %), technical sciences (4 %). As a rule, MAS listeners participate in various regional, national, international intellectual contests, tournaments, competitions and show a high level of preparation and creativity. A significant event in MAS is annual All-Ukrainian competition-defense of research works by students-members of MAS. About 100,000 high school students from all over Ukraine take part in all stages of the competition-defense, from which more than 1000 participate in the final stage.

Thus, Ukrainian out-of-school education institutions provide such forms of pedagogical support as various hobby-classes (in arts, choreography, sports, history, STEM, etc.) and workshops, prepare gifted children and youth for participation in different contests, competitions, Olympiads and other events of regional, national and international levels.

²⁹ *Municipal Institution of Sumy Regional Council – Regional Center for Out-of-school Education and Work with Talented Youth*. Retrieved from: <http://ocpo.sumy.ua/golovna/prozaklad.html>.

³⁰ *Destination Imagination Ukraine*. Retrieved from: http://man.gov.ua/ua/activities/destination_imagination.

4. Possibilities of implementation of positive conceptual ideas of US and Canadian experience in practice of domestic out-of-school education institutions

Despite important achievements of domestic out-of-school education institutions in pedagogical support of gifted children and youth, there are some issues that still need improvement.

The first step in this direction can be development of legislative acts regulating provision of educational services to gifted and talented students. We consider it necessary to specify the structure of educational services for children and youth based on an adequate definition of giftedness. Unfortunately, current Ukrainian legislation on the support and protection of gifted children and youth, which consists of the Law of Ukraine “On Basic Foundations of State Support of Gifted Children and Youth in Ukraine”, which in turn lists other normative documents, that regulate educational services provision to the specified category (Laws of Ukraine “On Education”, “On Higher Education”, “On Pre-school Education”, “On General Secondary Education”, “On Out-of-school Education” and other legal acts of Ukraine), contains definition that describes giftedness only as a result. Thus, according to the definition adopted at the national level in Ukraine cited above³¹, only a person who is a winner of competitions, contests, Olympiads and, moreover, has *official written confirmation* (our italics) of such victory is considered gifted. Considering a gifted person from such positions, educational policymakers do not pay attention to the child’s personality with his/her abilities, natural inclinations and interests, as well as *potential* (our italics) to high achievements, which still need to be developed in the process of providing pedagogical support. In our opinion, the result-centered approach to defining giftedness should be replaced by process-centered and child-centered, which will enable more children to be covered by the services. We consider it expedient to provide the definition of giftedness in the national legislative documents in a wording approximated to the relevant wording adopted by international organizations (UNESCO, OECD), the governments of the United States and Canada, in particular as a set of natural inclinations and abilities (intellectual, specific academic, technical-design, music, performing, artistic, sports, creative, leadership, etc.) that are displayed in high achievements and potential to these achievements.

In this regard, the basis for referring a person to the category of “gifted” should be a legally approved identification procedure, which in the United

³¹ *Law of Ukraine “On Basic Foundations of State Support of Gifted Children and Youth in Ukraine”* (2005). Retrieved from: <http://www.zakon.rada.gov.ua/>.

States and Canada includes a list of measures aimed not only at identifying intellectual and specific academic abilities (intellectual tests and analysis of assessment results), but also the use of questionnaires and tests to identify levels of creativity, motivation, divergent and critical thinking; observation; nomination (parents, teachers, classmates), analysis of product activities and student portfolio, etc.

Valuable for enhancing pedagogical support of gifted children and youth in out-of-school education institutions is US and Canadian experience of summer programs and summer camps for the gifted. In Ukraine most summer camps are aimed at recreation and entertainment while in the USA and Canada such camps offer opportunities to acquire knowledge and skills in the field of special interest. It is worth mentioning that most of Ukrainian camps, that are designed for gifted, are oriented towards development of sports talent. There are also few camps aimed at deepening gifted students' knowledge in biology, botany, zoology, ecology. The offer of American and Canadian camps for gifted is much wider: specialized camps according to types of sports; arts camps (focus on visual arts, theatre, culinary arts, dance, videography/photography, music, writing); STEM camps; robotics camp; social studies camps, etc. Special attention deserve facilities available in the American and Canadian camps, which provide gifted children and youth with all necessary equipment to conduct research or improve skills in a number of activities.

In this context we consider it expedient to implement creatively experience of organizing thematic camps for gifted children and youth by expanding the areas, in which gifted students can develop their skills and abilities, in order to involve greater number of children. In our opinion, learning and having rest in the friendly environment of peers, who share the same interests, will contribute to their intellectual, social, emotional development and creative self-realization.

CONCLUSIONS

Application of a set of methodological approaches (systems-synergetic, personality-centered, cultural and comparative) has allowed to reveal similarities and differences in pedagogical support of gifted children and youth in the out-of-school education institutions in the USA, Canada and Ukraine as an element of multifunctional, nonlinear, complex, adaptive, dynamic system of gifted education, in the framework of which the needs of every person should be met.

It has been found out that the basis for high quality pedagogical support is identification of gifted children and youth, which helps to reveal their bright individual personality traits that will enable them not only to save their identity in a rapidly changing society, but also to compete in the labor

market. It is noted that knowing characteristics of children and youth with different types of giftedness (intellectual; specific academic (mathematical, linguistic, etc.); technical; musical and performance; artistic; sports; creativity; leadership) will facilitate the process of identification by teachers and give pedagogical support in time. It is argued that no less important is knowing manifestations of different types of giftedness for parents, who, as a rule, make decision on the choice of the out-of-school education program/service.

It is proved that participation in out-of-school education programs gives gifted children and youth the opportunity to show academic abilities, personal qualities and unique traits; get a new interesting experience; meet friends who have the same interests; get an incentive to learn and put knowledge into practice; learn to be independent.

SUMMARY

The study reveals peculiarities of pedagogical support of gifted children and youth in the out-of-school education institutions in the USA, Canada and Ukraine. On the basis of a set of methodological approaches (systems-synergetic, personality-centered, cultural and comparative) the similarities and differences in legislation of gifted education, identification of gifted children and youth, forms of pedagogical support for this category of citizens in the out-of-school education institutions in the specified countries are found out, specific forms of pedagogical support of gifted children and youth in each country are described, and positive conceptual ideas of US and Canadian experience of pedagogical support provision in the out-of-school education institutions are defined. The necessity of early identification of gifted children and youth is proved. Types of giftedness (intellectual; specific academic (mathematical, linguistic, etc.); technical; musical and performance; artistic; sports; creativity; leadership) are characterized. The relationship between proper identification of gifted individuals and the quality of pedagogical support in the out-of-school education institutions is discussed. The recommendations on creative implementation of positive US and Canadian experience in practice of Ukrainian out-of-school education institutions are given.

REFERENCES

1. Boichenko, M., Sbruieva, A. (2019). Methodological model of comparative research in gifted education in the USA, Canada and the UK. *Pedagogical sciences: theory, history, innovative technologies*, 4 (88), 151-163. DOI 10.24139/2312-5993/2019.04/151-163.

2. Boichenko, M. A. (2018). *Theoretical and methodological foundations of education of gifted schoolchildren in the USA, Canada and Great Britain* (DSc thesis). Sumy.
3. *Burgundy Center for Wildlife Studies*. Retrieved from: <http://www.burgundycenter.org/about-us/facilities/>.
4. Davis, G. A., Rimm, S. A. (2004). *Education of the gifted and talented*. Boston, MA: Allyn & Bacon.
5. *Destination Imagination Ukraine*. Retrieved from: http://man.gov.ua/ua/activities/destination_imagination.
6. Fishell, J. K., Johnson, L., Chrysantou, M. (2003). Identifying and nurturing abilities in the dramatic arts. In P. Olszewski-Kubilius, L. Limberg-Weber, S. Pfeiffer (Eds.), *Early gifts: Recognizing and nurturing children's talents*. Waco TX: Prufrock Press Inc.
7. Franken, R. E. (1994). *Human motivation*. Pacific Grove, CA: Brooks/Cole.
8. Freeman, J. (2002). *Out-of-school educational provision for the gifted and talented around the world: A report for the Department of Education and Skills*. London.
9. Institute for Educational Advancement. *Programs*. Retrieved from: <https://educationaladvancement.org/programs/>.
10. *Law of Ukraine "On Basic Foundations of State Support of Gifted Children and Youth in Ukraine"* (2005). Retrieved from: <http://www.zakon.rada.gov.ua/>.
11. *Law of Ukraine "On out-of-school education"* (2000). Retrieved from: <https://zakon.rada.gov.ua/laws/show/1841-14>.
12. *Maine Arts Camp*. Retrieved from: <https://maineartscamp.com/>.
13. Masemann, V. L. (2013). Culture and education. In R. F. Arnové, C. A. Torres, F. Stephen (Eds.), *Comparative education: the dialectic of the global and the local*, (pp. 113–131). Lanham: Rowman & Littlefield.
14. *Municipal Institution of Sumy Regional Council – Regional Center for Out-of-school Education and Work with Talented Youth*. Retrieved from: <http://ocpo.sumy.ua/golovna/pro-zaklad.html>.
15. *Musical giftedness*. Retrieved from: <http://conceptionofgiftedness.weebly.com/musical.html>.
16. National Society for the Gifted and Talented. *Giftedness defined*. Retrieved from: <http://www.nsgt.org/giftedness-defined/>.
17. Shuter-Dyson, R. (1986). *Musical giftedness*. In J. Freeman (Ed.), *The psychology of gifted children*, (pp. 159–183). Chichester: Wiley.
18. Sloboda, J. (1985). *The musical mind: the cognitive psychology of music*. Oxford: Clarendon Press.
19. *Summer Enrichment Programs – Types of Programs, Summer Programs: An Example, Program Success: Some Evaluative Data*,

Conclusion – Students, Talented, Gifted, and Individuals. StateUniversity.com. Retrieved from: <http://education.stateuniversity.com/pages/2468/Summer-Enrichment-Programs.html#ixzz3y67Fz1Zj>.

20. *Teaching students who are gifted and talented: a handbook for teachers* (2013). Newfoundland and Labrador Department of Education.

21. Winner, E. (2000). The origins and ends of giftedness. *American Psychology*, 55, 159–169.

Information about the author:

Maryna Boichenko,

Doctor of Pedagogical Sciences, Associate Professor,
Associate Professor of the Chair of Pedagogy,
Sumy State Pedagogical University
named after A. S. Makarenko
87, Romenska str., 40002, Sumy, Ukraine
ORCID ID: orcid.org/0000-0002-0543-8832

MODERNIZATION OF PROFESSIONAL AND PEDAGOGICAL TRAINING OF THE BRITISH TEACHER IN THE CONTEXT OF INTERNATIONALIZATION OF EDUCATIONAL PROCESS

Zhanna Cherniakova

INTRODUCTION

In Ukraine complex transformational processes in politics, economy and education are occurring nowadays. The most important role belongs to education as it is very difficult to implement progressive changes in politics or economy without highly trained professionals. Therefore, the goals and content of education are being actively reviewed today. First and foremost it is significant to promote formation of the creative potential of the student's personality, the need for self-realization, self-expression not only during the period of study at an institution of higher education, but also throughout life.

Modern processes of socio-economic development, orientation of Ukraine to join the European educational space necessitate theoretical understanding and qualitative modernization of the system of teacher training at different stages of pedagogical education. However, there is a number of factors contributing to the process of reforming pedagogical education. Firstly, socio-economic transformations taking place in the country have demanded a fundamental change in the function of the education system. The modern paradigm of education is focused on functioning of a teacher who is capable of custom solutions, creative approach to solving problems. Secondly, humanization and humanization of education determine orientation of the teacher's activity, which would ensure adaptation of the educational process to the requests and needs of the students' personality, the possibility of self-disclosure. Thirdly, creation of the new types of education institutions requires a constant search for non-traditional forms of education, innovative technologies. Fourth, changing the nature of the teachers' attitude to the fact of mastering and applying pedagogical innovations ensures that they are involved in purposeful pedagogical creativity.

In accordance with provisions of "National Doctrine of Development of Education of Ukraine in the 21-st Century" (2002), National Strategy for the Development of Education for the period up to 2021 (2013), Laws of Ukraine "On Higher Education" (2014), "On Education" (2017), "National Report on the State and Prospects of Education Development in Ukraine" (2017) and the Concept of the New Ukrainian School (2017) the tasks of

improving the professional level and pedagogical skills of the future teacher have been defined. Thus, the priority is to transform the national education system through implementation of domestic and foreign achievements in pedagogical theory and practice, in particular modern pedagogical technologies and innovations, which will ensure further improvement of the educational process, accessibility and effectiveness of national education.

In resolving these tasks an important role is played by the study of the peculiarities of education system Great Britain with its centuries-old learning traditions and quality influence of innovative content technologies, organizational forms and learning methods. The significance of the study of this country's experience is confirmed by the fact that the United Kingdom takes leading positions in the development and implementation of educational innovations and has a well-balanced approach to the problems of an optimal combination of national traditions with current trends development of the world pedagogical educational systems.

1. Organizational and procedural foundations of internationalization of the educational process

The thorough analysis of scientific literature has revealed that different aspects of the mentioned problem are the object of research. Ukrainian scientists have accumulated a considerable experience of using foreign teacher training achievements. The significant contribution to the study of theory and practice of foreign pedagogy has been done by such domestic scientists as N. V. Abashkina, N. M. Avsheniuk, H. M. Alekseievych, V. I. Bobrytska, O. V. Voloshyna, O. A. Zabolotna, Yu. V. Kishchenko, N. M. Lavrychenko, O. I. Lokshyna, O. O. Liubar, O. V. Ovcharuk, A. V. Parinov, L. P. Pukhovska, A. A. Sbruieva, S. M. Starovyt and others.

The study of the scientific works of such foreign researchers as N. Annan, A. Byrne, S. Ball, J. Davies, B. Campos, A. Kelly, A. Ogg, S. Tomlinson, G. Whitty, C. Higginson and others has focused on the theoretical and methodological foundations for improving professional training of British teachers.

The process of internationalization of higher education and research involves national education systems of different European countries whose priorities are: smart growth (to develop an economy based on knowledge and innovations); sustainable growth (to promote a more efficient and

competitive economy); inclusive growth (to foster a high-employment economy delivering social and territorial cohesion)¹.

It is necessary to mention one systematic document under the title “Education – 2030: Incheon The UN Declaration” which is a framework program of action to achieve the 4-th Sustainable Objective development where the strategic guidelines are set for the countries around the world development of education, in particular increasing the number of scholarships in higher and professional-technical education for developing countries. Therefore, it will have a great impact on the process internationalization of higher education and research and will promote access to global knowledge, and the education system should encourage creation of an open culture of cooperation².

The OECD documents, including “The Education Survey 2018”, have pointed out that more and more institutions are creating internationalization strategies offshore satellite campuses or shared programs to change the entry rules for foreign students, upgrade educational programs, to encourage the teachers to use foreign languages in training, to offer online courses (for example, MOOCs) and international practice^{3, 4}.

According to the World Bank Education Indicators and the report “Study to realize educational perspectives” the need to mobilize the joint efforts for the development of education is increasing^{5, 6}. No doubts this finds confirmation of the problem of higher education development in the context of internationalization in EU cooperation strategies and policies, programs and priorities for international cooperation with partner countries from all over the world, including Ukraine, as well as at the level provisions and addresses of the European Parliament, the EC and other EU institutions.

The basic principles and components of the European internationalization strategy of higher education are defined in the EC Report “European Higher Education in the World” (2013), where

¹ European Commission (2010). *2020 final, Europe 2020 A European Strategy for smart, sustainable and inclusive growth*. Retrieved from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>

² Education 2030. Incheon Declaration and Framework for Action. Retrieved from: <http://unesdoc.unesco.org/images/0024/002456/245656e.pdf>.

³ *Education at a Glance 2017: OECD Indicators*. OECD Publishing, Paris. 2017. Retrieved from: <http://dx.doi.org/10.1787/eag-2017-en>

⁴ *Education Policy Outlook 2018: Putting Student Learning the Center*. Retrieved from: https://read.oecd-ilibrary.org/education/education-policy-outlook-2018_9789264301528-en#page6

⁵ *The World bank. Indicators* (2014). Retrieved from: <http://data.worldbank.org/indicator>.

⁶ The World Development Report 2018 (WDR 2018). *Learning to Realize Education's Promise*. Retrieved from: <http://www.worldbank.org/en/publication/wdr2018>.

internationalization is perceived as an opportunity that can bring significant benefits to Europe, the Member States and individual higher education institutions, both in the terms of their internal needs, the needs of global, development of talents, and global challenges and advancements in the global educational space. The report identifies the key priorities for higher education institutions and EU Member States towards implementation of the integrated internationalization strategies and basic tools to support internationalization strategies⁷.

In the EU documents “Europe 2020. A Strategy for Smart, Sustainable and Inclusive Growth”, “Education and Training 2020” and EC “Supporting Growth and Employment are the Agenda for the Modernization of Higher Education Systems of Europe” the importance of enhancing international attractiveness of European higher education institutions, international mobility through cooperation with the partner countries for modernization of higher education and development of internationalization of higher education, which have an impact on improving the quality and relevance of higher education, including educational programs, governance and funding are recognized.

According to the results of the research “Trends 2015: Learning and Teaching at European Universities” the modern process of learning and teaching is characterized by the following trends: internationalization of teaching (mobility of the students and staff; international cooperation; international students; international research cooperation; teaching in English; international staff; e-learning (computer classes; Wi-Fi; online library; online courses; student portal; social media for communication; personalized training portal; depositories; e-portfolios; online exams and tests; mass open online courses (MOOCs), computers, laptops; games, gameplay; educational analytics, 3D printers and technologies); change of teaching concept (learning outcomes; balance between teaching and research; involvement of the external stakeholders; requirements for teaching staff); improvement of educational environment (development of libraries and training resource centers; scientific and computer labs; adaptation of the learning audiences for diversity approaches to teaching;

⁷ *European higher education in the world*. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions (Brussels, 11.07.2013).

COM (2013) 499 final. Retrieved from: <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52013DC0499>.

zones for interactive interaction and teamwork); development and implementation of institutional policies and strategies⁸.

However, in the 2018 report the results of the “Trends 2018: learning and teaching at European Universities” have indicated that in Europe due to growing needs for higher education professionals in the labor market, deepening understanding of the important role of higher education in society significant attention is paid to the implementation of national learning and teaching strategies at the institutional level. It should be stressed that “institutions are in the process of implementation more systematic and strategic approaches with centralized structures for improving support and coordination of the bottom-up approach to improvement learning and teaching, the quality of which depends on the processes of interaction and distributed responsibility of teachers, students and other services support as well as from management. The development of educational programs is becoming a more attractive area of inter-institutional cooperation and exchange, education and research, in particular demonstrating how individual units of the institution interact to promote learning and teaching”⁹.

The EU 2020 Strategy provides a general framework for implementing educational reforms, even with differences in education systems, national approaches to reform, and the overall diversity of political systems and socioeconomic levels of development, with more examples of such systems being harmonized in 2018¹⁰.

An increasing support for internationalization tools has become a main priority in a new process announced in 2017 in Gothenburg, Europe at the Public Leaders’ Summit on the Future of Europe named The Sorbonne Process¹¹.

In particular it envisages the creation of European educational space and the introduction of compulsory international mobility, from school to further life-long learning end-to-end coherence of educational programs across the education system for automatic recognition of learning outcomes and periods, improve language learning, knowledge of two foreign languages, promotion of learning throughout life, support for teachers and teachers through the Erasmus + program and the e-Twinning network, the creation of

⁸ Surssock, A. *Trends 2015: Learning and Teaching in European Universities*. European University Association (EUA). Retrieved from: <https://eua.eu/downloads/publications/trends%202015%20learning%20and%20teaching%20in%20european%20universities.pdf>.

⁹ *Trends 2018: Learning and Teaching in European Universities*. European University Association (EUA). Retrieved from: <https://eua.eu/downloads/publications/trends-2018-learning-and-teaching-in-the-european-higher-education-area.pdf>

¹⁰ Ibid.

¹¹ *Towards a European Education Area by 2025 European Commission: Press release*. Retrieved from: http://europa.eu/rapid/press-release_IP-17-4521en.htm.

a powerful network of world-class European universities and schools of European and transnational governance, investing in education and more. Thus, it assumes the use of the full potential of education and culture as the key factors for job creation, economic growth and social justice.

2. The peculiarities of professional and pedagogical training of the British teacher

Taking into consideration the above mentioned regulatory documents, recommendation of the European Commission at the European level as well as the strategies of internationalization at the institutional level significant changes have taken place in organization and content of vocational training of future teachers at pedagogical departments of universities and colleges throughout the twentieth century in the UK. The most debatable were the questions: the ratio of vocational and general training, special subject and vocational pedagogical, general pedagogical and methodological training of secondary school teachers.

In the context of our research it is necessary to focus on the positive experience of transformation of the national system of education of the United Kingdom of Great Britain and Northern Ireland. Significant education reforms began in the UK in 1988 and are still going on. The British Government and the teaching community are working to further improvement of education. At the end of the twentieth century, higher education in the United Kingdom, including pedagogical ones, underwent transformations aimed at standardizing education, which were reflected in various regulatory documents such as “Basic Teacher Training” (1989; 1992), “Rules for Teacher Education” (1989), “About Teaching and Higher Education” (1998); Reform of Basic Teacher Training (1991), White Paper: Higher Education: New Approaches (1991; 2003) and others.

At the end of the twentieth century two main approaches to pedagogical staff training were established in the British system of teacher education:

1. A one-year course for those who have completed a three-year university degree and receive a Bachelor of Science (Arts) and intend to become a teacher. During the year the students take a course in vocational training and usually study pedagogy, pedagogical psychology, teaching methods (duration of training is approximately 12–16 weeks) and take practice at school (20–24 weeks). Students take examinations in pedagogy, teaching methods, defend their thesis.

2. A four-year course of study, which gives the students the opportunity to obtain an academic degree of Bachelor of Pedagogy. This course provides two years of basic science training and two years of professional training, during which the student undergoes teacher training at a tutor-led school.

Today the higher education system in the United Kingdom is a model that contains three separate but interdependent cycles of study, after which the graduate receives one of the academic degrees, that is a diploma of different quality depending on the student's success: First Class Honors, Upper Second Class Honors, Lower Second Class Honors, Third Class Honors, Pass¹².

The analysis of the problem has shown that at universities the first cycle consolidates general knowledge gained in high school and lays primary foundations for the training of a qualified specialist in the chosen specialty. The second cycle leads to the completion of higher education in a specific profession. After three years of study at this cycle, the student receives a bachelor's degree. Then, those who wish to improve their qualification and obtain a master's degree, take another 1-2 years, add exams in disciplines at an advanced level and submit a dissertation. The third cycle is intended for students who have already received a master's degree. Completion of the third cycle of study (passing exams, internships in a specialty, presenting a dissertation) gives the students the opportunity to obtain a Ph.D. The graduates who have received this degree are guided by the research or development activities, and also have the right to teach at institutions of higher education¹³.

In the UK a major number of educational programs are offered for the teaching profession (as part of undergraduate and graduate level training). The most common are seven educational areas of university qualifications for higher pedagogical education:

1. Bachelor of Education (Bachelor of Education or Bachelor of Arts in Education) is a four-year course of study in a pedagogical college at the university, focused on the subject specialization and mostly prepares primary school teachers.

2. A three-year full-time undergraduate degree in pedagogy. It involves the study of six subjects and a less clear focus on subject specialization. Bachelor of Arts or a Bachelor of Science with a Qualified Teacher Status and selected specialization may be awarded after an additional year of study.

¹² *The British Council. International Guide to Qualifications in Education.* 4th ed. Great Britain: The Bath Press, 1996.

¹² Kozubovska, I. V., Poviдаichyk, O.S., Popovych, I. Ye. (2017). *Formuvannia novoi osvitoi paradyhmy pidhotovky pedahohichnykh kadriv u Velykii Brytanii [Formation of a new educational paradigm for teaching staff training in the United Kingdom]*. Uzhhorod: «AUTDOR-ShARK» (in Ukrainian).

¹³ Kozubovska, I. V., Poviдаichyk, O.S., Popovych, I. Ye. (2017). *Formuvannia novoi osvitoi paradyhmy pidhotovky pedahohichnykh kadriv u Velykii Brytanii [Formation of a new educational paradigm for teaching staff training in the United Kingdom]*. Uzhhorod: «AUTDOR-ShARK» (in Ukrainian).

3. A shortened two-year course of study to obtain a bachelor's degree in pedagogy, which involves the preparation of a secondary school teacher in specific subjects, of which there are not enough teachers in the country.

4. A three- or four-year full-time Bachelor of Arts degree or a Bachelor of Science degree with a Qualified Teacher Status. In this case, the focus is on the subject specialization.

5. Postgraduate Certificate in Education. The duration of the course is only one year. Most often, this course is concentrated on the training of high school teachers.

6. A two-year-part-time Postgraduate Certificate in Education which involves the study of a limited number of subjects with a shortage of the teachers.

7. A two-year-full-time-subject-conversion Postgraduate Certificate in Education. The course is designed for those who want to teach a discipline that was not the subject of his specialization¹⁴.

The content of the training course for teaching staff, followed by a bachelor's degree, is organized within the framework of combined and sequential courses, which include the study of the subjects at higher education level, theoretical classes and pedagogical practice during the study period. The four-year combined courses (British teacher education training program in which the subjects of specialization are studied in parallel with the subjects of psychological and pedagogical cycle and program) of elementary and secondary school teacher training should include a minimum of 3 thirty weeks of school practice. Three-year combined courses include twenty-four weeks of school practice and two-year combined courses eighteen weeks (for primary school teachers) and twenty-four weeks (for secondary school teachers).

Consecutive courses begin with an intensive study of one or more subjects to get a Bachelor of Arts degree in Humanities or Natural Sciences. They are focused on the use of these subjects in school practice. These courses take at least eighteen weeks for future elementary school teachers and twenty-four weeks of practice for high school teachers. As for the professional training of the students of the correspondence department, they must work at the school also for at least twenty-four weeks (for secondary school teachers) or eighteen weeks (for the elementary school teacher)¹⁵.

¹⁴ *The British Council. International Guide to Qualifications in Education*. 4th ed. Great Britain: The Bath Press, 1996.

¹⁵ Andreeva, H. A. (2003). *Razvytye vyssheho pedahohycheskoho obrazovanyia v Anhlyi: aksyolohycheskyi aspekt: 70-e 90-e hh. XX v. (dys. ... d-ra ped. nauk: 13.00.01)* [Development of Higher Teacher Education in England: An Axiological Aspect: The 1970s and 1990s XX century]. Kolomna (in Ukrainian).

It should be noted that alternative educational programs are also being developed and implemented in the UK leading to a qualified teacher status. These include School Centered Initial Teacher Training programs, which have been in place since 1994, and The Fast Track Programs, which have been in existence since 2000 and are intended for those who have already completed university degree and wants to become a qualified teacher.

The basic feature of UK university education at the beginning of the 21st century is the introduction of combined degree programs that provide for a combined degree or joint degree. The training is based on the principle of combining one main subject with several additional ones, which promotes the humanization of education, strengthening of the integrative processes and interrelations between subjects.

Today in the UK as in many other foreign countries, the most common are the following educational and qualification levels: bachelor, master, PhD.

It should be emphasized that the level and quality of mastering students who have completed a full course of teacher education, knowledge, skills, necessary professional competences, are evaluated in accordance with national standards¹⁶. Qualification Standards which have become effective since 2002 include training requirements for future educators and standards that graduates must meet to qualify as Qualified Teacher Status. The standards are developed jointly by the Department of Education and the Training and Development Agency for Schools.

The catalyst for further standards development was the mutual publication of Higher Education Academy, the British Universities and the National Union of Students of the consultative document “The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education” (2012) with the support of the country’s higher education financial authorities. According to this important document the development of professional standards for academic practice and continuing professional development (Continuing Professional Development) serves to support educational activities and promote the development of pedagogical science in the higher education sector¹⁷.

The detailed analysis of the standards has shown that they include: professional values (determined on the basis of a request by General Teaching Council for England – GTC); knowledge and understanding of the

¹⁶ Teacher Training Agency (1998). *Office for Standards in Education. Framework for The Assessment of Quality and Standards in Initial Teacher Training*. London: TTA/OFSTED.

¹⁷ Brisard E. National visions of initial teacher education. The conceptualisation of the initial preparation of secondary teachers in England, France and Scotland. *Scottish Educational Review*. 2002. Vol. 34 (1). P. 51–60.

subject; theory and practice of teaching (including planning, monitoring and evaluation).

In addition, the standards contain requirements for the preparation and further pedagogical activity of the teachers: the requirements for the level of initial training of the candidates for obtaining the status of qualified teacher (Qualified Teacher Status); the requirements for professional pedagogical activity of the basic level teachers after the end of the probationary year of work at school (Core Standards); the requirements for the professional activity of the higher-level teachers: Post Threshold Teachers, Excellent Teachers, Advanced Skills Teachers.

At each new level of professional skill (from the beginner to the expert), the teacher should demonstrate the compliance with certain standards. For example, the document “Professional Standards for Qualified Teachers” states that the British educators after graduating from a university or college can obtain a teacher status when they demonstrate eight professional qualifications and abilities. Therefore, a qualified teacher should believe in the potential of all students, respect their social, cultural, religious and ethnic origin, language; a teacher is ready to promote their educational achievements; treats all students equally, with respect and care; demonstrates positive values and creates relationships with the students that he expects from his students; is able to communicate with parents and guardians of children carefully and with respect, recognizing their important role in the learning process as well as their rights and interests; participates in the public life of the school; understands and appreciates the assistance provided by the school support staff and other staff in the learning process; is ready to deepen knowledge, improve teaching methods, based on the effective experience of others, has a motivation for further professional development; is aware of his professional responsibilities and acts in strict accordance with them.

It should be noted that every requirement in the standards to obtain the status of a qualified teacher implies not only the availability of certain knowledge, skills and knowledge of appropriate technologies, but also the formation of professional and pedagogical values. The teachers applying for Excellent Teacher and Advanced Skills Teacher status fill in application forms and are certified by an external expertise. The Post Threshold Teacher is evaluated by the director of the educational institution. Such requirements imply that the beginner-teachers try to match the key professional Core Standards, expand and deepen their professional knowledge, improve quality and skills. It is taken into account that not all teachers will necessarily want to move up the career ladder. In this case, the standards are designed to support teachers’ aspirations to remain stable at the level of their career.

In the context of our study it is important to state that all parts of the United Kingdom (England, Northern Ireland, Wales, and Scotland) have common and distinct educational traditions, priorities, content and organizational features of teaching and training specialists for pedagogical sphere. Each part of the United Kingdom of Great Britain and Northern Ireland is characterized by its own education system formed under the influence of cultural, political and religious processes.

The educational policy and funding are governed by: Department for Education and Skills (DFES) in England; the National Assembly for Education and Training (NATED) in Wales; Scottish Executive Education Department (SEED) in Scotland; the Department of Education in Northern Ireland (DENI) in Northern Ireland.

The comparative analysis of some differences in the pedagogical education of the constituent parts of the United Kingdom makes it possible to state that that in England and Wales practically all teachers are trained and qualified as Qualified Teacher Status (QTS). Such training courses are offered by universities and other higher education institutions, as well as by the association of schools. Those who do not have higher education usually study for 3-4 years combine mastery of the subject and professional training. The graduates of higher education institutions are mostly trained in one-year vocational training and receive a Postgraduate Certificate of Education (PGCE).

In Scotland primary education teachers are offered two types of teacher training: a four-year program, after which they receive a Bachelor of Education degree; a one-year program based on higher education. Secondary school teachers must complete the higher education institutions and then complete a one-year teacher training course. Besides the General Teaching Council registers the teachers who are allowed to work in public schools.

So, the main ways to get a teaching qualification in Northern Ireland are the following: a four-year course qualifying for a Bachelor of Education (Honors) and a Bachelor of Arts Honors (Education) honors for those without higher education; a one-year training course that allows you to obtain a Postgraduate Certificate of Education (PGCE) for those who have already completed higher education. The education system of each region has changed significantly over the last centuries, affecting the level of training of specialists with higher education, including employees of the pedagogical sphere^{18,19}.

¹⁸ Kishchenko, Yu. V. (2000). *Formuvannia profesiinoi maisternosti vchytelia v systemi pedahohichnoi osvity Anhlii ta Uelsu [Forming a teacher's professional skill in the pedagogical system of England and Wales]* (avtoref. dys. kand. ped. nauk: 13.00.04). Kyiv (in Ukrainian).

The analysis of the legislative and regulatory frameworks in the field of education in England, Wales, Northern Ireland and Scotland has proved that the main values and priorities for educational development in the various regions of the UK generally coincide. The numerous educational acts and documents reflect the common ideas and principles of the whole country, although there are certainly some specific features in each region. The British researchers believe that teacher training standards are an example of the unity of the four parts that form the United Kingdom. The regulatory documents are in all four regions in particular, Professional Standards in England and Wales, Benchmarks in Scotland, “Competence Statements” in Northern Ireland. They are aimed at: professional values and practical activity; professional knowledge and understanding; professional skills and ability to be creative²⁰.

It should be emphasized that by the end of the twentieth century and the beginning of the 21-st century the problem of the relationship between teaching and research has become urgent in the work of a modern teacher in the United Kingdom. Today in the British education system there is a request for a teacher-researcher²¹.

The concept put forward by National Teachers Research Expert Panel is of great interest for our study. It includes seven distinctive features into the structure of a teacher’s value priorities: openness to innovation; application of research results; interpretation of results obtained by researchers; important role of the teacher in enriching scientific knowledge; formation of research skills as a vector of self-development; evaluation of the quality of conducted research; pedagogical cooperation, which is particularly relevant to professional activity of the higher-level teachers.

The comparative analysis of the regulatory documents, educational laws, recommendations allows us to define the main approaches to improving the professional training of the British teacher in the context of internationalization of higher educational process in particular, competence, modernization of the content of vocational training, practical-oriented²².

¹⁹ Sokolova, A. V. (2009). *Profesiina pidhotovka vchytelia u systemi pedahohichnoi osvity Anhlii i Shotlandii [Teacher training in the system of pedagogical education in England and Scotland]* (avtoref. dys. kand. ped. nauk: 13.00.01). Odesa.

²⁰ Department for Education and Skills (DiES) (2000). *Statistics of Education; Teachers England and Wales*. London: the Stationary Office.

²¹ *Living Values Education Approach*. Retrieved from: <http://www.livingvalues.net>. (Last accessed: 08.06.2017).

²² Chernyakova, Zh., 2013. *Internationalization of the educational space of the upper secondary school in Great Britain [Internationalization of the educational space of the upper secondary school in Great Britain]*. Sumy: «Mriya».

In our research we will refer to the definition of the notion “internationalization of higher education” given by the Canadian scientist J. Knight who has proposed the following interpretation: “the process of integrating international and intercultural dimensions in teaching, research and the social function of universities”²³.

Besides, a number of researchers such as J. Knight, J. Beelen, P. Crowther, H. De Wit and others consider that internationalization is as a process consisting of two constantly evolving and increasingly interconnected components – “external internationalization” (internationalization abroad) and “internal internationalization” (internationalization at home)²⁴.

The main difference between two terms is that external internationalization means the implementation of educational programs requiring intersection by students/teachers/universities of state borders (academic mobility of the students and teachers, mobility of the projects, educational programs and education providers), while internal internationalization is more concentrated on curriculum development plans and programs in order to form the necessary students professional competences containing international components and intercultural competence.

In the context of our study we are interested in internal internationalization in which the emphasis is shifted to the teaching and learning activities of the students in the atmosphere of cultural diversity in the native university. The scientific works of the following scholars P. Crowther, B. Nilsson, B. Wächter and others are devoted to the research of this process.

Thus, in order to increase the level of intercultural competence of students and teachers an internal strategy of internationalization of the University of Malmö has been offered by B. Nilsson, therefore the intercultural competence has been described as “knowledge of international relationships and skills for their implementation”²⁵. While the cross-cultural competence has been interpreted as “the development of understanding,

²³ Knight, J. (1997). Internationalization of higher education: A conceptual framework. In *Internationalization of higher education in Asia Pacific countries*. Amsterdam: European Association for International Education (EAIE), in cooperation with IDP Education Australia and the Programme on Institutional Management in Higher Education (IMHE) of the Organisation for Economic Cooperation and Development. Paris: OECD, pp. 5-19.

²⁴ Ibid.

²⁵ Nilsson, B. (2003). Internationalisation at Home from a Swedish Perspective: The Case of Malmö. *Journal of Studies in International Education*. Vol. 7, No. 1, 27-40.

respect and empathy for people, belonging to another nationality, culture, religion, having another social status, religious affiliation”²⁶.

The foreign scientists F. Rizvi, W. Green, K. Lipponen, M. H. van der Poel and others have identified the components of intercultural competence: understanding of the global nature of the economic, political and cultural interaction; manifestation of inclusive behavior in relation to various cultures; high appreciation of cultural and linguistic diversity; positive attitude to changes in life; a critical approach to pluralism of knowledge and awareness of the value of that knowledge is built differently in different cultures; knowledge of one’s own culture, understanding of its identity and social components; ability to identify ethical issues that may arise in personal and professional fields, live in international and/or intercultural context; application of critical thinking skills in situations having international or intercultural aspects²⁷.

So, the main ways to increase the intercultural competence of the students and teachers are the following: inclusion of intercultural components (disciplines, courses); involvement of invited foreign students in the learning process researchers and students studying in exchange programs; development and implementation of regional and regional studies courses, intercultural communication; in-depth study of English and teaching disciplines in English, budget allocation to finance internships teachers to teach abroad; involving local cultural or ethnic groups to various events within the educational process²⁸.

At the same time with the development of the concept of internal internationalization in the EU universities the concept of internationalization of educational process (internationalization of curriculum), which appeared in Australia, on the one hand, as a solution to the issue of a large number of «non-mobile» students, on the other hand, as a response to commercialization and commodification higher education started its existence²⁹. The significant contribution to the development of this concept has been introduced by Betty Leask (Executive Director of Education La Trobe University (Melbourne, Australia).

There are different approaches in foreign pedagogy to the essence of the notion “curriculum”: as the content of education, that is, pedagogically

²⁶ Ibid.

²⁷ Green, W., Whitsed, C. (2015). *Critical Perspectives on Internationalising the Curriculum in Disciplines: Reflective Narrative Accounts from Business, Education and Health*. The Netherlands: Sense Publishers.

²⁸ Ibid.

²⁹ Wächter, B. (2003) An introduction: Internationalisation at home in context. *Journal of Studies in International Education*, 7 (5), 5-11.

adapted social experience that is transmitted to the students; as a product (the results of disciplines teaching students prescribed in the curriculum and the achievement is subsequently verified by the teachers); as a process of teaching and learning.

In a broad meaning the concept of “curriculum” combines content education and the educational process, representing a holistic system, in which are inextricably linked goal setting processes, determination of learning outcomes, selection of learning content, choice of methods training and assessment.

Internationalization of the educational process initially has been regarded as an “educational process having an international orientation of the content and aimed at preparing students for activities (professional/social) in international and multicultural context, focused on both local and foreign students”³⁰.

In 2009 B. Leask proposed a new definition of internationalization of educational process, describing it as “integration of international and intercultural components in the content of instruction, teaching and learning, and also organizational support of the learning process”³¹. Exactly we will adhere to this definition in our scientific research.

B. Leask has noted that an internationalized educational process is “a process that unites students from various cultural language environments and academic schools that purposefully seek to expand their international and intercultural competencies in view of self-awareness international professionals and citizens of the world”³².

The detailed analysis of the official website of University of Bath, Roehampton University, London, University of Aberdeen allows us to define the main directions of internationalization of vocational and pedagogical training of future teachers in the context of Europeanization of its content:

- the international dimension of curricula (introduction of the special course “European Space”);
- an internship of teachers in one of the higher (pedagogical) educational institutions in Europe (from two weeks to one academic year);
- organization of pedagogical practice of the students in one of the higher (pedagogical) educational institutions of the world or Europe;

³⁰ Leask, B. (2012). *Internationalisation of the curriculum (IoC) in action*. Australian Government Office for Learning & Teaching and the University of South Australia.

³¹ Ibid.

³² Ibid.

- development and implementation of the modular course “European Space”, “Pedagogical Issues and European Space in Education” on the basis of the Faculty of Pedagogy³³.

Thus, internationalization of curriculum changes of future teachers professional training are aimed at introducing the subjects with an international dimension such as the course “Civil Education”, “European Space”, “Pedagogical Issues and European Space in Education” and others.

Speaking about the practice-oriented approach to improving professional teaching of the British teacher we should focus on organization of pedagogical practice of the students in one of the higher education institutions of Europe or the world. For instance, at Cambridge University training of future Master’s Teachers in the educational direction “Master of Education” is carried out under the program “PGCE”. Education involves a compulsory stay (from two weeks to six months) in one of the partner regional schools in eastern England or in education institutions in the USA, Germany and France. The foremost goal of this program is to get practical experience working with the children’s team, studying culture, traditions, and specific features of the language in different countries of the world.

While London Institute of Education proposes master’s programs for graduates from their home countries and foreign entrants from the European Union who want to become a teacher of a general education institution.

It should be stressed that Master of Arts Degree Program in Pedagogy (MA Education), University of Bath, the UK gives a unique opportunity to obtain an International Baccalaureate Certificate of Education even using distance learning system. Students are given the chance to work independently in difficult situations, but in a supportive environment, they are provided with the tools and resources to perform and use educational research. Support is also provided in research and application of the results obtained in practice. The program is aimed at:

- developing research, analysis and critical thinking skills;
- improving professional practice by enhancing theoretical understanding of current educational issues.

CONCLUSIONS

In the study on the basis of scientific literature analysis the research of the transformation of training in the system of pedagogical education of Great Britain has been carried out. It has been found out that teacher education in the United Kingdom has evolved in a pan-European context of

³³ Postgraduate Courses. *Roehampton University, London* [online] Available at: <<https://www.roehampton.ac.uk/postgraduate-courses/>> [Accessed 04 May 2019].

teacher training, characterized by specific features and general trends in different European countries: fundamentality, humanization, informatization of pedagogical education, academic mobility of students, standardization of pedagogical education, strengthening of practice-oriented direction of future teachers preparation, use of progressive technologies, forms and methods of teaching, increase of financing of scientific pedagogical researches, development of international cooperation.

One of the important tasks of modern pedagogical education in Europe is training of specialists who have highly developed creative abilities, capable of continuous self-development, performing research function in professional activity, having their own formed position of choice of the types and forms of activity, possessing professional culture.

The study of the scientific literature has revealed that pedagogical education in the UK was developing in the context of European education. The significant education reforms began in the UK in 1988 and continue to this day. This has been under the influence of socio-economic development, technological progress and due to the intensive development of the sciences of man and society.

The comparative analysis of the European and British normative documents and regulatory laws the main approaches to improving the professional training of the British teacher ready to work in the context of internationalization have been defined: namely, competence, modernization of the content of vocational training, practical-oriented.

The implementation of the competence approach involves the development of new standards for the professional teacher training of the British teacher based on European professional competences. The modernization of the content of vocational and pedagogical training of the British teacher is carried out through the introduction the international dimension into the basic professional disciplines and disciplines of the social and humanitarian cycle, the introduction of special courses of international orientation (“European space”, “Pedagogy and European space in education”). Implementation of the practice-oriented approach to improving vocational and pedagogical training provides the performance of internships for teachers in higher educational institutions in Europe, organization of pedagogical practice of the students in one of the higher educational institutions of Europe or the world.

SUMMARY

The study focuses on the research of professional and pedagogical training of the British teachers according to the requirements of the European policy of internationalization of educational process. The analysis of the theoretical foundations of the internationalization of the educational

process is presented. Different approaches to understanding the essence of the concepts “internationalization”, “internationalization of educational process”, “curriculum” are defined. Applying comparative and content analysis of European and British normative documents and regulatory laws the main approaches to improving professional training of the British teacher ready to work in the context of internationalization have been defined: namely, competence, modernization of the content of vocational training, practical-oriented. Implementation of the competence approach involves development of new standards for the professional teacher training of the British teacher based on European professional competences. Modernization of the content of vocational and pedagogical training of the British teacher is carried out through introduction the international dimension into the basic professional disciplines and disciplines of the social and humanitarian cycle. Implementation of the practice-oriented approach to improving vocational and pedagogical training provides performance of internships for teachers in higher education institutions in Europe, organization of pedagogical practice of the students in one of the higher education institutions of Europe or the world.

REFERENCES

1. Andreeva, H. A. (2003). *Razvytye vyssheho pedahohycheskoho obrazovanyia v Anhlyi: aksyolohycheskyi aspekt: 70-e 90-e hh. XX v. (dys. ... d-ra ped. nauk: 13.00.01) [Development of Higher Teacher Education in England: An Axiological Aspect: The 1970s and 1990s XX century]*. Kolomna (in Ukrainian).
2. Kishchenko, Yu. V. (2000). *Formuvannia profesiinoi maisternosti vchytelia v systemi pedahohichnoi osvity Anhlii ta Uelsu [Forming a teacher's professional skill in the pedagogical system of England and Wales]* (avtoref. dys. kand. ped. nauk: 13.00.04). Kyiv (in Ukrainian).
3. Kozubovska, I. V., Povidachyk, O.S., Popovych, I. Ye. (2017). *Formuvannia novoi osvitoi paradyhmy pidhotovky pedahohichnykh kadrov u Velykii Brytanii [Formation of a new educational paradigm for teaching staff training in the United Kingdom]*. Uzhhorod: «AUTDOR-ShARK» (in Ukrainian).
4. Sokolova, A. V. (2009). *Profesiina pidhotovka vchytelia u systemi pedahohichnoi osvity Anhlii i Shotlandii [Teacher training in the system of pedagogical education in England and Scotland]* (avtoref. dys. kand. ped. nauk: 13.00.01). Odesa.
5. Brisard, E. (2002). National visions of initial teacher education. The conceptualisation of the initial preparation of secondary teachers in England, France and Scotland. *Scottish Educational Review, Vol. 34 (1)*, 51-60.

6. Chernyakova, Zh. (2013). *Internationalization of the educational space of the upper secondary school in Great Britain*. Sumy: "Mriya".
7. COM(2013) 499 final. Retrieved from: <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52013DC0499>
8. *Department for Education and Skills (DiES), Statistics of Education; Teachers England and Wales* (2000). London: the Stationary Office.
9. European Commission (2010). *2020 final, Europe 2020 A European Strategy for smart, sustainable and inclusive growth*. Retrieved from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>.
10. *Education 2030. Incheon Declaration and Framework for Action*. Retrieved from: <http://unesdoc.unesco.org/images/0024/002456/245656e.pdf>
11. *Education at a Glance 2017: OECD Indicators* (2017). OECD Publishing, Paris. Retrieved from: <http://dx.doi.org/10.1787/eag-2017-en>
12. *Education Policy Outlook 2018: Putting Student Learning the Center*. Retrieved from: https://read.oecd-ilibrary.org/education/education-policy-outlook-2018_9789264301528-en#page6
13. *European higher education in the world. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions* (Brussels, 11.07.2013).
14. Green, W. (2015). *Critical Perspectives on Internationalising the Curriculum in Disciplines: Reflective Narrative Accounts from Business, Education and Health*. The Netherlands: Sense Publishers.
15. Knight, J. (1997). *Internationalisation of higher education: A conceptual framework. Internationalisation of higher education in Asia Pacific countries*. Amsterdam: European Association for International Education (EAIE), in cooperation with IDP Education Australia and the Programme on Institutional Management in Higher Education (IMHE) of the Organisation for Economic Cooperation and Development. Paris: OECD, pp. 5-19.
16. Leask, B. (2012). *Internationalisation of the curriculum (IoC) in action*. Australian Government Office for Learning & Teaching and the University of South Australia.
17. *Living Values Education Approach*. Retrieved from: <http://www.livingvalues.net>. (Last accessed: 08.06.2017).
18. Nilsson, B. (2003). Internationalisation at Home from a Swedish Perspective: The Case of Malmö. *Journal of Studies in International Education, Vol. 7, No. 1*, 27-40.

19. Postgraduate Courses. Roehampton University, London. Retrieved from: <<https://www.roehampton.ac.uk/postgraduate-courses/>> [Accessed 04 May 2019].

20. Surssock, A. *Trends 2015: Learning and Teaching in European Universities*. European University Association (EUA). Retrieved from: <https://eua.eu/downloads/publications/trends%202015%20learning%20and%20teaching%20in%20european%20universities.pdf>.

21. The British Council (1996). *International Guide to Qualifications in Education*. 4th ed. Great Britain: The Bath Press.

22. The World bank. Indicators. 2014. URL: <http://data.worldbank.org/indicator>.

23. The World Development Report 2018 (WDR 2018). Learning to Realize Education's Promise. URL: <http://www.worldbank.org/en/publication/wdr2018>.

24. Teacher Training Agency, Office for Standards in Education (1998). *Framework for The Assessment of Quality and Standards in Initial Teacher Training*. London: TTA/OFSTED.

25. *Towards a European Education Area by 2025 European Commission: Press release*. Retrieved from: http://europa.eu/rapid/press-release_IP-17-4521_en.htm.

26. *Trends 2018: Learning and Teaching in European Universities*. European University Association (EUA). URL: <https://eua.eu/downloads/publications/trends-2018-learning-and-teaching-in-the-european-higher-education-area.pdf>.

27. Wächter, B. (2003). *An introduction: Internationalisation at home in context*. *Journal of Studies in International Education*, 7 (5), 5-11.

Information about the author:

Cherniakova Zhanna,

Candidate of Pedagogical Sciences,

Associate Professor, Associate Professor of Chair of Pedagogy,

Sumy State Pedagogical University

named after A. S. Makarenko,

87, Romenskaya Str., 40002, Sumy, Ukraine

ORCID ID: orcid.org/0000-0003-4547-9388

TEACHER EDUCATION IN FINLAND

Iryna Chystiakova

INTRODUCTION

Modernization processes in pedagogical staff training in connection with integration of Ukrainian higher education into the European Higher Education Area require new approaches to solving problems of social and professional formation, updating of theoretical views and practical actions on improvement of teachers training.

Reforms of Ukrainian education system are taking place in the context of global change and are leading to emergence of a society whose key characteristic is interaction with other countries. Interesting in this respect is Finland, which has achieved considerable success in teachers training and professional development. It was the Finnish scientists who had introduced the concept of “research-based teacher training” into international scientific circulation. Long before the Bologna Initiatives, a master’s degree was introduced in Finland as a basic qualification level for primary and secondary school teachers. The success of Finnish education became apparent at the beginning of the 21st century, when, as a result of an international assessment of students’ academic achievement (PISA 2001, 2003, 2006, 2009), Finnish students were found to have the highest scores, constantly ranking first in various subject areas.

Literature review on the specified issue has shown that Finland’s progressive experience of teacher training has not been studied enough by Ukrainian scientists. Some aspects of Finnish education are revealed in the studies of such domestic scholars as V. Butova, I. Kozina, O. Novikova, O. Pershukova, V. Polokhalo (school education); K. Korsak, L. Liashenko, O. Shcherbak (vocational education in Finland); V. Luhovyi, Zh. Talanova (training of scientific personnel); N. Baseliuk, K. Kotun, S. Prokhorova (teacher training). The importance of the problem and its socio-pedagogical significance actualize the issue of scientific search in this direction.

1. Historical context of teacher training in Finland

In the context of considering the issue of historical development of teacher education and training in Finland, we’d like to note that it has two traditional directions of development. The first and the longest direction is training teachers for secondary education, and the second is training teachers for primary schools. In addition, the second direction is closely connected

with preschool teachers training. Nowadays, teacher education in Finland is a multifaceted industry, involving a diverse group of teachers, including those working in preschool, vocational and adult education.

In order to clarify the historical context of teacher education in Finland, we consider it necessary to refer to its origins. Thus, the first education institution in which future teachers were trained was *seminarium pedagogicum*. Such seminaria did not last long. The lectures delivered in these institutions to future teachers were non-systematic and depended on the interests of professors¹. However, it should be emphasized that they had a significant impact on the teacher training process in the country.

A significant event in Finnish teacher education development was creation in 1852 of the first professorial Chair in Education, since the Professor in education also had to deliver lectures on teaching methods, to form students' teaching skills of a certain subject. Future subject teachers for the secondary school studied selected subjects at subject faculties and went on teaching practice to a training school, which was located at the university².

It should be noted that pedagogy was considered an auxiliary subject, and therefore its status was different from other subjects. However, Finnish scientist T. Iisalo emphasizes the significant influence of teacher education on solving practical issues concerning the role of the professor, which was a unique phenomenon in Europe at that time³.

An important step in Finnish teacher education development was founding of the first teacher training college for primary school teachers in Jyväskylä in 1863. Its curriculum was designed according to Swiss and German models. Therefore, the influence of the pedagogical views of J.-J. Rousseau, J. H. Pestalozzi and F. A. W. Diesterweg. A characteristic feature of the College of Education was close links between theory and practice of education. On the basis of the Jyväskylä College model many teacher training colleges have been established.

The analysis of legislative, regulatory documents and scientific literature has made it possible to distinguish two stages of teacher education development in Finland:

¹ Hansen, S.-E., Wenestam, C.-G. (1999). On central dimensions of teacher education – a Finnish perspective. *TNTEE Publications, Vol. 2, N 1*, 117-125.

² Kansanen, P. (2003). Teacher Education in Finland: Current Models and New Developments. In Bob Moon, Lazar Vlasceanu and Leland Conley Barrows (Eds.), *Institutional approaches to teacher education within higher education in Europe: Current models and new developments*. Bucharest: Unesco – Cepes, pp. 85-108.

³ Iisalo, T. (1979). *The Science of Education in Finland: 1828-1918*. Helsinki: Societas Scientiarum Fennica.

- 1) reformatory (70–90's of the twentieth century);
- 2) modernization (1999 – till present).

Below we'll describe each of the identified stages.

The first stage is characterized by creation of a legal framework for teacher education in Finland. After many intermediate stages in the development of teacher education in Finland, the Teacher Education Act 844/1971 was adopted in 1971. In 1974, all teacher training for primary and secondary schools was transferred to universities.

At the same time, faculties of education were established at each university, with departments of education and teacher training. The staff of the education department carried out research in the field of general education and worked on the problems of management and planning of education. Teachers training departments are structural divisions of universities whose activities cover both teacher education and research in teaching and pedagogical education⁴.

At this stage, the Teacher Training Committee of the Ministry of Education of Finland, which acted as the expert body of the State Council for preparation of socially important reforms and changes, played a significant role in the development of teacher education. The Committee identified the key ideas of reforming teacher education:

- “universitization” of teacher education through transfer of primary school teachers to universities with the aim of increasing the academic level of teacher education, enhancing interaction between education and research, introducing specific standards for training secondary school teachers;
- standardization of teacher education in order to achieve continuity and complementarity in teacher education programs;
- new assessment of the place of pedagogical sciences in teacher training, which is manifested in the increase of requirements for teacher training, in the integration of theoretical and practical teacher training in order to form a teacher-researcher, in the integration of pedagogical and special (subject) teacher training;
- increasing the focus of teacher education on solving social problems in order to prepare a teacher for realization of active public position and public responsibilities;

⁴ Kansanen, P. (2003). Teacher Education in Finland: Current Models and New Developments. In Bob Moon, Lazar Vlasceanu and Leland Conley Barrows (Eds.), *Institutional approaches to teacher education within higher education in Europe: Current models and new developments*. Bucharest: Unesco – Cepes, pp. 85-108.

- increasing quantitative and qualitative indicators of a holistic system of teacher education, including postgraduate education⁵.

Important for teacher education development in Finland had become the report of the Committee of 1975, which emphasized that:

- teacher education should be academic and carried out at universities;
- uniform for different categories of teachers;
- basic education of future teachers should give a general and broad qualification to all teachers, and on this common basis, in-service training may be improved;

- pedagogical block should be designed in such a way that enable teachers not only to fulfill their professional responsibilities but also to promote social and emotional growth of their students. Teachers should be optimistic about their work. More integration require theoretical and practical classes as well as subject and pedagogical research;

- teacher education must include social and educational policy studies⁶.

Therefore, we can conclude that the main idea of this document is that teacher education should prepare a specialist with a science-based approach to work.

Following further reform in 1979, the minimum qualification required for both primary and secondary school teachers was defined as a master's degree, requiring approximately five years of careful academic and practical work. This served three main purposes:

- 1) it combined primary and secondary education, giving them both a "common core" (thus, not only simplifying learning but also making it possible to "transfer" teachers from one stream to another;

- 2) teachers, even at the elementary level, had to meet high academic standards (and benefit from "academic equality");

- 3) teachers of upper secondary schools were also required to conduct pedagogical research⁷.

90s of the twentieth century in the history of Finnish teacher education are characterized by a change in the vectors of the educational policy development, which can be expressed in terms of "achievement of perfection", "realization of hidden resources", "development of quality". The most significant changes are the following:

⁵ *Teacher education in Finland: Present and future trends and challenges (Studia Paedagogica 11)* (1996). Seppo Tella (ed.). Helsinki, Vantaa: University of Helsinki.

⁶ Niemi, H., Jakku-Sihvonen, R. (2006). Research-based Teacher Education. In Hannele Niemi and Ritva Jakku-Sihvonen (Eds), *Research-based Teacher Education in Finland – Reflections by Finnish Teacher Educators*. Turku: Finnish Educational Research Association, pp. 31-50.

⁷ Ibid.

- new understanding of the essence, process and forms of learning and teaching is developing;
- students are given more opportunities for personal learning paths at universities (choice of programs, terms, rates of study, etc.);
- role of the teacher changes;
- in the context of decentralized education management, the range of powers and opportunities of future and working teachers is expanded⁸.

In the 90s, academic degrees in almost all disciplines continued to be reformed in Finland. A new regulation in the education sector (1995) brought the following levels of degrees to the faculties of education:

- Bachelor of Education (120 credits);
- Master of Education (160 credits);
- Doctor of Education (next 160 credits).

In order to promote student mobility at national and international levels, a bachelor's degree of 120 credits is being introduced, which is new for Finland. However, the basic qualification of the teacher remains a master's degree with writing and defending a master's thesis.

The second stage. The next major change in teacher education was the result of the Bologna Process, according to which, with support of the Ministry of Education of Finland, all universities, responsible for teacher education, united into a single national network (Vokke project, 2005) and began jointly preparing new curricula for teacher education.

At this stage, the key concepts in teacher training in Finland have become “experiment-based learning” and “research-based education”, and the main problem – introducing research into teacher education.

In our view, important at the beginning of the 21st century is the fact that Finnish teacher education reform has reached a consensus on the key idea: teacher education should equip a future teacher with research-based knowledge, skills and methods of teaching, collaboration at school, interaction with parents and other stakeholders.

The contents of this stage will be discussed in more detail below.

2. Regulatory and procedural foundations of teacher education in Finland

Teacher training in Finland is carried out at eight universities (University of Helsinki, University of Eastern Finland, University of Jyväskylä, University of Lapland, University of Oulu, University of Tampere, University of Turku, Åbo Akademi University) at the faculties of education,

⁸ *Teacher education in Finland: Present and future trends and challenges (Studia Paedagogica 11)* (1996). Seppo Tella (ed.). Helsinki, Vantaa: University of Helsinki.

faculties of teacher training, teacher training schools, where students go on teaching practice, as well as polytechnics engaged in training teachers vocational education field.

The main approach in teacher training Finnish researchers H. Niemi, A. Mikkola, P. Kansanen, R. Rinne, A. Toom, L. Krokfors, K. Maaranen consider research-based one.

Preparation of Finnish teachers in the 21st century is based on the following legislative documents:

- Basic Education Act (1998)⁹;
- Basic Education Statute (1998)¹⁰;
- Teacher Education Act (1971)¹¹;
- Teacher Education Statute (1986)¹²;
- Statute on Educational Degrees and Teacher Education (1995)¹³;
- Agreement on Wages and Conditions of Employment in the Municipal Educational Sector (1998)¹⁴;
- Framework Curriculum for the Comprehensive School (1994)¹⁵;
- The Guidelines for Pupil Evaluation during Basic Education (1999)¹⁶;
- The Criteria for Graduating Evaluation in the Basic Education (1999)¹⁷.

Teacher Education Act and Teacher Education Statute (L 1971, S 1986) (the Act consists of nine sections and the Statute of seven) state that teacher education for primary and secondary schools is organized at the faculties of education at eight universities. The Statute states that further rules are

⁹ L 1998. Perusopetuslaki 21.8.1998/628 (The Basic Education Act), in H. Ranta (ed.). Opetustoimen lainsäädäntö 1999. Helsinki: Kauppakaari OYJ, 1998, pp. 1–8.

¹⁰ S 1998. Perusopetusasetus 20.11.1998/852 (The Basic Education Statute), in H. Ranta (ed.).

¹¹ L 1971. Opettajankoulutuslaki 10.12.1971/844 (Teacher Education Act). In H. Ranta (Ed.). Opetustoimen lainsäädäntö 1999. Helsinki: Kauppakaari OYJ, 1998, p. 22.

¹² S 1986. Opettajankoulutusasetus 13.6.1986/486 (Teacher Education Statute). In H. Ranta (ed.). Opetustoimen lainsäädäntö 1999. Helsinki: Kauppakaari OYJ, 1998, pp. 22–23.

¹³ S 1995. Asetus kasvatustieteellisen alan tutkinnoista ja opettajankoulutuksesta 21.4.1995/576 (Statute on Educational Degrees and Teacher Education). In H. Ranta (ed.). Opetustoimen lainsäädäntö 1999. Helsinki: Kauppakaari OYJ, 1998, pp. 32–36.

¹⁴ A 1998. Kunnallinen opetusalan virka- ja työehtosopimus 1998–1999 (Agreement on Wages and Conditions of Employment in Municipal Educational Sector). Helsinki: Kunnallinen työmarkkinalaitos, 1998.

¹⁵ CUR 1994. Framework Curriculum for the Comprehensive School 1994. National Board of Education. Helsinki: Painatuskeskus. [An official version translated in English]

¹⁶ CUR 1999a. Perusopetuksen oppilaanarvioinnin perusteet 1999. (The Guidelines for Student Evaluation in the Basic Education 1999). Opetushallitus.

¹⁷ CUR 1999b. Perusopetuksen päättöarvioinnin kriteerit. Arvosanan hyvä (8) kriteerit yhteisissä oppiaineissa. (The Criteria for Graduating Evaluation in the Basic Education. The criteria of the mark “good” (8) in the common teaching subjects). Opetushallitus.

proposed by the Ministry of Education (1986, § 24). Thus, teacher education in Finland is organized in the same way as higher education in general.

The main legal framework for the content of teacher education is laid down in the Statute on Educational Degrees and Teacher Education (S 1995). One section of the statute is devoted to teacher education, in addition to information on the general master's degree in education, which is the basis of all teacher education for the comprehensive school. Training of classroom teachers and subject teachers for a comprehensive school lasts 4 years or 160 academic weeks. It is envisaged that the specific purpose of teacher education in relation to general, academic education, is to instill "willingness to act independently as a teacher, guide and educator". Determining the level of education of a kindergarten teacher and teacher of a bachelor level (120 weeks) is also included in this law (S 1995, § 10).

The master's degree of classroom teachers includes:

1) "Educational Science Disciplines" as a core subject, which includes Education, Adult Education, Special Education, Educational Psychology, Sociology of Education, Music Education, Home Economics, and, as a whole, Craft Education, Craft Science, Textile Work;

2) Pedagogical Studies;

3) Multi-Subject Studies in General Education (S 1995, § 12).

Pedagogical research is hereinafter defined as "subjects that are didactically oriented and include pedagogical practice" (S 1995, § 16). It should be noted that the Statute does not define any minor subjects for the formation of competences of primary school teachers. Universities have traditional academic freedom to determine content of their disciplines.

The master's degree of a subject teacher includes, first, study of one or two academic subjects and, second, pedagogical research. "The study of the subject of instruction implies classes that will help to master content of the subject necessary for teacher's work" (S 1995, § 13). The Statute states that pedagogical studies are also available separately, which continues tradition of separate pedagogical studies for subject teachers (S 1995, § 12).

It should be emphasized that in Finnish legislation on education there are practically no direct references to both the teacher's tasks (i.e. what teachers should do) and their qualifications (i.e. what teachers should know or be able to do). There are only a few provisions in which the teacher is only mentioned. In the text of the law, the teacher is mentioned only under the heading "Employees", which states that the "organizer of education" (i.e. municipality) "must have enough teachers' offices or teachers with full employment contracts. In addition, the organizer may have part-time teachers, school assistants and other staff" (L 1998, § 37). The Statute has a reference to the teacher. First, it states that teaching in a secondary school is carried out by classroom teachers, subject teachers, educational consultants

and special teachers (S 1999, § 1). Second, it identifies those who are to carry out the student assessment (§1 3 and § 19). Third, it establishes procedures for maintaining discipline in the classroom (§ 17).

Thus, it can be concluded that there are no direct statements in the legislative texts confirming the teacher's tasks. Traditionally, a teacher is directly present in the legislative texts only as an employee of the school, as an assessor and as a carrier of the discipline.

An interesting detail in Finnish legislation on education is that very little is said about how a teacher works or continues to study. All the rules provided in the Statute on Qualifications of the Staff in Education (1998)¹⁸, concern only basic training. The Teacher Education Act of the early 1970s stated that “teacher education means both basic teacher education and additional education”, and that “the purpose of additional education is to empower the teacher in charge of education” (1971, § 1). According to later legislation, universities, their faculties of education or faculties of teacher training responsible for basic teacher education have responsibilities mentioned in the legislation only in “advanced scientific studies”, that is, in postgraduate studies for the degree of Licentiate and PhD in Education. There is no reference to further, advanced, continuous teacher training (S 1995, § 3 and § 8). In Finland, there is an institute (Opetusalan koulutuskeskus), which organizes “additional training for teachers and other teaching staff”. It is controlled by the NBE and Laws 1259/1997 and 187/1998, but there is no reference in the legislative documents to any obligation on teachers to use its services.

Turning to procedural characteristics of teacher education in Finland we'd like to mention that most students who are obtaining teacher education study at the universities.

The first stage in a student's teaching career is a bachelor's degree, which includes 180 ECTS credits. The second is a master's degree, which is worth 120 ECTS credits. Only specialists with master's degree are allowed to teach in schools. Obtaining this degree requires completion of such courses as:

- communication competence (12 credits);
- education technology (75 credits);
- pedagogy and psychology (35 credits);
- basic subject specialization (35 credits);
- additional subject specialization (35 credits);
- optional courses (5-8 credits).

¹⁸ S 1998. Asetus opetustoiminnan henkilöstön kelpoisuusvaatimuksista 986/14.12.1998 (Statute on Qualifications of the Staff in Education).

Students take basic courses, intermediate advanced level courses in a profile specialty, totaling 120 ECTS credits, and basic and intermediate courses in an additional specialty – 60 ECTS credits. The full degree, with a total of 300 ECTS credits, is obtained in five years.

Students pursuing a career as a kindergarten teacher or adult evening school teacher complete a 3-year undergraduate program. Although this qualification is enough for both kindergarten and evening school, many teachers continue their studies to obtain a master's degree.

Teacher education consists of disciplines that combine teaching of a specialized subject for a subject teacher and teaching practice. Students' teaching practice can take place both in schools of vocational training at teacher training departments, and in traditional schools.

Kindergarten trainees usually practice at day care centers. Teachers with a master's degree can continue their studies at doctoral level.

As it has been noted above, teacher training in Finland is organized by universities and vocational higher education institutions. Pre-school teachers receive a BEd, which includes 180 credits (ETCS). This degree gives the right to be a kindergarten teacher and a preschool teacher. Classroom teachers receive MEd (ETCS 300 credits). This degree gives the right to work as a classroom teacher and a preschool teacher.

Subject teachers receive a master's degree (300 ETCS credits). There are two options for obtaining qualification of a particular subject teacher. The most common way is to start studying the subject first at university and then through pedagogical research. After these pedagogical studies, everyone has the right to teach the relevant subject. Another option is to go directly to the subject teacher training. This direct selection for teacher education is becoming more widespread, but so far it is only possible in a few subjects.

Special-education teachers receive a master's degree in pedagogical sciences (ETCS 300 credits). This degree gives the right to be a special-education teacher in general schools and a classroom teacher.

Vocational school teachers usually receive a university or a vocational school diploma, then work for several years, and thereafter conduct pedagogical research at a vocational school in order to get qualification of a teacher.

The competition for the teaching faculties of universities is currently 10-15 applicants for the position, which is one of the highest in the world. The entrance examinations are conducted in two stages:

- 1) at the first stage results of the school exams are taken into account;
- 2) the second stage is intended to test entrants' knowledge in a specific subject area, as well as their social interaction skills and motivation.

During their studies, the students constantly analyze pedagogical situations offered by the teachers and repeatedly go through a variety of interviews, simultaneously studying a wide range of pedagogical disciplines.

2. Content foundations of teacher education in Finland

In order to clarify content foundations of teacher education in Finland, we consider it necessary, first of all, to focus on the basic principles that underpin development of the curriculum for teachers. Such principles include¹⁹:

1. Autonomy, responsibility and trust. At the heart of Finnish teacher education is the belief that teachers – at all levels – not only can, but must be transformed into autonomous professionals – experts in their fields, capable of solving various tasks (pedagogical, administrative, family- or community-related, even relationships with local businesses) on their own or in collaboration with their colleagues and local community.

Developing these qualities as a teacher, on the one hand, makes teaching one of Finland’s most sought after and prestigious professions; and, on the other hand, forms the basis of trust.

As P. Sahlberg points out, “Teachers and school principals play a key role in curriculum development. Teacher education gives them knowledge and well-developed planning skills. In addition, the importance of curriculum development in teacher practice has helped to shift the emphasis of professional development from fragmented learning to a more systematic, theoretically substantiated efforts to improve school levels”²⁰.

2. Science-based approach. It is important to highlight two main goals behind this principle. First, this approach allows students-teachers to stay up-to-date with the latest research in their field, as well as to introduce new knowledge. But the second, more important goal is also to develop teachers able to reflect on their own beliefs and practices. “The goal of research-based teacher education for future subject teachers”, notes P. Kansanen, “is engaging in reflective learning that will help new teachers address problems they may face in practice through autonomous thinking and logical reasoning”²¹.

¹⁹ *Teacher education in Finland*. Режим доступа: <http://www.theeducationist.info/teacher-education-in-finland/>

²⁰ Sahlberg, P. (2010). *The Secret to Finland Success: Educating Teachers*. Stanford Centre for Opportunity in Education.

²¹ Kansanen, P. (2003). Teacher Education in Finland: Current Models and New Developments. In Bob Moon, Lazar Vlasceanu and Leland Conley Barrows (Eds.), *Institutional approaches to teacher education within higher education in Europe: Current models and new developments*. Bucharest: Unesco – Cepes, pp. 85-108.

3. Emphasis on integration of theory and practice. This principle envisages allowing students-teachers to begin hands-on learning as early as possible; and at the same time emphasize interaction between practice and theory of education throughout the study period – in each academic year (from 1 to 5) and during each academic period.

“Curriculum, as noted by P. Kansanen, is regarded as a spiral (with basic courses, vertically integrated into teaching and with constant interaction of theoretical and practical aspects, supported by knowledge of research methods and content”²².

Vocational training for primary school teachers (grades 1-6) takes place at universities at the faculties of education and includes 120 and 160 credits for the bachelor’s and master’s programs respectively²³. The main subjects are pedagogy, primary school subjects and teaching methods, as well as specialized education courses in counseling. The core of the program consists of both basic and additional disciplines. Mother tongue (Finnish or Swedish) and mathematics are required for all students. Arts, crafts, music and physical education are grouped into compulsory electives. The program also includes the so-called introductory disciplines, namely history, natural sciences, biology, geography, religion and ethics. Regarding additional and non-core subjects, students are offered two options: they can choose two subjects or modules, each with 15 credits, or choose one module in 35 credits. The student has the right to choose additional subjects from the courses of pedagogical or any other faculty. Although 160 credits are required to earn a master’s degree, most students receive much more through additional disciplines. All subjects must be included in the teacher’s certificate²⁴.

The subject teacher training program is designed for 4–5 years of study. In the second year of study, students should decide whether they want to engage in teaching activities. Those who decide to become teachers begin to study pedagogy from the third year. Those students who decide to become teachers after obtaining a master’s degree in another specialty may receive a teacher’s certificate at the faculty of education.

Based on the analysis of the curriculum for subject and classroom teachers training, we have concluded that the level of education of the subject and classroom teachers is almost identical. The difference is only in

²² Ibid.

²³ Kansanen, P. (2003). Teacher Education in Finland: Current Models and New Developments. In Bob Moon, Lazar Vlasceanu and Leland Conley Barrows (Eds.), *Institutional approaches to teacher education within higher education in Europe: Current models and new developments*. Bucharest: Unesco – Cepes, pp. 85-108.

²⁴ Ibid.

the main subjects of study. Future classroom teachers study pedagogy and pedagogical psychology, while future subject teachers – the subject they will teach their students. The main subject is worth 55 credits. In addition, future teachers will also receive additional 35 credits, which they can use to study one additional subject. Many students choose a third subject²⁵. Typically, the subject teacher qualification corresponds to 180 credits. Most educators are specialized in two or more disciplines. Their number depends on the type of teaching specialty and the level of teacher training. As for the exam, it depends on the specifics of the discipline. Typically, the exam program includes questions about the psychological and social foundations of teaching, the foundations of defectology education, philosophical and historical foundations of education, interaction skills, and didactics of adult learning. The study of subject didactics takes place through lectures and in line with pedagogical practice. The main topics include planning a course for the student to teach at school, studying international trends in the development of specific subject-matter didactics, and cross-curricular relationships. The methodology of scientific and pedagogical research is studied by future educators in order to prepare students for designing scientific projects in the field of subject activity. Special attention is paid to acquaintance with professional journals and scientific reports.

We consider it necessary to emphasize that a special place is occupied by pedagogical practice. Future teachers attend basic university schools directly from the beginning of the educational process and gradually become acquainted with peculiarities of pedagogical activity at the junior level of the comprehensive school. After that, first general, then field and final teaching practice is organized. During general practice students get acquainted with peculiarities of teaching a variety of school subjects, forms of teaching, methods of students' control and assessment. They learn to plan, conduct and evaluate a variety of activities. In parallel with practice, each student creates a portfolio and also regularly participates in learning discussions that take place after each student's lesson. Quite often, field and teaching practice are combined into one system where the student has the opportunity to expand his/her own views on the teaching profession and learn about different teaching methods and techniques. The main purpose of this practice is to help the student find his/her way and teaching style. Students work in one class together with the head teacher and are responsible for a particular class over a long period.

²⁵ Kansanen, P. (2003). Teacher Education in Finland: Current Models and New Developments. In Bob Moon, Lazar Vlasceanu and Leland Conley Barrows (Eds.), *Institutional approaches to teacher education within higher education in Europe: Current models and new developments*. Bucharest: Unesco – Cepes, pp. 85-108.

Despite the differences in their role (as well as in teaching), curricula for teachers of both categories can be divided into the following broad groups²⁶:

- 1) academic disciplines;
- 2) scientific research;
- 3) pedagogical research;
- 4) study of communication, language and ICT;
- 5) personal curriculum;
- 6) optional studies.

CONCLUSIONS

This study explains organizational and pedagogical foundations of teacher education in Finland. As a result, we have come to the following conclusions.

1. A chronological analysis of teacher education of Finland revealed its historical origins. It has been found out that pedagogical education in the country began in the eighteenth century, when preparation of future teachers took place in *seminarium pedagogicum*. In the nineteenth century the first professorial Chair of Education at the University of Helsinki and the first teacher training college for primary school teachers in Jyväskylä (1863) were opened. Within chronological framework of the study the following stages of teacher education in Finland related to educational reforms of the late twentieth century are highlighted: 1) reformatory – driven by the needs of intensification of educational reforms of 1970-1990; 2) modernization – aimed at comprehensive implementation of the Bologna provisions.

2. The normative and procedural foundations of pedagogical education in Finland are outlined. For this purpose, the documents of Finnish educational reforms (Basic Education Act, Basic Education Statute, Teacher Education Act, Teacher Education Statute, Statute on Educational Degrees and Teacher Education, Agreement on Wages and Conditions of Employment in the Municipal Educational Sector, Framework Curriculum for the Comprehensive School, The Guidelines for Pupil Evaluation during Basic Education, The Criteria for Graduating Evaluation in the Basic Education) and the structural features of teacher education have been characterized.

It is stated that the main legislative framework for the content of teacher education is laid down in the Statute on Educational Degrees and Teacher Education. Finnish educational legislation gives little information on how a teacher works or continues to study. All the rules in the Statute on Qualifications of the Staff in Education concern only basic training.

²⁶ Niemi, H. & Jakku-Sihvonen, R. (2006). *Research-based Teacher Education in Finland*. Turku: Finnish Educational Research Association, pp. 31-51.

It is found out that the first stage in a teaching career for a student is a bachelor's degree and the second is a master's degree. Only graduates with a master's degree are allowed to teach in schools.

Therefore, modern Finnish teacher education system is a complex structure that includes not only traditional university education but also various centers, vocational educational establishments and adult education system.

3. It has been established that the teacher training system in Finland is characterized by variability in the content of education, flexibility of the structure and technology of teaching, as well as the students' ability to adequately design their own career path, based on their own interests and experience. However, there is no single and universal direction of training for all teaching staff. The system offers a variety of techniques that help the future teacher find himself or herself as an educator, develop professional qualities, and find their own teaching style. Accordingly, the main goal of the Finnish education system is to train a teacher who is capable of self-development and creation of his/her own scientific and professional path.

The study does not exhaust all the aspects of the outlined problem. The issue of adult teacher training requires further investigation.

SUMMARY

This section reveals organizational and pedagogical foundations of teacher education in Finland. Historical prerequisites of teacher education are defined. The stages of teacher education in Finland, related to the educational reforms of the late twentieth (reformatory, modernization), are highlighted. Regulatory and procedural foundations of teacher education in Finland are outlined. It is stated that the main legislative framework for the content of teacher education is laid down in the Statute on Educational Degrees and Teacher Education. It has been found out that modern Finnish system of teacher education is a complex structure that includes not only traditional university training but also various centers, vocational education institutions and adult education system. The content foundations of teacher education in Finland are described. It has been established that the teacher training system in Finland is characterized by variability in the content of education, flexibility of the structure and technology of teaching, as well as the students' ability to adequately design their own career path based on their own interests and experience. It is determined that the main purpose of the Finnish education system is to train a teacher who is capable of self-development and creation of his/her own scientific and professional path.

REFERENCES

1. A 1998. *Kunnallinen opetusalan virka- ja työehtosopimus 1998-1999* (Agreement on Wages and Conditions of Employment in Municipal Educational Sector). Helsinki: Kunnallinen työmarkkinalaitos, 1998.
2. CUR 1994. *Framework Curriculum for the Comprehensive School 1994*. National Board of Education. Helsinki: Painatuskeskus [An official version translated in English].
3. CUR 1999a. *Perusopetuksen oppilaanarvioinnin perusteet 1999*. (The Guidelines for Student Evaluation in the Basic Education 1999). Opetushallitus.
4. CUR 1999b. *Perusopetuksen päättöarvioinnin kriteerit. Arvosanan hyvä (8) kriteerit yhteisissä oppiaineissa*. (The Criteria for Graduating Evaluation in the Basic Education. The criteria of the mark “good” (8) in the common teaching subjects). Opetushallitus.
5. Hansen, S.-E., Wenestam, C.-G. (1999). On central dimensions of teacher education – a Finnish perspective. *TNTEE Publications, Vol. 2, N 1*, 117-125.
6. Iisalo, T. (1979). *The Science of Education in Finland: 1828-1918*. Helsinki: Societas Scientiarum Fennica.
7. Kansanen, P. (2003). Teacher Education in Finland: Current Models and New Developments. *Institutional approaches to teacher education within higher education in Europe: Current models and new developments / Bob Moon, Lazar Vlasceanu and Leland Conley Barrows* (Eds.). Bucharest: Unesco – Cepas, pp. 85-108.
8. L 1971. *Opettajankoulutuslaki 10.12.1971/844* (Teacher Education Act). In H. Ranta (Ed), *Opetustoimen lainsäädäntö 1999*. Helsinki: Kauppakaari OYJ, 1998, p. 22.
9. L 1998. *Perusopetuslaki 21.8.1998/628* (The Basic Education Act), in H. Ranta (ed). *Opetustoimen lainsäädäntö 1999*. Helsinki: Kauppakaari OYJ, 1998, pp. 1-8.
10. Niemi, H. & Jakku-Sihvonen, R. (2006). *Research-based Teacher Education in Finland*. Turku: Finnish Educational Research Association, 31-51.
11. S 1986. *Opettajankoulutusasetus 13.6.1986/486* (Teacher Education Statute). In H. Ranta (ed.) *Opetustoimen lainsäädäntö 1999*. Helsinki: Kauppakaari OYJ, 1998, pp. 22-23.
12. S 1995. *Asetus kasvatustieteellisen alan tutkinnoista ja opettajankoulutuksesta 21.4.1995/576* (Statute on Educational Degrees and Teacher Education). In H. Ranta (ed.) *Opetustoimen lainsäädäntö 1999*. Helsinki: Kauppakaari OYJ, 1998, pp. 32-36.
13. S 1998. *Asetus opetustoiminnan henkilöstön kelpoisuusvaatimuksista 986/14.12.1998* (Statute on Qualifications of the Staff in Education).

14. S 1998. *Perusopetusasetus 20.11.1998/852* (The Basic Education Statute), in H. Ranta (ed).

15. Sahlberg, P. (2010). *The Secret to Finland Success: Educating Teachers*. Stanford Centre for Opportunity in Education.

16. *Teacher education in Finland*. Режим доступа: <http://www.theeducationist.info/teacher-education-in-finland/>.

17. *Teacher education in Finland: Present and future trends and challenges (Studia Paedagogica 11)* (1996). Seppo Tella (ed.). Helsinki, Vantaa: University of Helsinki.

Information about the author:

Iryna Chystiakova,

Candidate of Pedagogical Sciences, Associate Professor,

Associate Professor of the Chair of Pedagogy

Sumy State Pedagogical University

named after A. S. Makarenko

87, Romenska str., 40002, Sumy, Ukraine

ORCID ID: orcid.org/0000-0001-8645-510X

FOREIGN LANGUAGE TEACHING IN POLISH PRIMARY SCHOOLS: CONTENT-METHODOLOGICAL FOUNDATIONS

Nataliia Kokhanova

INTRODUCTION

Foreign language teaching in schools is one of the priority tasks implemented within the framework of the activities connected with reforms of the educational system. In the era of Poland's integration with the EU it is essential that the young generation may fully benefit from the cultural and scientific heritage of Europe as well as may bring to Europe everything that is valuable in Polish science, culture and history.

Schools have been assigned with a new, very important task related to the introduction of teaching of Western European languages on a large scale. In particular, schools are to support the development of attitudes – curiosity, openness and tolerance towards other cultures combined with increasing awareness of one's identity. The school is responsible, through foreign language teaching, for making pupils able to communicate in a foreign language. A foreign language is taught in Polish schools as a compulsory subject. English is the most popular language in grades I-III¹.

Poland is entering a period when important steps will be taken to further improve the quality and accessibility of language teaching. This is a unique opportunity for a national discussion on innovative approaches and activities that will have significant consequences for future generations. Poland's accession to the European Union has given a great impetus to deeper implementation of language education in schools. The country joined the European Cultural Convention (1954), which aimed at developing mutual understanding between the peoples of Europe and protecting European culture, languages and history.

Poland has undergone two big educational reforms for the last 20 years. The socio-economic changes caused by joining Poland the European Union necessitated the reform of Polish education. The Center for Educational Research and Innovation (CERI) invited the Polish Ministry of Education to develop national standards for education and to change the criteria for

¹ *Language education in Poland National and regional language, foreign languages and languages of national and ethnic minorities.* Ministry of National Education, Poland, 2005. Paweł Poszytek, ss.10-18. Retrieved from: <https://rm.coe.int/language-education-policy-profile-poland-country-report/16807b3b4a>.

determining pupils' competence, individual characteristics of students and their potential.

Consequently, implementation of foreign languages into the learning process from the first form is a follow-up to the European trend and is a valuable complement to national policies and development of national linguistic potential. The educational system and teaching in Poland are based on universal principles of ethics. Education is aimed at developing a sense of responsibility of young people, a love for Motherland and respect for cultural heritage, and discovery of the cultural values of Europe and the world. The school should provide each student with conditions necessary for his development, to prepare the student for fulfilling family and community responsibilities based on the principles of solidarity, democracy and tolerance².

Education in Poland is a common law of the whole society. It is guided by the principles contained in the Constitution of the Republic of Poland, as well as the guidelines contained in the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the Convention on the Rights of the Child. In particular, Article 70 of the Constitution of Poland (Konstytucja Rzeczypospolitej Polskiejz dnia 2 kwietnia 1997) provides that everyone is entitled to compulsory education and training up to the age of 18³.

Education is compulsory for all children from 7 years. Primary school starts at the age of 7 and ends at 13. Primary education is divided into two parts (stages):

- grades 1-3 – where pupils learn more general material and there is no split for individual subjects;
- grades 4-8 – where pupils have a subject related classes such as Polish language, Math, Geography, Science etc.

Particular attention is paid to teaching English in primary school, because the tendency to learn languages is much greater in the childhood. During primary school education students have to master key competencies that involve their personal, social and intellectual development. Knowledge is formed on an interdisciplinary basis and is an integrated result of subject and intersubject competencies. Studying English at an early stage helps to receive basic knowledge and develop a sense of language of junior pupils.

² Vasyliuk, A., Liashenko, L. (2002). *Novi pidkhody do planuvannia i reformuvannia osvity (zarubizhnyi dosvid)* [New Approaches to Planning and Reforming Education (Foreign Experience)]. *Osvita i upravlinnia*, T. 5, № 1 (in Ukrainian).

³ *Konstytucja Rzeczypospolitej Polskiejz dnia 2 kwietnia 1997 r.*

1. Content of foreign language education in the primary school of Poland

Primary school is an important element of learning and foundation for further successful acquisition of the necessary knowledge and skills. During the study in primary school, students should acquire key competences that anticipate their personal, social and intellectual development, that are formed on a cross-curricular basis and are an integrated result of subject and cross-curricular competences. An important role in teaching English in primary school is given to the school curriculum, its relevance to the National Curriculum and the choice of textbooks that will meet the requirements of both curricula.

Primary school in Poland lasts eight years. The first three grades (7-9 years) offer a basic course of education, and the remaining grades (10-15 years), equivalent in lower secondary school in some western countries, introduce “secondary” studies. Graduates of primary school can continue studies in upper secondary or vocational schools⁴.

Following the political breakthrough of 1989, Poland witnessed an education reform that resulted in the new National Core Curriculum for Pre-primary Education (1999). The reform has set in motion subsequent amendments to the National Core Curriculum, which reflects the tendencies inherent in Polish education policies to centralize the education system.

In this work we determine content of the National and School Curricula used for teaching English in state primary schools in Poland and to define the role of the textbooks in the educational process.

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher’s curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course. Since curriculum is one of the foundational elements of

⁴ Siemak-Tylikowska, A. (1993). Curriculum development in secondary education in Poland. *Journal of Curriculum Studies*, vol. 25, Issue 1. Retrieved from: <https://www.tandfonline.com/doi/abs/10.1080/0022027930250106?src=recsys>.

effective schooling and teaching, it is often the object of reforms, most of which are broadly intended to either mandate or encourage greater curricular standardization and consistency across states, schools, grade levels, subject areas, and courses⁵.

All schools develop the curriculum to make sure every child receives a balanced, consistent education.

The curriculum sets out:

- areas of learning to be taught;
- cross-curricular and other skills every pupil should develop;
- levels of knowledge, understanding and skills to be developed in each area;
- levels of progression – teachers will use these to assess the child's progress in developing skills of communication, using mathematics and ICT;
- how the child's progress is assessed and reported.

The educational process in the primary school of Poland is regulated by the National Curriculum and the School Curriculum.

The National Curriculum (first introduced in 2009) formed the basis of instruction in all schools. Starting from September a new core curriculum is being introduced on the Regulation by the Ministry of National Education of 23 December 2008 on Core curricula for preschool and general education in particular types of schools. The new core curriculum, which focuses on learning outcomes and acquisition of key competences, was expected to be fully implemented (i.e. up to grade 6) by 2014/2015. According to the new core curriculum, pupils enrolled in primary school are expected to: acquire a basic set of information/knowledge on facts, theories and practice related in particular to topics and phenomena close to their experience; acquire skills related to the use of knowledge and information in carrying out tasks and solving problems; develop attitudes related to efficient and responsible functioning in the contemporary world. Core curricula have to be implemented by all schools, but teachers are free to follow one of the selected curricula from the list approved by the Ministry or prepared by the teacher or a team of teachers as well as to use diverse textbooks selected from a list approved by the Ministry⁶.

The National Curriculum divided education into four 3-year periods, and for each period it specified teaching objectives and expected learning outcomes for each subject. All teachers were obliged to incorporate the

⁵ *The glossary of education reform*. Retrieved from: <https://www.edglossary.org/curriculum/>.

⁶ *World Data on Education, Poland, 7th edition 2010/2011*. Retrieved from: <http://www.ibe.unesco.org/sites/default/files/Poland.pdf>.

National Curriculum into their own grade-specific syllabus or to choose a commercial syllabus.

On January 30, 2018, the Ministry of National Education of Poland signed a new regulation on the National Curriculum of Primary Education for a 3-year general primary school. The new National Curriculum for Primary Schools has been launched since the 2018/2019 school year (the first grade).

Primary education in Poland is determined by three elements: National Curriculum, School Curriculum and timetable. The national curriculum defines the content of the school curriculum in primary education. It includes a list of teaching and learning goals, as well as the amount of knowledge, skills and competencies that students need to acquire at primary level. The school curriculum is developed by teachers, taking into account the age and abilities of the students. Timetable defines the weekly number of hours that are required for compulsory general education classes for elementary and high school students.

A new National Curriculum, which was set out in the Regulation of the Minister of National Education in the 14th of February in 2017 for pre-school education and general education in primary school, was implemented in the Polish school system with an eight-year primary school. Thus, primary school education in Poland is based on the National Curriculum, which defines learning outcomes and general requirements for the organization of primary education. Concerning English language learning, the National Curriculum focuses on developing key competences and improving the effectiveness of modern foreign language learning, giving students the opportunity to study foreign languages systematically and to bilingual education.

The National Curriculum (first introduced in 2009) is a required base for school curricula in all schools. It divides education into three periods, and it defines goals and expected learning outcomes for all subjects for each period. Each school must adhere to the National Curriculum completing the school curriculum. All teachers are required to complete the school curriculum in accordance with the National Curriculum. The national curriculum is implemented through the school curriculum, which defines what the goals and content of education are in primary school. Teachers are free to use the curriculum developed by them or to choose another curriculum, that is approved by the head of the school after consultation with the Board of Teachers. The school curriculum can be developed or changed by the teacher or in collaboration with other teachers or selected by a teacher from a set of curricula prepared by other authors. The curriculum offered by the teacher must be based on the National Curriculum and take into account the needs and abilities of the students. Teachers may also use textbooks

chosen from a list approved by the Ministry of National Education of Poland.

According to the National Curriculum, in primary grades (1-3) integrated learning is provided by a general teacher. Music education, art education, physical education, computer lessons and modern foreign language lessons should be conducted by a teacher with appropriate qualifications.

Polish primary education of the first stage is aimed at supporting children in their intellectual, emotional, social, ethical, physical and aesthetic development. The new National Curriculum defines the amount of knowledge and skills that students which are going to graduate the third form should acquire. The amount of knowledge and skills that students need to acquire after graduating from grade 3 is determined by children of intermediate ability⁷.

The National Curriculum provides division into groups during compulsory foreign language lessons if there are more than 24 students in forms. Students should be grouped according to their language skills. In addition, lessons can be taught in interclasses or cross-groups with no more than 24 students.

According to the National curriculum at the first stage of education each student is required to learn one modern foreign language, while from class VII at the second stage of education – two modern foreign languages. So, the National curriculum for primary school have such goals concerning teaching English:

- the target level after completing the first educational stage A1;
- shaping a positive attitude to learning a foreign language at further stages of education;
- comprehensive development of the child, his passion and interests;
- developing skills of cooperation with peers;
- building awareness of other languages and cultures and shaping attitudes of curiosity about tolerance towards them;
- foreign language should eventually become a communication tool during classes;
- ability to use basic language resources concerning the student and his environment.

The first stage student uses a basic language resource about himself and his immediate surroundings on the following topics:

- 1) me and my relatives (family, friends);

⁷ *The system of education in Poland* (2014). Foundation for the Development of the Education System, Warsaw. Retrieved from: http://www.fss.org.pl/sites/fss.org.pl/files/the_system_2014_www_0.pdf, p. 34.

- 2) my place of living (my home, place);
- 3) my school;
- 4) popular professions;
- 5) my day, my games;
- 6) food;
- 7) shops and shopping;
- 8) my free time and holidays;
- 9) holidays and traditions of my country;
- 10) sports;
- 11) my well-being;
- 12) nature around me;
- 13) the world of fairy tales and fantasy⁸.

In addition to these outlined topics, students should understand simple verbal and written statements and stories, respond to commands, write very simple and short sentences, and speak on a sample and independently. As for oral language, students should repeat and reproduce words and simple sentences, make simple and short statements in accordance with the template. Students also need to know that there are different languages and people in different countries can speak different languages, and that it is worth learning their language to be able to communicate with them. Students should use sources of information in the modern foreign language (dictionaries and books), as well as use information and communication technologies using a foreign language⁹.

We conducted a general analysis of the English language learning process in Polish primary schools and the school curriculum they use when teaching a language. Many schools use Kid's Box textbooks by Cambridge University Press. For planning English lessons, teachers use English language curriculum by Cambridge University Press (Cambridge Primary Curriculum). The Cambridge Curriculum combines world-class curriculum with quality support of teachers and integrated assessment.

The Cambridge Curriculum offers an additional testing framework for student assessment and a system of progress reports for students and parents. These assessments provide international benchmarks that allow teachers to identify students' strengths and weaknesses and develop further learning using test results.

⁸ Studzińska, I., Mędeła, A., Kondro, M., Piotrowska, E., Sikorska, A. (2017). *Program nauczania języka angielskiego dla klas 1-3 szkoły podstawowej Macmillan Polska*.

⁹ *Podstawa programowa kształcenia ogólnego dla szkoły podstawowej* (2017). Retrieved from: <https://legislacja.rcl.gov.pl/docs/501/12293659/12403198/dokument274507.pdf>.

For primary English language, the Cambridge Curriculum is presented in five substantive areas, which are further subdivided into groups. These are five areas and their groups:

1. Phonetics, spelling and vocabulary.
2. Grammar and punctuation.
 - Reading;
 - Writing.
3. Reading.
 - Fiction and poetry;
 - Non-Fiction.
4. Writing.
 - Fiction;
 - Non-Fiction;
 - Presentations.
5. Speaking and listening.

The school curriculum aims at enabling students to communicate confidently and effectively and developing critical skills in order to respond to the information they receive and read texts with pleasure and understanding. Cambridge Curriculum provides a solid foundation upon which further stages of education can be built¹⁰.

We found out that textbooks by Pearson publishing are also popular in Polish primary schools. English Language Program for 1–3 grades by Mariola Bogucka can be a base for the textbook of this publishing house. M. Bogucka's program is based on the idea that the student is at the center of the learning process, and the role of the teacher is to choose the methods of teaching, taking into account the child's development, his needs and interests. According to this curriculum the content of learning of the first stage should correspond to the level of cognitive development and emotional state of the pupils. Development of children of 7-9 years old is special, which is why foreign language teachers decide for themselves how to raise the level of complexity of learning English and how to devote to repeating and consolidating new material.

At the initial stage of learning a foreign language, the main goal is to get the pupil interested in learning. At the first and second grades, students provide mostly oral answers to the teacher's questions. In the first stage of

¹⁰ *Cambridge Primary English Curriculum outline for 2015, 2016 and 2017*. Retrieved from: <https://www.cambridgeinternational.org/Images/23894-cambridge-primary-english-curriculum-outline.pdf>.

teaching, the teacher begins to introduce the elements of reading. English is mostly about games, often using visuals, word cards and pictures¹¹.

A lot of teachers work with the help of the Bugs World and Hot Spot textbooks by Macmillan publishing. As a basis for the school curriculum, the teachers of schools, where these textbooks are used, have chosen the English language teaching program at the first stage of teaching by Ilona Studzińska, Arkadiusz Medela, Magdalena Kondro, Eva Petrovskaya, Anna Sikorska. It has been found out that the goals of this program are fully in line with the learning objectives outlined in the National Curriculum. The program determines development of all language skills, especially in the early stages of language learning, the focus is on development of speaking and listening skills. In addition, this program provides that when learning English in grades 1-3 in primary school, students will be able to reproduce different language skills in English in relevant situational and thematic contexts. At the end of the 3 grade, students should be able to master vocabulary, ask and answer questions, make descriptions and engage in dialogues within the topics studied¹².

We have tracked how the school curriculum fits with the chosen textbooks (table 1).

Table 1

Textbooks	Curriculum
Kid's Box by Cambridge University Press	Cambridge Primary Curriculum
New English Adventure by Pearson	Program nauczania języka angielskiego dla klas I-III
Bugs World and Hot Spot by Macmillan	Program nauczania języka angielskiego dla I etapu edukacyjnego szkoła podstawowa, klasy 1 – 3 Ilona Studzińska Arkadiusz Mędela Magdalena Kondro Ewa Piotrowska Anna Sikorska

¹¹ *Program nauczania języka angielskiego dla klas I-III*. Retrieved from: https://www.pearson.pl/fileadmin/poland/english/products/files/Programy_nauczania/klasy_1_8_nowa_podstawa_2017/Program_nauczania_jezyka_angielskiego_dla_klas_1-3_zgodny_z_podstawa_programowa_z_14_lutego_2017.pdf.

¹² *Program nauczania języka angielskiego dla I etapu edukacyjnego szkoła podstawowa, klasy 1 – 3 Ilona Studzińska Arkadiusz Mędela Magdalena Kondro Ewa Piotrowska Anna Sikorska MACMILLAN POLSKA 2017*. Retrieved from: https://www.macmillan.pl/downloads/PROGRAM_NAUCZANIA_I-III_2017.pdf.

2. Textbook as a means of formation of the English-speaking competence of junior schoolchildren

Mental and personal development of a child of the primary school age is determined by peculiarity of the social situation of development – education in primary school. At this age, learning is based on cognitive interest and a new social position, and it becomes a leading activity.

Learning tools are an important part component of the educational process of foreign languages. The definition of means of learning is the answer to the question “What do we have to teach with?”. Therefore, a variety of material things can be provided by the teaching aids to help the teacher organize effective teaching of a foreign language, and to pupils to master it successfully. In the methodology of teaching foreign languages there are certain requirements to learning tools, in particular:

- a) to be in material form and perform its main function, namely, to be such a means of work that provides realization of joint activity of a teacher and a pupil in the process of learning a foreign language;
- b) to be goal-oriented, that is, promote the goals;
- c) to be tools for implementing the methods and techniques used in the learning process, and to manage activities of a teacher and a pupil;
- d) to correspond to the modern achievements of the methodology of teaching foreign languages and to ensure implementation of the latest technologies of learning a foreign language¹³.

In view of this and taking into account the specifics of the child’s development at this age, there is a need for a communicative method of teaching English. Junior pupils need interesting and meaningful lessons for better learning and further productive work. One of the main tools in primary school is a textbook. It must meet all the requirements for the content of education, be interesting, concise and accessible, at the same time stable and varied, it must ensure that students fully master the educational material.

A textbook is a book that sets out the basics of scientific knowledge in a particular subject in strict accordance with learning objectives established by the program of the subject and the requirements of didactics. The textbook has several important functions:

- motivational – substantiation of significance of the material being studied, original illustrations, etc.;

¹³ Hryshkova, R. O. Suchasnyi pidruchnyk inozemnoi movy yak zasib mizhkulturnoho spilkuvannia [Modern textbook of Foreign language as a means of intercultural communication]. *Naukovi pratsi, Vyp. 15. Pedahohichni nauky*, 165-169 (in Ukrainian).

- information – providing necessary information within the framework of the subject;
- transformational – transformation of the material of science in accordance with age characteristics of pupils;
- systematizing – systematic and consistent presentation of material in the logic of the subject;
- securing and exercising self-control by pupils – providing opportunities for re-studying texts, verifying correctness of the learned material;
- coordinating – attracting other means of training;
- educational – development of the skills of self-education, taking notes, generalizing, highlighting the main thing, etc.;
- developing and educational – focus on the formation of certain moral-value attitudes.

Many scholars indicate that textbooks seem to be the main teaching resources in EFL classrooms. Patricia Byrd claims most teachers depend on textbooks – often as a required tool – because they provide content and activities that shape what happens in the classroom. González says textbooks became an alternative for three main reasons: they are apparently eclectic alternatives to save time and money, they include pictures and graphic materials that may be more efficient than the teacher’s descriptions, and they contain all kinds of objects that may be difficult to bring into the classroom. EFL textbooks are, indeed, a major necessity for most teachers, because the bulk of them feature an eclectic approach based on the current theories proposed by communicative trends. For instance, Task-based approach engages learners in problem-solving tasks. Content-based approach also offers opportunities to deal with interesting topics and subject matter, rather than coping with grammar-oriented lessons. Moreover, collaborative learning encourages students to work in groups, as an ideal way to exchange information socially and meaningfully. According to Richards and Rodgers, textbooks are designed in such a way that their tables of contents suggest a gradual development of language forms and functions, going from the most basic to the most complex. All these approaches and features are intended to develop the use of communicative language. However, despite considerable effort on the part of text designers, editors, and publishing houses, a range of grammar-oriented activities and mechanical practice continues to prevail. As a first step, it is crucial to differentiate three main types of language practice found in most English instructional materials, according to Richards:

1. Mechanical practice refers to controlled activities that involve repetition and substitution drills. They are designed to practice the use of particular grammar items. In many textbooks, this practice demands

sentence completion (usually with grammar activities in isolation) but lacks authentic language negotiation.

2. Meaningful practice refers to activities in which language is still controlled and “students are required to make meaningful choices when carrying out practice”.

3. Communicative practice embodies those activities in which language “is not totally predictable”. Language production at this level is more spontaneous and authentic, because meaning negotiation takes place “within a real communicative context” and “real information is exchanged”¹⁴.

Therefore, if textbooks are designed to develop language competence, one can assume they should contain a well-balanced number of activities pertaining to all the types of language practice.

As a learning tool, a textbook holds a special place in the set for the pupil, it is main. It contains methodologically organized linguistic and speech material, exercises for mastering this material in various types of speech activity (except for the texts for listening, which are in the teacher’s book), grammar material, an appendix (songs, poems, vocabulary, etc.).

The structure of the textbook depends on the methodological concept of the authors. Traditionally, textbooks are organized according to thematic or situational-thematic principles into sections that are relatively complete sections of the content of teaching of four types of speech activity: speaking, listening, reading and writing. Each section usually covers a group of lessons and has a lesson structure. A variety of visual aids can be used in the textbook: pictures, diagrams, tables, figures, symbols, different fonts, color and more.

Therefore, the textbook should contain all of that is necessary to achieve the learning aims. Among the basic requirements for the structure and content of the textbook are the following:

- a) a textbook should ensure that new language material is consistently delivered from lesson to lesson;
- b) content of the textbook should be communicative;
- c) each paragraph of the textbook should have a “core” around which all the material is organized (such a “core”, for example, may be a typical phrase, topic, etc.);
- d) there should be a special section in the structure of the paragraph – homework;

¹⁴ Gómez-Rodríguez, L. F. (2010). English Textbooks for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence? *Educ.Educ.*, vol. 13, no. 3. Retrieved from: http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-12942010000300002.

e) the structure and content of the textbook should ensure that both oral and written communication skills are mastered in parallel.

The textbook, as a means of teaching language, as well as formation of linguistic and socio-cultural competence, models the language learning system adopted by the authors. This system includes learning, content of the subject, features of the process of formation of knowledge, skills and abilities, methods and means of training. The main tools used in the textbook to realize the goals and objectives of learning a foreign language are exercises and tasks. The content of the textbook should contain a variety of situations that simulate communication.

The construction of the content of the textbook should be based on certain patterns, namely:

- the purpose of teaching foreign language at the initial stage determines content of the relevant textbooks and is a component of the overall purpose of teaching this subject in an education institution;

- successful realization of the goal and effective use of the content depend on the chosen means of training: linguistic, speech and thematic informational educational material, exercises and tasks, extra-textual materials;

- age-specific psychological characteristics of primary school pupils, their interests, communication needs and educational experience serve as a basis for determining the types and forms of educational activity;

- the level of motivation of the educational activities to be performed by the junior pupils is a prerequisite for the conscious and successful mastery of the content of the textbooks;

- effectiveness of the learning process depends on the didactic and methodological appropriateness of the methods, techniques and forms of presentation and activation of the training material offered by the textbooks, as well as on the methods and forms of controlling the level of its assimilation;

- the content of the textbooks should provide students with opportunities to demonstrate their own language skills in different types of speaking activities, to observe dynamics of their development and to reflect on the results of their work, to see a tendency for their improvement and, if necessary, to adjust the acquired experience in accordance with their own communicative intentions;

- the content of the textbooks should not strictly regulate the work of the teacher, but, on the contrary, enable him to effectively guide the activities of students, sometimes having the opportunity to vary the content offered, which is conditioned by learning needs, in particular learning conditions;

- one of the priority principles for development of modern foreign language school education is interconnected learning by pupil of foreign language communication and the culture of the people whose language is being learned, which should be clearly reflected in the content of the educational literature¹⁵.

We have relied on these rules to analyze the content of English school textbooks for students in grades 1-3 which are used in Polish primary schools. We have found out that most Polish primary schools use in teaching process the textbooks which were published by Pearson, Express Publishing, Oxford University Press, Macmillan Education. Our analysis was generalized. These are results:

1. The content of the textbooks has been developed in accordance with the National Curriculum and in accordance with the requirements of the existing foreign language curricula.

2. The content of the textbooks for each class presents all spheres and topics of communication, language and speech material, as well as information of the socio-cultural sphere, outlined in the content of the curriculum.

3. Methods and forms of activity offered by textbooks for presentation, activation and control of the level of educational material mastering, aimed at mastering foreign language communication by pupils in oral and written forms.

4. The content of the textbooks corresponds to age characteristics of pupils, their interests, needs and educational experience.

5. In general, the content of the textbooks ensures a balanced mastery of linguistic and speech material, including foreign language communication in four types of speech activity (speaking, listening, reading, writing).

6. Textbooks are characterized by integrity and systematic presentation of educational material.

7. The textual material of the majority of textbooks corresponds to the samples of authentic language adopted in the country of the language being taught.

8. Textbook materials facilitate communication (practical), educational, educational and educational goals of learning.

9. The textbooks show the continuity of content development between years of study.

¹⁵ Redko, V. H. (2015). *Yaka navchalna literatura z inozemnoi movy potribna suchasnomu uchniu: rezultaty analizu zmistu pidruchnykiv dlia pochatkovoï shkoly [What foreign language literature does a modern student need: results of content analysis for elementary school textbooks]* (in Ukrainian).

10. The content of the textbooks focuses on the European Guidelines for Language Education and is mainly capable of achieving the intended level of learning by pupils of primary school – A1.

CONCLUSIONS

Consequently, as a result of our study of the issue outlined above, we have come to the conclusion that public primary schools in Poland are subordinated to teaching of the National Curriculum, which was approved on February 14, 2017. Primary school teachers choose pre-made school curricula from well-known publishers such as Cambridge University Press, Pearson, Macmillan, and these curricula are in line with the National Curriculum and are not significantly different. Also, primary school teachers independently select textbooks according to the school curriculum publisher and schedule, according to the distribution of hours and division into English language teaching groups at each education institution.

An important place in educational process belongs to the school textbook as the main means of teaching language. This is conditioned by active reorientation of the foreign language education paradigm to a competent, communicative, activity-oriented and culturally-oriented direction of the educational process. In this regard, the model of a modern school textbook in a foreign language can be considered as based on defining its twofold essence: 1) as a carrier of the content of a foreign language education and 2) as a means of teaching foreign language communication. Therefore, the textbook should be a didactic tool that effectively and rationally integrates the students' teaching activities and the teacher's methodological work, that is, in it the substantive and procedural aspects are interconnected.

SUMMARY

The article deals with the content of the National curriculum in Poland, which regulates English teaching in Polish primary schools. It has been noted that an important role in English teaching in primary school is given to the school curriculum, its correspondence with the National curriculum and the choice of textbooks that must meet the requirements of both curricula. The New National curriculum defines the amount of knowledge and skills that graduates from the 3rd year course must receive. It has been found out that Polish primary school teachers use the curriculum offered by leading English language textbook publishers such as Cambridge University Press, Pearson, Macmillan as a school curriculum. It has been proved that the school curriculum aims to enable students to communicate confidently and effectively and develop language skills. A modern analysis of the National curriculum and school curricula has shown that the expedient choice of textbooks and teaching methods supports positive learning motivation,

develops pupils' search interest and motivates using acquired knowledge in everyday life.

REFERENCES

1. *Language education in Poland National and regional language, foreign languages and languages of national and ethnic minorities*. Ministry of National Education, Poland, 2005. Paweł Poszytek, ss.10-18. Retrieved from: <https://rm.coe.int/language-education-policy-profile-poland-country-report/16807b3b4a>.

2. Vasyliuk, A., Liashenko, L. (2002). *Novi pidkhydy do planuvannya i reformuvannya osvity (zarubizhnyi dosvid) [New Approaches to Planning and Reforming Education (Foreign Experience)]*. *Osvita i upravlinnia*, T. 5, № 1 (in Ukrainian).

3. *Konstytucja Rzeczypospolitej Polskiej dnia 2 kwietnia 1997 r.* (in Ukrainian).

4. Siemak-Tylikowska, A. (1993). Curriculum development in secondary education in Poland. *Journal of Curriculum Studies*, vol. 25, Issue 1. Retrieved from: <https://www.tandfonline.com/doi/abs/10.1080/0022027930250106?src=recsys>.

5. *The glossary of education reform*. Retrieved from: <https://www.edglossary.org/curriculum/>.

6. *World Data on Education, Poland, 7th edition 2010/2011*. Retrieved from: <http://www.ibe.unesco.org/sites/default/files/Poland.pdf>.

7. *The system of education in Poland* (2014). Foundation for the Development of the Education System, Warsaw. Retrieved from: http://www.fss.org.pl/sites/fss.org.pl/files/the_system_2014_www_0.pdf, p. 34.

8. Studzińska, I., Mędel, A., Kondro, M., Piotrowska, E., Sikorska, A. (2017). *Program nauczania języka angielskiego dla klas 1-3 szkoły podstawowej Macmillan Polska*.

9. *Podstawa programowa kształcenia ogólnego dla szkoły podstawowej* (2017). Retrieved from: <https://legislacja.rcl.gov.pl/docs//501/12293659/12403198/dokument274507.pdf>.

10. *Cambridge Primary English Curriculum outline for 2015, 2016 and 2017*. Retrieved from: <https://www.cambridgeinternational.org/Images/23894-cambridge-primary-english-curriculum-outline.pdf>.

11. *Program nauczania języka angielskiego dla klas I-III*. Retrieved from: https://www.pearson.pl/fileadmin/poland/english/products/files/Programy_nauczania/klasy_1_8_nowa_podstawa_2017/Program_nauczania_jezyka_angielskiego_dla_klas_1-3_zgodny_z_podstawa_programowa_z_14_lutego_2017.pdf.

12. *Program nauczania języka angielskiego dla I etapu edukacyjnego szkoła podstawowa, klasy 1 – 3 Ilona Studzińska Arkadiusz Mędel*

Magdalena Kondro Ewa Piotrowska Anna Sikorska MACMILLAN POLSKA 2017. Retrieved from: https://www.macmillan.pl/downloads/PROGRAM_NAUCZANIA_I-III_2017.pdf.

13. Hryshkova, R. O. Suchasnyi pidruchnyk inozemnoi movy yak zasib mizhkulturnoho spilkuvannia [Modern textbook of Foreign language as a means of intercultural communication]. *Naukovi pratsi, Vyp. 15. Pedahohichni nauky*, 165-169 (in Ukrainian).

14. Gómez-Rodríguez, L. F. (2010). English Textbooks for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence? *Educ.Educ.*, vol. 13, no. 3. Retrieved from: http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-12942010000300002.

15. Redko, V. H. (2015). *Yaka navchalna literatura z inozemnoi movy potribna suchasnomu uchniu: rezultaty analizu zmistu pidruchnykiv dlia pochatkovoi shkoly [What foreign language literature does a modern student need: results of content analysis for elementary school textbooks]* (in Ukrainian).

Information about the author:

Nataliia Kokhanova,

Post graduate student,

Sumy State Pedagogical University

named after A. S. Makarenko

87, Romenska str., 40002, Sumy, Ukraine

ORCID ID: orcid.org/0000-0002-7458-9087

TRADITIONS AND INNOVATIONS IN THE DEVELOPMENT OF THE HIGHER SCHOOL IN THE TERRITORY OF UKRAINE: EUROPEAN DISCOURSE

Larysa Korzh-Usenko

INTRODUCTION

Eurointegration and globalization processes of modernity encourage revealing the importance of external factors (first of all, intercultural interactions) as well as internal logic of higher education development in a certain country, aimed at ensuring high educational standards and preservation of national-cultural identity. As a civilization crossroads between the “humanist West” and the “Byzantine East”¹, Ukraine is situated geopolitically and mentally at the intersection of various cultures and civilizations, creatively interpreting impulses from the outside. In the reforming process of the higher educational system, preserving humanistic European values, creating an open cultural and intellectual space, harmonizing academic traditions and innovations, embodying real university autonomy, realizing academic freedoms, achieving high education standards are of exceptional relevance.

In the study the ideas of the university’s mission and function developers were considered (M. Weber, M. Heidegger, V. Humboldt, J. Derrida, P. Morav, J. Newman, H. Ortega-i-Gasset, J. Pelikan, F. Schleiermacher, K. Jaspers). Among the fundamental works should be noted the 4-volume edition “History of Universities in Europe”. Significant contribution to the coverage of the historical experience of “intellectual tourism” of Ukrainians in Europe was made by V. Horskyi, S. Grachotti, S. Kurbatov, V. Litvinov, V. Mykytas, D. Nalyvaiko, V. Nychyk, H. Nudha, O. Pakhlovska, Yu. Stratii, M. Shalat. The activities of the Ostroh and Kyiv-Mohyla Academies were revealed in the writings of Y. Isaievych, T. Ketra, I. Krypiakevych, V. Mankivskyi, Y. Mytsyk, O. Pritsak, Z. Khyzhniak, M. Yaremenko. History of Higher Education in the XIX – beginning of the XX cen. – N. Demianenko, O. Drach, L. Zelenska, L. Levytyska, V. Kachmar, S. Kessou, M. Krykun, H. Kosinova, S. Kulish, Y. Mokliak, S. Pakholkiv, S. Posokhov, H. Hausman, T. Udovitska, T. Maurer and others. However, contemporary historiography lacks research that presents

¹ Pakhlovska, O. (1990). *Ukrainian-Italian literary connections of the XV-XX centuries*. Kyiv.

historical transformation of the ideal of a highly educated person, mission and dominant model of higher education in Ukraine, taking into account European theory and practice.

2. Higher education origins in the territories of Ukraine and European cultural and educational impacts

The origin of the first sprouts of classical education in the territory of modern Ukraine is connected with the spread of ancient civilization and culture in the Greek cities of the Northern Black Sea coast. The individuals who acquired knowledge from well-known philosophers and rhetors (in the local poleis, in the metropolis – in Athens or in Alexandria) were highly educated². According to Herodotus, interest in the study of “Athenian sciences” was shown not only by the citizens of the poleis, but also by the representatives of the Scythian nobility, however, traitors of the native faith and traditions who were tempted to "Hellenization" were executed with a terrible death. A striking example is the philosopher Anaharhis, one of the canonical “seven wise men”.

The dominance of the Greek-Byzantine “cultural code” as a result of the Christianization of Kyivan Rus had strategic implication for the self-affirmation of the state in the community of European nations. Having fallen into the orbit of the spiritual influence of Byzantium – the most educated country, the guardian of the ancient heritage, Rus participated in the active assimilation of classical cultural standards. The sources³ indicate that orientation towards Constantinople prompted the Kyivan princes to impress the world recognition of high state status of education. According to the ancient chronicles, in 988 Prince Volodymyr Sviatoslavych founded a “palace” school in Kyiv – a closed elite institution. Organization of the “palace” schools in Rus could have been influenced by the model Pandidakterion – a higher school in Constantinople, similar to the Roman Athenaeus, in which were educated enlighteners Cyril and Methodius, and the first even taught philosophy. Training of the highly educated civil servants and higher clergy was carried out on the basis of mastering the “seven free arts”, singing, a series of philosophical and theological disciplines in schools of a “higher type” (secular and religious) or through

² Skrzhinska, M. (2013). Education in the process of formation of antique states in the territory of Ukraine (VI-IV centuries BC). In V. Smolii (Ed.), *Ukraine in Central-Eastern Europe, vol. 12-13*, pp. 15-31. Kyiv.

³ Sichinskyi, V. (1946). *Strangers about Ukraine. The choice from the descriptions of travels around Ukraine and other scriptures of strangers about Ukraine for ten centuries*. Avgsburg.

self-education⁴. In the “Tale of the Past Years”, young men who study philosophy and seek to reach the peak of wisdom, collecting everywhere the most valuable, are compared with busy bees. If in Kyivan Rus attention was paid to Greek and Old Slavonic languages, then in Galician Rus active contacts with Vatican and Western Europe led to an in-depth study of Latin and German.

Due to the rapid political, economic, cultural and educational uplift, Kyiv was called in medieval sources “the pearl of the world”, “the second Constantinople”, “the new Jerusalem”, the capital of one of the largest states. The yard and the academy of Yaroslav the Wise with a scriptorium and a huge library in the St. Sofia cathedral became the azimuth for many princes from Western Europe and future monarchs, and the successful “marriage diplomacy” contributed to strengthening the position of Kyivan Rus in the international arena⁵. The cult of books and scholarship dominated in the families of such Russian princes as Yaroslav the Wise, Vsevolod, Volodymyr Monomakh – the author of “Instructions to his children”, which has a significant pedagogical potential. The ideal of a highly educated person assumed respect for Christian virtues, active living position and optimism, awareness of “Athenian wisdom”, foreign languages, physical and aesthetic development, poetic talent as a symbol of the perfection of intelligence. Wisdom, charity and hunting skill distinguished the daughter of Yaroslav the Wise Anna (Agnes) – the queen of France, the wife of Henry I. Princess Konegunda (Kunguta) of Galicia – the wife of the Czech king Przemysl Otakar II – became the first Czech poet. Feodulia (Euphrosinia), the daughter of Prince Mikhailo Vsevolodovych, a well-known doctor, a connoisseur of grammar, rhetoric and philosophy, “knew all the books of Vergil and Vitus, and also the books of Aesculapius, Galenus, Aristotel, Homer, and Plato” and her sister Maria wrote poetry and co-authored the “Life of Prince Mikhailo of Chernihiv”⁶.

At that time, the practice of deepening higher education in well-known foreign centers, first of all in Constantinople and Athos, was initiated. From the XIV century, the center of gravity for curious intellectuals was Italy – the center of Roman antiquity, the “cradle” of the universities and the generator of Renaissance ideas. A bright star in the galaxy of humanists is the talented scientist, honorary citizen of Bologna Yurii Koteramak (known as Yurii Drohobych, Yurii from Lviv, who on Galicia land, Giorgio from Rus),

⁴ Babishin, S. (1973). *School and education of ancient Rus*. Kyiv: Higher school.

⁵ Ibid.

⁶ Korzh-Usenko, L. (2017). Genesis of conceptual approaches to organization of the educational process in the higher school of Ukraine. *Scientific notes. Series: Pedagogical Sciences*, vol. 156, 80-86.

initiator and editor of the first Cyrillic books. The classic of the world music is composer Maxim Berezovskyi, who had studied in Italy for ten years. The name of the maestro, the academician of the Bologna Philharmonic Academy, was stamped on the marble board of this institution, along with W. Mozart⁷. Very significant was the representation of students from Ukraine at the University of Padua: only in the XVII century there were about 2500 people⁸. Among the students of Padua, who were influenced by the spirit of free-thinking, were the future rector of the Kyiv-Mohyla Academy Ioasaph Krokovskyi and Ukrainian Hetman Ivan Mazepa. A rhetor (“Ukrainian Demosthenes” and “modern Cicero”), a polemicist, a historian Stanislav Orykhovskyy-Roksolan, who himself studied at eight universities, directed his talented fellow countrymen to Padua and other well-known centers, because who seeks to become highly educated, has “to direct his thought to Rome, to Athens, to Jerusalem and seek everywhere in the world”. Recognizing patriotism as a supreme virtue, S. Orykhovskyy considered himself the son of the “Ukrainian people of the Polish state” and proved the inclination of his compatriots to education from the times of Kyivan Rus⁹.

Among the boys who learned from the sources of wisdom in Rome – the future rectors of Ostroh and Kyiv-Mohyla academies – were Greek Cyril Lucaris (who also studied in Padua) and Theophanes Prokopovych. The student of Sorbonne was the Kiev Metropolitan, the founder of the Kyiv-Mohyla Academy Petro Mohyla, and the student of Cambridge – the future rector of this Academy Innocent Giselle. The famous Ukrainian writer and philosopher Hryhorii Skovoroda received Italian education¹⁰. The desire for the encyclopedic character of knowledge turned some adherents of science into “eternal students”. At the Jagiellonian University until the middle of the XVII century about 2,000 Ukrainian students were educated and many professors from Ukraine worked. Ukrainians actively studied in France, the Czech Republic, Austria, Hungary, the Netherlands, Sweden, Switzerland, England and Spain. Comparative analysis shows that German universities – Wittenberg, Heidelberg, Gottingen, Leipzig, Strasbourg – became popular with the development of natural science studies while in the Italian

⁷ Pakhlovska, O. (1990). *Ukrainian-Italian literary connections of the XV-XX centuries*. Kyiv.

⁸ Nychyk, V., Litvinov, V., Stratii, Yu. (1991). *Humanistic and Reformation Ideas in Ukraine (XVI – early XVII century)*. Kyiv.

⁹ Stanislav Orykhovskyy: *works* (2004). Kyiv: Dnipro.

¹⁰ Pakhlovska, O. (1990). *Ukrainian-Italian literary connections of the XV-XX centuries*. Kyiv.

universities flourished humanitarian and legal disciplines, astronomy, and medicine.

It was the humanists and their students who led the new system of values of Western European society, which included the ideas of the emancipation of the individual, the rise of man and the recognition of his right to earthly happiness, democracy, socially useful activity, service to the homeland, development of native culture. The famous Italian humanist of the XV century Filip Buonaccorsi Kallimach became the leader of the Renaissance cell in the Dunaiev near Lviv and one of the apologists of the humanist movement in the Polish-Lithuanian state. The Italian historian Bisaccioni Maiolino called the Ukrainians “the noblest knights” and “skilful farmers”, with a clear desire for knowledge even among ordinary people¹¹. Foreign travelers and diplomats solidified in recognition of the “civilization and education of Ukrainians” (P. Alepskyi, G. L. de Boplan, F. Weber, P. Gordon, E. Clark, D. Krman, H. Manstein, D. Marshall, J.-B. Scherer, Y. Just), arguing that the Cossacks were “educated people aware of science and law, and good connoisseurs of rhetoric, logic, and philosophy”. According to the optimistic prognosis of the famous German philosopher and ethnographer Johann Herder, Ukraine once “will become a new Hellas for the world”¹². In the opinion of the Italian professor Santa Grachetti, during the Baroque era, Ukraine demonstrated its “pan-European vocation”, and thanks to the “cult of freedom” joined the “universal fund of Europe” and became its popularist in the Slavic world¹³. Actually, at the mental level, Ukraine had never been separated from the European civilization (unlike the Moscow state).

The openness of the educational space to the acquisition of positive experience, interconfessional competition in meeting spiritual needs, the spread of the Protestant and Jesuit humanistic collegia formed on the basis of the pan-European program of enlightened piety and filtration of the classical heritage from the standpoint of Christian ethics, stimulated the search by Ukrainian intellectuals of their own model of higher education. Thanks to the synthesis of the concept of the “Tree Languages Lyceum” of Erasmus of Rotterdam, the experience of the organization of the school of Prince Jerzy

¹¹ Nychyk, V. (2002). From the Renaissance Italy to the Reformation Germany. In V. S. Horskyi (Ed.), *Religious-Philosophic thought in Kyiv-Mohyla Academy: European Context*, Kyiv: Academy.

¹² Sichynskyi, V. (1946). Strangers about Ukraine. The choice from the descriptions of travels around Ukraine and other scriptures of strangers about Ukraine for ten centuries. Avgsburg.

¹³ Grachotti, S. (1993). The heritage of the Renaissance in the Ukrainian Baroque. Ukrainian Baroque: Materials of the I Congress of the International Association of Ukrainists, (27 August – 3 September 1990 r.), Kyiv, pp. 3-11.

Pyas in Brzeg and the Italian academies with the national tradition in Ostroh was established an educational and scientific complex, which combined an education institution, a circle of scientists, a printing house, a library, a church, and a hospital. The patron of the cell was the magnate and philanthropist Constantine-Vasyl Ostrozkyi, the son of the Great Hetman of Lithuania, whose genus came from the princes of Kiev, was able to draw a cohort of scholars (first of all, from the Greek college of St. Athanasius in Rome and the University of Padua, where many representatives of the Ostrozkyi family were educated)¹⁴. A significant donation to the academy and hospital was carried out by the niece of the prince Elizabeth-Halshka Ostrozka. As prince Krzysztof Radziwil testified, K.-V. Ostrozskyi “builds an academy with great piety and almost royal scope”¹⁵.

The innovative character of the “Ostroh Atene” was manifested in the appeal to the legacy of Kyivan Rus as “domestic antiquity” and the sacralization of the native language in its Old Slavonic version, which was positioned as classical. Since the Slavic-Greek-Latin Ostroh College-academy (1576–1636) carried out training of the Orthodox intellectuals with a broad worldview, capable of controversy with ideological opponents, Jesuits were a dangerous center of “schism”. In addition to “free arts”, philosophical and theological sciences and medicine were taught here. The peculiarity of the academy was the combination of its Orthodox orientation with tolerance and ideological diversity, enhanced study of native and classical languages, as well as Hebrew and Polish (state). The leaders of the Venetian-Padua sample of education were teachers and members of the scientific circle Havrylo Dorofeiovych, Cyril Lucaris, Cyprian, Jan Liatosh, Nykyfor Parashes-Kantakuzin. Having finished their study in Ostroh, the most talented students were preparing for teaching, deepening their education in Italian centers as scholarship holders of the prince. The result of the fruitful work of the circle of Ostroh intellectuals was preparation of the educational literature, translation into Slavic and the publication of the fundamental “Ostroh Bible”. As a supporter of the inter-confessional dialogue, Ostrozkyi turned for help in building the institution to the Pope of Rome and Orthodox hierarchs; Ecumenical ideas of the prince were shared by the rector of the institution, Cyril Lucaris, the future Ecumenical Patriarch. In 1602, at the request of the Alexandrian Patriarchs in Greece, a branch of the Ostroh cell was opened, on which were relied a lot of hopes in

¹⁴ Paton, B., Smolii, V. (Eds.) (2003). History of Ukrainian culture: in 5 vol. Vol. 3: Ukrainian culture of the second half of XVII-XVIII centuries. Kyiv.

¹⁵ Kempa, T. (2009). *Kostiantyn Vasyl Ostrozkyi: Voievoda of Kyiv and marshals of Volyn land. Khmelnytskyi*.

connection with the collapse of Constantinople¹⁶. The mission of restoration on the Ukrainian lands of its own metropolitan power, actualized by K.-V. Ostrozkyi, with the aim of the spiritual revival of the greatness of Rus, managed to realize the former student of Ostroh, the Ukrainian hetman, Petro Sahaidachnyi (1621). It is symbolic, that the metropolitan of Kiev, Galicia and all Rus became a student of Ostroh Academy, rector of Lviv and Kyiv fraternal schools Iov Boretskyi.

Although K. Ostrozkyi's persistent attempts to give the college-academy a legal status equal to the university were not successful because of the resistance of the Jesuits and the death of the founder, but the students of the institution became representatives and patrons of the native education and culture, the founders and teachers of the brotherhood schools directed at Ostroh standards. The origins of the Orthodox universities with their native language of instruction and the democratic composition of students were brotherhood schools (Lviv, Lutsk, and Vilno), whose high level of teaching was confirmed by the privileges of the Orthodox patriarchs and the Polish king¹⁷.

However, as a result of the intensification of the Jesuit offensive, the students of the brotherhood schools of Ostroh cell concentrated their efforts in the city of Kyiv, the historic capital of Ukraine-Rus. Just in the cradle of the "Ruthenian antiquity" in the atmosphere of renaissance of the greatness of the Kyiv shrines, with the support of philanthropists (Halshka Hulevychivna, Kyiv Metropolitans, Ukrainian Hetmans), a well-known Kyiv-Mohyla Academy originated. In the basis of the Kyiv collegium (academy) Petro Mohyla laid the Catholic model of the French Sorbonne, whose student he was, while also adapting the newly created institution to the values and urgent needs of Ukrainian society. Instead, O. Pakhliovska points out the similarity of the mentioned institution to Zamoisk Academy, oriented towards the model of the University of Padua, which was an important center of the Ukrainian Renaissance culture¹⁸. In order to update the genetic continuity of the authentic educational traditions in the chronicle "Rusy's History" it is noted that Hetman Sahaidachnyi together with Petro Mohyla revived the ancient Kyiv Academy, which was laid after the introduction of Christianity in Rus.

¹⁶ Pasichnyk, I. (Ed.) (2011). *Ostroh Academy of the XVI-XVII centuries: Encyclopedia*. Ostroh.

¹⁷ Paton, B., Smolii, V. (Eds.) (2003). *History of Ukrainian culture: in 5 vol. Vol. 3: Ukrainian culture of the second half of XVII-XVIII centuries*. Kyiv.

¹⁸ Pakhlovska, O. (1990). *Ukrainian-Italian literary connections of the XV-XX centuries*. Kyiv.

The Academy carefully guarded its own traditional rights and like the Krakow University, recognized by the Polish king in 1658: academic autonomy, the jurisdiction of the own court, the election of teachers and rector, the democratic (omnipresent) nature of education, the activities of academic congregations, the possibility of challenging students' abusive teachers, etc. For foreigners of the XVII–XVIII centuries, the Kyiv Academy was “a true Orthodox University with a good reputation”, a source of highly-educated intellectuals in Eastern Europe¹⁹. An innovative Mohyla model of the Orthodox University was implemented in the branches and colonies of the Kiev metropolitan power: Vinnytsia, Hoshcha, Yassy, Moscow, Wallachia, Serbia, Orthodox collegia of Ukraine. An evidence of the international significance of the institution's activities is training of Ukrainians, Belarusians, Russians, Moldovans, Serbs, Bosnians, Montenegrins, Bulgarians, Greeks, and Italians.

Special attention in the academic environment was paid to the antique heritage, the works of Italian, German, Swiss humanists, reformers. Despite careful study of the system of Th. Aquinas, ancient philosophy at the Academy was taught not in the medieval (Thomistic), but in the Renaissance-humanistic interpretation (Pahl'ovs'ka (1990)). The professors of the Academy propagated the ideas of such Italian Renaissance thinkers. Of particular interest were the works of R. Descartes, F. Bacon, A. Vesalius, and N. Machiavelli, which were aimed at learning nature and society through intelligence, experience and experiments. Significant pedagogical potential had the ideas of the French encyclopedists (A. Voltaire, D. Diderot, Ch. Montesquieu, J.-J. Rousseau), the representatives of the English education (J. Locke, T. More, Anselm of Canterbury) (Korž-Usenko, Martinenko (2013), and especially – of the Dutch humanist Erasmus of Rotterdam and the Czech pedagogue J. A. Comenius, who considered qualitative education as a guarantee of Ukraine's national independence.

At the end of the XVIII century the traditional trivium and quadrivium at the Academy were complemented by classes of painting, history and geography, home and village economics, medicine. The implementation of the individual learning trajectory provided the flexibility and variability of the content of academic education. Most students were exceptionally interested in rhetoric. The philological training of students was substantial – in addition to Greek, Latin, Slavic, Hebrew, Polish they studied French, German, and possibly some Oriental languages. Gradually, the tendency to

¹⁹ Sichinskyi, V. (1946). *Strangers about Ukraine. The choice from the descriptions of travels around Ukraine and other scriptures of strangers about Ukraine for ten centuries.* Avgsburg.

increase the intellectual saturation of educational courses (in classical and new languages, mathematics, psychology, ethics, “higher sciences”, medicine, natural science), provision of an aesthetic component of students’ training (musical, drawing, theater classes) had intensified. The creative approach to teaching assumed the use of the elements of dramatization, game, dialogue, problem technology, aimed at the development of autonomy of students’ thinking. Of particular importance were developing students’ polemical skills. Priority was given to positive methods of stimulating academic integrity: encouragement (praise, gratitude, public honor, guidance, promise, and reward), competitiveness, and mutual control. The differentiated approach manifested itself in supporting gifted youth (practice of auditing, honorary positions in the system of self-government, opening of the perspectives of teaching activity, travel abroad for studying, recommendation for work); carrying out additional classes with disadvantaged students and their mastering of certain crafts (painting, icon painting, pharmacy, printing skills). In a number of virtues, which were cultivated in students, a sense of personal dignity and originality of thought were especially appreciated. For the development of creative abilities, the exercises with “national interpretation” of classical masterpieces were often practiced. Thus, as a result of the “turning” of Vergil’s masterpieces “Ekloge” and “Bucolica”, appeared the poems of Ivan Lobysevych “Vergi’s shepherds, in the Ukrainian coats dressed”, Ivan Kotliarevskyi’s “Aeneid”, with which the formation of the new literary Ukrainian language is associated.

As a real national shrine of the Ukrainian Cossack state, the Kyiv-Mohyla Academy (“Kyiv Parnassus”, “Our Sorbonne”, “Ruthenian Paris”) performed a mission of forming the intellectual elite, preserving the religious-national identity, and creating an open cultural and intellectual space²⁰. The usual practice for representatives of elite Cossack families (Razumovskyi, Orlyk, Poletyk, Khmelnytskyi, Samoilovych, Skoropadskyi) and the best students who intended to become teachers was deepening abroad of knowledge acquired at the Academy. Signs of European education were nobility, erudition, perfect knowledge of foreign languages, bibliophilia, charity and philanthropy. For example, Ukrainian hetmans I. Mazepa and K. Razumovskyi, who received education at several universities, provided a significant moral and material support for the Kyiv-Mohyla Academy. In general, the existence of its own state and the church

²⁰ Pritsak, O., Sevchenko, I. (Eds.) (1985). *The Kiev Mohyla Academy (Commemorating the 350th Anniversary of Its Founding, 1632–1982)*, Harvard Ukrainian Studies, vol. VIII, n. 1/2, Cambridge, MA.

(Kyiv metropole), democratic traditions (Magdeburg law, electiveness of officials and teachers), the patronitarian policy of Ukrainian hetmans contributed to the development of education. At the same time, a number of projects on the opening of modern Ukrainian universities and the reform of the current academy were blocked by the Russian government after the abolition of Hetmanate in Ukraine hetman.

With the help of the method of diachronic analysis it has been established that: if in the Middle Ages the only source of truth was considered God, and man was positioned as the object of Divine revelation, then in the New time, the person began to be perceived as the subject of scientific knowledge. The Kyiv Mohyla Academy fulfilled the role of a creative laboratory for the formation of the “man of Baroque”, whose critical mind overcame the limitations of theocracy, contributing to the birth of secular mentality. The bright representatives of the Ukrainian Baroque culture were composers D. Bortnianskyi and A. Vedel, philosopher H. Skovoroda, architect I. Hryhorovych-Barskyi, traveler V. Hryhorovych-Barskyi. Oriented to antiquities and medieval theology, scholastic education was gradually substituted by the Leibniz-Wolffian system. However, at the end of the XVIII century, under the pressure from the Russian government, the Ukrainian language was superseded, the right to academic autonomy and self-government was abolished, censorship was introduced, which led to the closure of the institution, and later to the creation of a spiritual academy on its basis. Within the typology of university education at the dawn of the New Age in the fundamental publication “History of the University in Europe”, Kyiv Academy was represented as a true university – based on its similarity to Jesuit higher schools, which supported theological and philosophical departments.

A typical Jesuit university of the pre-classical type was the University of Lviv (1666), closed after the abolition of the Order. On its basis, in 1784, the Austrian Prince Joseph opened in Lviv the classical university, intended primarily for the needs of Ukrainians, functioned the Ukrainian Institute-Studium Ruthenum (1787) and a number of Ukrainian chairs²¹. At the same time, in the Russian Empire the influential Polish and Russian circles, trying to monopolize the “intellectual Olympus” for “domination over the souls of Ukrainians”, prevented creation of modern universities by placing a bet on the lyceum – the sui generis “ivory towers” (Kremenets, Nizhyn, Odesa), equalized in rights with universities; they had a number of privileges that

²¹ Vakarchuk, I. (Ed.) (2011). *Encyclopedia. Lviv Ivan Franko National University: in 2 vol. Vol. 1: A-K*. Lviv.

provided elite education to immigrants from aristocratic families²². During the ten-year course of study, the young gentry was taught to be a true European through the mastery of foreign languages, secular manners, and jurisprudence.

3. Modern accents in the development of higher education in the territory of Ukraine

It should be noted that with the incorporation of the Ukrainian lands into the Austrian and Russian empires, the purpose of the universities from the point of view of the state was seen in imposing imperial values and the faithful service of the ruling dynasty. Choosing among different contenders for the status of a university city, the Russian government was guided primarily by the criterion of loyalty to the current power of the local population. Kharkiv (1804), Kyiv (1834), Novorossiisk universities (1865) were opened by autocracy as institutions for the training of state officials and the strongholds of russification. Moreover, Kharkiv University is the first and the only one in the Russian Empire, created in accordance with the “bottom-up” initiative and on the basis of private donations, with the hope of taking into account the interests of the local community.

The diachronic analysis shows that if in the first half of the XIX century, the classical content of higher education (emphasis on knowledge of Latin and Greek, ancient philosophy, history, art, rhythmic and metristics) predominated at universities in combination with compulsory study of theology, then over time, under the pressure of the public, the content component was developed by taking into account the achievements of world science and the needs of a particular region (new languages, modern philosophy, natural sciences, political economy, jurisprudence, sociology, vocational and psychological-pedagogical disciplines).

The method of the retrospective analysis helped reveal a number of factors that had influenced the efficiency of the educational process at the universities of the Russian Empire in the XIX and early XX centuries: the inconsistency of government policy in higher education; displacement of the personality-oriented paradigm, characteristic for European civilization, by the traditions of state domination; restriction of the social and legal status of participants in the educational process, repression against “unreliable” teachers and students; violation of the principle of free development of scientific knowledge; strengthening of the religious-ideological direction of education and upbringing; temporary prohibition during the reaction period of a number of training courses and areas of research (philosophy, psychology, pedagogy,

²² Bovua, D. (2007). *Russian government and Polish gentry in Ukraine (1793-1830)*. Lviv.

logic, natural and European law, political economy, Ukrainian studies disciplines); restriction of scientific-educational cooperation with Europe; narrowing of the variable component of the content of education; excessive regulation, unification, russification; strict censorship of lecture courses and educational literature; the use of positive European experience; the position of academic councils in solving academic problems; professional-pedagogical skills, authority and personal example of teachers; persistence of students in the struggle for their own academic needs.

At the beginning of the XX century, in the Ukrainian lands of the Russian and Austro-Hungarian empires, along with the classical state universities that functioned according to the model of Berlin and Vienna universities, there were about 30 branch universities (oriented in particular to the standards of the Paris Polytechnic with a mobile multi-profile structure and Italian Agricultural Higher Schools). However, despite the unofficial status of Ukraine as a breadbasket in Europe, the Russian government did not respond to persistent requests from the public on the creation of higher schools of agrarian profile in its territory, as well as national universities, which most Ukrainians, mostly peasants, needed²³. At the same time, according to a comparative analysis, higher national schools, designed for representatives of different nationalities, successfully operated in the neighboring Austro-Hungarian Empire.

In conditions of the scientific-technological revolution, formation of market relations, intensification of the processes of nation-building, the progressive professorship and the public developed an alternative anthropological model of higher education, subordinated to the goal of self-development of the creative person, the ideas of academic freedom, the deformalization of the pedagogical process, auto-dydidacticism, “post-university” education, were tested in free higher schools. By the high level of organization of the educational process Kyiv Commercial Institute, Kyiv Polytechnic Institute, the Higher women’s courses in Kyiv, Kharkiv, Odesa, Kyiv Froebel Institute were distinguished. The criteria for the quality of higher education had become the increased academic tone and the level of students’ mastery of methodology, development of critical thinking, the ability of students to scientific creativity. Gradually, the knowledge-based approach to the organization of the educational process changed to personality-oriented, and the reproductive nature of the texts of lectures and textbooks – to the productive, which facilitated the flexibility of the curriculum, the expansion of sources of information, the introduction of

²³ State Archive of Kharkiv Region. Fund 45, Description 3, Case 3135.

active forms of education. Instead of review or factual lectures, priority was given to problem and methodological ones.

The introduction of individual education plans, improvement of the microclimate in the student-teaching environment contributed to increasing of the motivation for academic work and the establishment of cooperation between the participants in the educational process. Thus, the development of the innovative potential of the Kiev Commercial Institute was provided by the qualified teaching staff, an in-depth specialization in the training of specialists, extensive use of excursions and practical forms of training, a rational organization of international internships and industrial practices. Substantial foreign language training was provided through learning of new European languages (English, German, French, Italian) and more “exotic” eastern (Japanese, Chinese, Turkish, Arabic), while universities paid attention to “dead” languages.

In order to familiarize with the last word of science and technology, the achievements of pedagogical theory and practice, and deepen professional and language training, the academic mobility of teachers and students had become much more active. If in the past, the leader of the internship opportunities provision was Germany, then in the early XX century more frequent had become visits to the United States, especially those of technical specialties. However, humanities scholars (historians, philologists, art historians) and lawyers often preferred Italy as the cradle of European culture and civilization²⁴. Some scholars (M. Drahomanov, M. Hrushevskiy, S. Rusova) used high rostrums in Europe to actualize the problems of domination of strict censorship, ban of the native language and alienation of Ukrainians from higher education in the Russian Empire.

Consequently, at the turn of the XIX and XX centuries, a group of nationally conscious intellectuals (M. Halushchynskiy, F. And A. Kolessy, M. Korduba, I. Krypiakevych, T. Lubenets, O. Makovei, Olena Pchilka, S. Siropolko, M. Rudynskiy, S. Rudnytskyi, S. Smal-Stotsky, H. Khotkevych, V. Shcherbakivskiy) saw the People’s University as an alternative to the “state” higher schools, based on the principles of nationality and culture, conformity with the needs of an individual and the whole nation²⁵. Over time, the idea of a free Ukrainian university matured; a significant contribution to the development and popularization of this idea was made by educators, teachers, artists, public figures: Kh. Alchevska,

²⁴ State Archive of Kharkiv Region. Fund 770, Description 1, Case 99.

²⁵ Korzh-Usenko, L. (2017). *Contra spem spero: self-realization of Ukrainian women in scientific and teaching activities. VII Internationale virtuelle Konferenz der Ukrainistik. Dialog der Sprachen – Dialog der Kulturen. Die Ukraine aus globaler Sicht* (München, 27. Oktober – 30. Oktober 2016), München: Open Publishing LMU, pp. 680-690.

V. Barvynskyi, I. Horbachevskyi, B. Hrinchenko, M. Hrushevskyi, D. Doroshenko, C. Dnistrianskyi, I. Puliui, M. Sumtsov, I. Franko, A. Sheptytsky. The idea was supported by the representatives of the creative intelligentsia: the coryphaeus of Ukrainian music and theater M. Lysenko and M. Kropyvnytskyi, the stars of the world scene S. Krushelnytska and O. Mishuh. A comparative analysis shows that the desire to conceptualize and implement the national model of a free higher school was coherent with world educational processes. The representatives of different nations, subordinate to the Habsburg monarchy, sought to open their own universities: Italians in Trieste, Czechs in Brno, Slovenes in Ljubljana, Ukrainians in Lviv. Although the idea of creating a Ukrainian free university in 1914 was supported by the Austrian authorities, moderate parties, the international community, however, it was perceived by the Russian government as a threat to its own national security, close to the declaration of war²⁶.

The evidence of the intensification of higher education development during the period of the Ukrainian national statehood of 1917–1920 is the appearance of about 30 higher schools, despite the world war and the economic crisis. Thus, in 1918 the Ukrainian State Universities were opened in Kiev and Kamianets-Podilsky, the Ukrainian University in Poltava, founded by the Ukrainian Society “Prosvita”; the result of private initiative and support of the government of P. Skoropadsky was the creation of Tavriysky (Simferopol) and Katerynoslav Russian universities. In Tavriyskyi and Kamianets-Podilskyi universities, the traditional 4-department structure was supplemented by the Department of Agronomy, and in the latter, also, by the Theological Department. The innovation in higher school was opening of Ukrainian, Jewish, and Polish chairs. At this time, the members of the state leadership and representatives of the public (D. Bahalii, V. Vernadskyi, M. Vasylenko, I. Hanytskyi, O. Hrushevskyi, D. Doroshenko, P. Zaitsev, B. Kistiakivskyi, O. Muzychenko, I. Ohienko, H. Pavlutsyyi, M. Plevako, S. Rusova, I. Steshenko, M. Sushytskyi) were solidified in the vision of the higher education institutions as “European in form and Ukrainian in spirit” – the lights of national culture and powerful centers of formation of the Ukrainian intelligentsia²⁷. Thanks to the actualization of the national educational ideal, Yaroslav the Wise,

²⁶ Klopova, M. (2012). National movements of the East Slavic population of Austria-Hungary through the eyes of Russian observers (late XIX – early XX century). *Russians about Ukraine and Ukrainians*, pp. 338-362.

²⁷ Korzh-Usenko, L. (2017). Genesis of conceptual approaches to organization of the educational process in the higher school of Ukraine. *Scientific notes. Series: Pedagogical Sciences*, vol. 156, 80-86.

P. Sahaidachnyi, H. Skovoroda, T. Shevchenko, I. Franko, Lesia Ukrainka had become an examples for youth. The diversification of the educational network contributed to opening of about 50 stationary (Rozovik (2002) and several dozen wandering folk universities.

However, during the Soviet period (1920–1990), a radical reorganization of the higher school was carried out on the basis of a break with the previous academic tradition, refusal taking into account positive foreign experience, affirmation of the priority of class values and Marxist-Leninist ideology, unification, centralization, massisation of higher education, approval of the reproductive learning nature.

Postmodern Period of Higher Education in Ukraine (since the 90's of the twentieth century) is determined by the innovative educational paradigm, the rehabilitation of the idea of academic freedom and university autonomy, the desire for integration into the European and world educational space, the combination of national and anthropocentric foundations in the globalization, internationalization and commercialization context.

CONCLUSIONS

Thus, the conducted research allowed to carry out periodization of the development of higher education in the territory of Ukraine in accordance with changes of dominant educational paradigms and implementation of new models: pre-institutional (III century BC – XV century), with which the origins and prerequisites of practice origin are connected higher education; pre-classical (XVI – the end of XVIII century), marked by the activity of fraternal schools, Ostroh and Kyiv-Mohyla Academy, created on the model of European universities of the classical type and adapted to the needs of preserving religious and ethnic identity; classical (beginning – the end of XIX century) is characterized by orientation to classical German university in its Austrian variant, combining the elements of unified French model; modernizational (the beginning – the end of the XIX century) is characterized by an orientation of higher school towards the classical German university in combination with the elements of the French model; at the beginning of the twentieth century the modern stage has been launched, aimed at diversifying education and self-realization of the individual; Soviet (1920–1990), which envisaged a radical reorganization of higher education on the basis of affirmation of class values and Marxist-Leninist ideology; postmodern (since the 90's of the twentieth century), which is based on an innovative educational paradigm.

Among the number of factors, which influenced the process of higher education development on the territory of Ukraine, the historical (deep traditions of the functioning of higher-level institutions, the openness of the Ukrainian educational space to the extrapolation of positive foreign

experience, and the practice of “educational tourism”) are distinguished; socio-political (external and internal policy of the state, democratization of society, growth of national consciousness of the population), economic (scientific-technological progress, modernization of the economy, growth of the need for qualified specialists), socio-cultural (activization of private initiative and socio-pedagogical movement, practice of charity and patronage; endeavour of Ukrainian intelligentsia to develop national culture; strict censorship and prohibition of Ukrainian language, literature, schools in the Russian Empire); educational (the genesis of values, the educational ideal and the goal of education, transformation of the mission of the university, the conceptual maturity of different models of higher education, the ideas of reformatory pedagogy and free higher school); scientific (structuring of science, establishment of new methodological approaches, institutionalization of pedagogy as a separate branch of scientific knowledge, integration into the world of scientific space).

SUMMARY

The study attempted to distinguish the periods of higher school development in Ukraine, starting with the Athenian system of education in the cities-poleis of the Northern Black Sea coast, schools of higher type in Kyivan Rus, brotherhood schools, Ostroh and Kyiv-Mohyla academies up to developing a broad network of universities and other higher education institutions. The factors that determined quantitative and qualitative changes in the higher school were defined. The transformation of models of higher schools, interconnection of academic traditions and innovations, peculiarities of organization of educational content, forms and methods of education in higher education institutions in the territory of Ukraine in the historical retrospective are characterized.

REFERENCES

1. *A History of the University in Europe. Volume II: Universities in early modern Europe (1500–1800)*. Cambridge University Press, 1996.
2. Babishin, S. (1973). *School and education of ancient Rus*. Kyiv: Higher school.
3. Bovua, D. (2007). *Russian government and Polish gentry in Ukraine (1793-1830)*. Lviv.
4. State Archive of Kharkiv Region. Fund 45, Description 3, Case 3135.
5. State Archive of Kharkiv Region. Fund 770, Description 1, Case 99.
6. Grachotti, S. (1993). The heritage of the Renaissance in the Ukrainian Baroque. *Ukrainian Baroque: Materials of the I Congress of the International Association of Ukrainists, (27 August – 3 September 1990 r.)*, Kyiv, pp. 3-11.

7. Hrushevskiy, M. (1992). *History of Ukraine-Rus: in 11 vol.* Vol. 2: XI-XIII, Kyiv: Scientific thought.
8. Kempa, T. (2009). *Kostiantyn Vasyl Ostrozkyi: Voievoda of Kyiv and marshals of Volyn land.* Khmelnytskyi.
9. Klopova, M. (2012). National movements of the East Slavic population of Austria-Hungary through the eyes of Russian observers (late XIX – early XX century). *Russians about Ukraine and Ukrainians*, pp. 338-362.
10. Korzh-Usenko, L. (2017). Contra spem spero: self-realization of Ukrainian women in scientific and teaching activities. *VII Internationale virtuelle Konferenz der Ukrainistik. Dialog der Sprachen – Dialog der Kulturen. Die Ukraine aus globaler Sicht (München, 27. Oktober – 30. Oktober 2016)*, München: Open Publishing LMU, pp. 680-690.
11. Korzh-Usenko, L. (2017). Genesis of conceptual approaches to organization of the educational process in the higher school of Ukraine. *Scientific notes. Series: Pedagogical Sciences, vol. 156*, 80-86.
12. Korzh-Usenko, L., Martinenko, D. (2013). Development of education in Ukraine of the Cossack period: the context of the dialogue of cultures. *III Internationale virtuelle Konferenz der Ukrainistik. Dialog der Sprachen – Dialog der Kulturen. Die Ukraine aus globaler Sicht (München, 1–4 November, 2012)*, München – Berlin – Washington, D. C., Verlag Otto Sagner, pp. 800-816.
13. Litvinov, V. (2000). *Renaissance humanism in Ukraine. Ideas of humanism of the Renaissance in the Ukrainian philosophy of the XV – the beginning of the XVII century.* Kyiv.
14. Mykytas, V. (1994). *Early Ukrainian students and professors.* Kyiv: Abris.
15. Nalyvaiko, D. (1993). Ukraine in the reception of Western humanists of the XV-XVII centuries. In O. Mizanich (Ed.), *European Renaissance and Ukrainian Literature of XIV–XVIII cen.*, pp. 3-39. Kyiv.
16. Nudha, H. (1990). *On literary paths (research, searches, finds).* Kyiv: Dnipro.
17. Nychyk, V. (2002). From the Renaissance Italy to the Reformation Germany. In V. S. Horskyi (Ed.), *Religious-Philosophic thought in Kyiv-Mohyla Academy: European Context*, Kyiv: Academy.
18. Nychyk, V., Litvinov, V., Stratii, Yu. (1991). *Humanistic and Reformation Ideas in Ukraine (XVI – early XVII century).* Kyiv.
19. Pakhlovskaya, O. (1990). *Ukrainian-Italian literary connections of the XV-XX centuries.* Kyiv.
20. Pasichnyk, I. (Ed.) (2011). *Ostroh Academy of the XVI-XVII centuries: Encyclopedia.* Ostroh.

21. Paton, B., Smolii, V. (Eds.) (2003). *History of Ukrainian culture: in 5 vol. Vol. 3: Ukrainian culture of the second half of XVII-XVIII centuries*. Kyiv.
22. Pritsak, O., Sevchenko, I. (Eds.) (1985). *The Kiev Mohyla Academy (Commemorating the 350th Anniversary of Its Founding, 1632–1982)*, Harvard Ukrainian Studies, vol. VIII, n. 1/2, Cambridge, MA.
23. Rozovik, D. (2002). *Ukrainian cultural revival during the years of the national-democratic revolution (1917-1920)*. Kyiv.
24. Skrzhinska, M. (2013). Education in the process of formation of antique states in the territory of Ukraine (VI-IV centuries BC). In V. Smolii (Ed.), *Ukraine in Central-Eastern Europe, vol. 12-13*, pp. 15-31. Kyiv.
25. *Stanislav Orikhovskyy: works* (2004). Kyiv: Dnipro.
26. Sichynskyy, V. (1946). *Strangers about Ukraine. The choice from the descriptions of travels around Ukraine and other scriptures of strangers about Ukraine for ten centuries*. Avgsburg.
27. *Yurii Drohobych: prophecies and reflections* (2001). Drohobych.
28. Vakarchuk, I. (Ed.) (2011). *Encyclopedia. Lviv Ivan Franko National University: in 2 vol. Vol. 1: A-K*. Lviv.
29. Visotskyi, S. (1998). *Kyiv writing school (to the history of Ukrainian writing)*. Kyiv.

Information about the author:

Larysa Korzh-Usenko,

Doctor of Pedagogical Science,
Assistant Professor of Chair of Management
of Education and Pedagogy of Higher School
Sumy State Pedagogical University
named after A. S. Makarenko
87, Romenska str., 40002, Sumy, Ukraine
ORCID ID: orcid.org/0000-0001-9538-4147

COMPETENCE MODEL OF A YOUTH WORKER: REFERENCE POINT OF YOUTH WORK EDUCATION IN FINLAND

Nataliia Kovalenko

INTRODUCTION

The Council of Europe Resolution on a renewed framework for European cooperation in the youth field states that “youth work is a broad term encompassing a large amount of social, cultural, educational or political activity, both with and for young people. Increasingly, such activities include sports and youth services¹.”

In Ukraine, the areas of public youth policy include the problems of employment and providing young people with the first workplace, providing quality education for young people through formal and non-formal education, development of entrepreneurship among young people, maintaining health, providing housing for young people, integration of Ukrainian youth into the European and world youth community. The main priorities of Ukraine’s youth policy, according to conclusions of the Council of Europe International review team, are promotion of healthy lifestyles, youth employment and patriotic education, but there are no systematic measures to support and further develop youth work at national and local levels².

The subjects of youth policy are national and regional authorities, youth organizations, international organizations, young researchers, as well as business and private donors. In addition, a number of NGOs offer training and other activities for young people.

In response to these challenges, UNDP Ukraine, in co-operation with the Ministry of Youth and Sports of Ukraine and State Institute for Family and Youth Policy, launched educational “Youth Worker” Programme³. The program aims to provide an appropriate level of knowledge on the priorities, trends and challenges of youth policy and youth work while developing the

¹ Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018). Retrieved from: <http://eur-lex.europa.eu/legalcontent/EN/TXT/?qid=1390996863108&uri=CELEX:32009G1219%2801%29>.

² Kzhaklevska, E., Viliamson, H. Molodizhna polityka v Ukraini: Vysnovky Komandy mizhnarodnykh ohliadachiv Rady Yevropy [Youth Policy in Ukraine: Conclusions of the Council of Europe International Review Team]. Liuksemburh: Vydavnytstvo Rady Yevropy. Retrieved from: http://sdg.org.ua/images/----_-----_.pdf (in Ukrainian).

³ *Training programme Youth Worker*. Retrieved from: <http://youth-worker.org.ua/>

potential of youth workers in Ukraine. The target groups of the program are civil servants who work with youth and leaders of youth NGOs.

Professional education of specialists implementing the tasks of youth policy in Ukraine covers mostly qualifications of a social educator and a social worker. Sumy State Pedagogical University named after A. S. Makarenko is introducing an educational and professional program in the specialty 011 Educational, pedagogical sciences to prepare the master of education for the fulfillment of professional responsibilities in the field of educational work. The Master in Theory and Practice of upbringing in contemporary realities requires an extension of the field of competence, enrichment of the model with components of the model of the youth worker. On this basis, we aim to analyze models of competences developed by Finnish specialists, in order to clarify general and special (professional) competences of the future specialist in educational work, defined by the standard of higher education, educational and professional program “Methodology of educational work” of the second level of higher education 011 Educational, pedagogical sciences, field 01 – education/pedagogy, which involves training of a specialist competent to work with young people.

We expect that achievement of the goal of the study is possible by answering the questions:

1. What is the essence of the definition of youth work?
2. What are components of competence model of a youth worker in Finland?
3. How to update the model of the educational program “Methods of educational work” that is provided by the Chair of Pedagogy of Sumy State Pedagogical University named after A. S. Makarenko?

1. What is the essence of the definition of youth work?

Working definition of youth work that was created by an expert group set up under the European Union Work Plan for Youth for 2016-2018 is: “actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning»⁴. Youth policy is a “strategy implemented by public authorities with a view to providing young people with opportunities and experiences that support their successful

⁴ *Developing digital youth work. Policy recommendations, training needs and good practice examples* Office of the European Union (2017). Luxembourg: Publications Office of the European Union.

integration into society and enable them to be active and responsible members of their societies, as well as agents of change”⁵.

Youth work takes place in many different forms and settings. The most common ones are youth centers, youth projects, outreach/detached youth work, informal youth groups, youth camps/colonies, youth information, youth organizations, youth movements. These different forms of youth work can be carried out and/or governed by different entities (municipalities, NGOs, etc.) and take place in different localities (youth centers, schools, churches, etc.).

Youth work understands a young person not as a unit of labor or as a problem to be solved, but rather as a person with talent, skills and abilities some of which have yet to be realized. It engages with young people, builds relations and trust and empowers them to use their strengths and address their weaknesses.

Youth work also supports young people to become active citizens and engage in decisions and actions which affect them and their community. As a result it enables young people to better understand the views and concerns of others and those of wider society, which in turn contributes to greater harmony and social inclusion. In this context, youth work also has a preventive effect on polarization and radicalization potentially resulting in violent behaviour.

The legislative framework for youth work in Finland

In Finland, youth work has been governed by legislation since 1972. The Act on Youth Committees and State Subsidies for Municipal Youth Work⁶ laid the foundation for the development of a statutory system of youth committees in Finland. Municipal youth committees operated at the grass roots level, provincial youth work committees acted as expert bodies at the provincial level, and the National Youth Work committees, later the Advisory Council for Youth Affairs, operated under the Ministry of Education. The act secured state subsidies to local authorities for organizing youth work.

The Youth Work Act, effective as of 1986⁷, the upper age limit for young people was raised to 29 years. In addition, national youth centers, as well as their operational and investment grants, were now governed by legislation.

⁵ Council of Europe (2015). *Recommendation CM/Rec(2015)3 of the Committee of Ministers to member States on the access of young people from disadvantaged neighbourhoods to social rights, adopted by the Committee of Ministers on 21 January 2015 at the 1217th meeting of the Ministers' Deputies Council.*

⁶ *Act on Youth Committees and State Subsidies for Municipal Youth Work 117/1972.*

⁷ *Youth Work Act. 1068. Finland (1985).*

The subsequent act governing youth work, became effective as of 1995 broadened the scope of youth work to youth policy. In the act, youth work was defined as work aimed at promoting civic activity and improving the living conditions of young people.

Youth activities were defined as young people's civic activities aimed at promoting their growth and citizenship skills. Under the act, youth work was defined as part of the responsibilities of local authorities (municipalities), while youth activities were primarily the responsibility of youth groups and youth organizations⁸.

The new policy Program for 2012–2015⁹ was aimed at creating additional, equal access to education and the labor market for children and young people, according to their age group. Another objective is to promote active citizenship and social participation of children and young people.

However, local authorities are allowed¹⁰ to determine the focus areas and target groups of their youth work. The municipal system of self-government entitles local authorities to decide on organization of youth work. Local authorities can focus their youth work on specific age groups, and employers are also entitled to determine qualifications required of youth workers – they are not specified under law. There are several features of the Finnish youth work community which help it distinguish itself as an independent profession.

First, youth work is an age-specific activity. Youth workers work with young people. The youth work community has been able to show Finnish society that the work they do has been beneficial both for youth and for society in general.

Second, youth work is based on the principles of voluntarism and universalism. This means that youth work has to be attractive and fun for the young, instead of being controlling and boring.

Third, the importance of peer activities, youth cultures and peer learning are essential to youth workers.

Fourth, the conception of youth work as education has been important in the history of Finnish youth policy.

Fifth, youth work has for a long time promoted democratic education, citizenship training and youth participation. This involves a dual element –

⁸ Government Proposal to Parliament for a Youth Act and the Amendment of Section 1 of the Act on the Financing of the Provision of Education and Culture. 28. Finland. (2005).

⁹ Ministry of Education and Culture (2011). *Lapsja nuorisopolitiikan kehittämisselma lausunolle*. Press release. Retrieved from http://www.minedu.fi/OPM/Tiedotteet/2011/09/lanuke_lausunokierrokselle.html.

¹⁰ Government Proposal to Parliament for a Youth Act and the Amendment of Section 1 of the Act on the Financing of the Provision of Education and Culture. 28. Finland. (2005).

empowering youth, but also contributing to society as a whole by creating social structures that help them express themselves and be heard.

Sixth, the social policy aspect of youth work should create conditions to help less well-to-do youth gain access to services, be empowered and interact with other young people¹¹.

These six features emphasize that youth work in Finland has a distinct role in the Finnish service system, with unique features as well as similarities and synergies with other professions.

Formal education system of youth work in Finland

The history of youth work education in Finland as part of the formal education system began in 1945, when the first course in an institution that is now part of Tampere University was established. Youth work education has been systematically developed ever since and is now available at all education levels, from vocational education to doctoral studies¹².

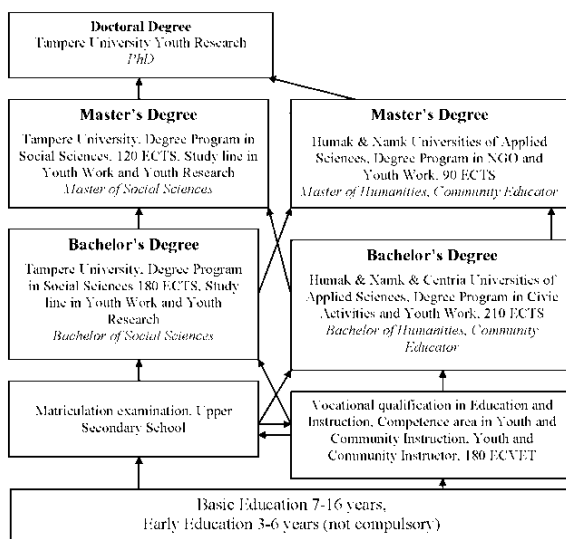


Fig. 3. Youth work education system in Finland¹³

¹¹ Kiilakoski, T. (2019). *Youth work education in Finland*. Finnish Youth Research Network: Finnish Youth Research Society publications.

¹² Kiilakoski, T. (2019). *Youth work education in Finland*. Finnish Youth Research Network: Finnish Youth Research Society publications.

¹³ Kiilakoski, T. & Nieminen, J. (2019). *Youth Work and Youth Work Education and Training in Finland. Presentation at the Education and Training Pathways of Youth Workers conference*. Helsinki 20.2.2019.

2. What are the components of competence model of a youth worker in Finland?

Training of specialists, agents of Finnish youth policy is carried out in vocational and higher education institutions. Vocational education in Finland is more practice oriented than secondary school education. The work learning is an important part of qualification. A professional degree is a qualification based on competence, and it takes two to three years to complete a professional qualification. Areas of work learning¹⁴ cover: youth organizations, work with local youth, educational work with youth, national youth centers, youth research.

Training of a specialist in youth work in Finland is carried out in accordance with the developed competences. This study provides an analysis of the youth worker competences, that is the basis of organization of the educational process of the South Ostrobothnia Folk High School, Finland. The paper is a result of the study visit “Developing Youth Workers’ Competences in Finland” organized by the Martinten Youth Center with support of the Erasmus+ program at the schools and youth centers of Virrat, Ilmajoki and Tampere (2019). The program made it possible to explore the link between youth policies and the practice of youth work by looking at the elements in political documents on European and Finnish levels and seeing how they are manifested both in the educational plans of a vocational institution teaching youth work and in the practice of Finnish youth work on grass-root level. In addition, it offers a possibility to explore the contents of the youth work curriculum on the secondary level of education and see the links to national laws and European Youth Strategy in its planning.

The qualification of a youth worker, which is being prepared by the Southern Ostrobothnia People’s School, is “Youth and Community Instructor”¹⁵. Good communication and interaction skills as well as an ability to take into account the needs for guidance and support of people of various ages with different backgrounds are needed in the sector.

Responsibility for the psychological and physical safety of clients and those receiving guidance is also emphasized in the competence requirements of the sector. Employees in the sector often work as a part of a multiprofessional team and/or network.

The scope of the vocational qualification is 180 competence points. The Vocational qualification in Education and Guidance consists of vocational units (140–145 competence points), of which the scope of compulsory units

¹⁴ Denstad, F. Y. (Ed.). (2009). *Youth Policy in Finland. A report by an international review group appointed by the Council of Europe*. Strasbourg: Council of Europe Publishing.

¹⁵ *Vocational qualification in Education and Guidance* (2018). Finland: South Ostrobothnia Folk High School Publishing.

is 105–110 competence points and the scope of optional units 35–40 competence points. Two competence areas of the qualification include the compulsory unit Promoting the growth, well-being and learning of children (40 competence points). This unit is common with the Vocational qualification in Social and Health Care.

Table 1

Components of competence model of a youth worker in Finland

I.	VOCATIONAL UNITS 145 competence points
1.	Competence area in Youth and Community Instruction
2.	Compulsory units 110 competence points
3.	Professional encounters in the field of education and guidance, 15 competence points
4.	Guidance of individuals, groups and communities, 35 competence points
5.	Promoting the growth and wellbeing of young people, 30 competence points
6.	Supporting inclusion and social empowerment, 30 competence points
II.	Optional units 35 competence points
1.	Leading voluntary and NGO activities, 15 competence points
2.	Leading activities for older people, 20 competence points Guiding expression, 20 competence points Leading physical activity, 15 competence points Leading nature and experience activities, 20 competence points Guiding persons in need of support, 20 competence points Working as a top expert, 15 competence points
3.	Workplace instructor training, 5 competence points Working in an enterprise, 15 competence points Planning a business, 15 competence points A unit based on local competence requirements 5-15 competence points
4.	The unit contains competence that meets local labor market needs. The competence must be suitable for the needs of more than one workplace. The education provider names the unit on the basis of operational entities in the world of work and determines its scope in competence points. The education provider defines the competence requirements and the assessment of competence in a similar manner as for vocational units
5.	A unit from another vocational qualification, further vocational qualification or specialist vocational qualification 5–15 competence points
6.	A unit from another vocational qualification, further vocational qualification or specialist vocational qualification can be included in the qualification. Regardless of the scope of the unit to be included in the qualification, its maximum scope in this case is 15 competence points
7.	Higher education studies 5–15 competence points
8.	The unit contains higher education studies that support vocational competence
9.	Parts of common units, general upper secondary studies or other studies supporting capacities for further studies 1–25 competence points

The competence area in Youth and Community Instruction, in which the qualification title is Youth and Community Instructor, is composed of compulsory units (110 competence points) and optional units (35 competence points).

The compulsory units are professional encounters in the field of education and guidance (15 competence points), guidance of individuals, groups and communities (35 competence points), promoting the growth and wellbeing of young people (30 competence points) and supporting inclusion and social empowerment (30 competence points)¹⁶.

Professional encounters in the field of education and guidance (students know how to: comply with provisions, regulations and operating principles guiding their field; behave professionally in interactive situations with clients and the work community; take care of individuals' and groups' wellbeing and safety; work with different individuals, respecting diversity; support an individual's growth and development; work in the daily activities of the education and guidance field; apply basic working life skills; assess and develop their activities).

Guidance of individuals, groups and communities (students know how to: comply with provisions, regulations and operating principles guiding their work; plan and implement activities for an individual and a group or a community; guide a group to work together, taking its developmental stage into account; use guidance methods in their work; guide clients towards a sustainable lifestyle as well as plan and implement an excursion, camp or event; see to the comprehensive safety of those they guide and take occupational safety into account; assess and develop their activities).

Promoting the growth and wellbeing of young people (students know how to: comply with the up-to-date provisions, regulations and operating principles guiding their work; draw on their knowledge of youth and phenomena associated with youth in their work; assist and support young people's growth and wellbeing; take into account a young person's family and close networks; plan and carry out project-type activities; promote inclusion and encourage clients in participation; guide young people towards ethical thinking and reflecting on values; draw on digital operating environments in their work and provide technology and media; work in multidisciplinary networks; assess and develop their activities).

Supporting inclusion and social empowerment (students know how to: comply with provisions, regulations and operating principles guiding their work; use a preventive work approach; use social empowerment methods

¹⁶ Vocational qualification in Education and Guidance. (2018). Finland: South Ostrobothnia Folk High School Publishing

and recognize a need for such methods; support clients' inclusion and the sense of togetherness; keep records using the work environment's practices; follow the principles of service counselling; support clients in difficult life situations; look after their personal wellbeing and safety; assess and develop their activities).

Therefore, a youth and community instructor plans, organizes and guides activities for people of different ages. The work comprises instructing, guiding and supporting people of different ages. Its focus is on promoting inclusion, civic participation and multicultural work. Along with opportunities for recreational and other activities, the sector puts emphasis on improving young people's living conditions as well as safeguarding and expanding their opportunities for participating in society.

3. How to update the competence model of the educational program “Methods of educational work” that is provided by the Chair of Pedagogical of Sumy State Pedagogical University named after A. S. Makarenko?

In 2005, Ukraine joined the Bologna Process as an initial step to the integration of Ukrainian HEd into the European Higher Education Area. Following the “Revolution of Dignity” and election of a new government in February 2014, one of the first pieces of legislation was the Law “On Higher Education”. This set out radical reform including financial and administrative autonomy of universities. The law also covered changes including alignment on education cycles (Bachelors – Masters – PhD), a national quality assurance system, national HEd standards, implementation of the European Credit Transfer System (ECTS), using Learning Outcomes for competence-based and student-centered approaches, improved student governance in HEd and providing academic mobility for students and staff¹⁷.

Master's educational program “Methodology of educational work” in the specialty 011 Educational, pedagogical sciences which is implemented at Sumy State Pedagogical University named after A. S. Makarenko prepares MEd for the fulfillment of professional responsibilities in the field of educational work.

The purpose of the educational program is professional training of specialists in the field of educational work and methods of educational work, who have a system of knowledge in the field of pedagogical education, can critically evaluate and put into practice theoretical postulates and innovative methods, they are capable of continuous learning and self-improvement,

¹⁷ <http://erasmusplus.org.ua>, accessed June 2019.

demonstrating leadership autonomy in initiating and implementing innovative complex projects.

The Master in Education in specialty “Methodology of educational work” can work in institutions of pre-school, school and non-formal education, in public organizations, in the system of penitentiary education, in the system of health and recreation of children, in institutions of higher education. The competence model of MEd training is based on the professional functions of the above-mentioned professions of the future specialist.

The competence model includes integral competence, general professional competences of the specialty (Table 2)¹⁸.

Table 2

**Competence model of MEd program “Methodology of educational work”
(Sumy State Pedagogical University named after A. S. Makarenko)**

I.	Integral competence
	Ability to solve competently complex problems in the field of educational work, which involves: knowledge of the relevant theoretical and methodological foundations, ability to apply appropriate methods of psychological and pedagogical research, methods of education, methods of social psychology, while guided by the principles of tolerant communication, intercultural interaction, innovative professional activity
II.	General competences
1.	Ability to learn throughout life
2.	Ability to competently use the state language in professional activities; use a foreign language to obtain information in the field of professional activity
3.	Ability to critically comprehend basic worldview theories and principles in training and professional activity
4.	Ability to realize social importance of the future profession, to exercise professional duties in good faith, to observe the principles of the teacher’s ethics, ability to self-reflection and self-improvement
5.	Ability to form value orientations of youth, carry out pedagogical support of the processes of socialization and professional self-determination of students, preparation of subjects of training for conscious professional self-determination
6.	Ability to be guided by a base of legal norms and laws, regulations, sanitary and hygienic rules, rules and recommendations for the health of children and students
III.	Professional competences of the specialty
1.	Ability to plan and organize the educational process, to choose and apply appropriate methodological and didactic support

¹⁸ Sbruieva, A. A., Osmuk, N. H., Cherniakova, Zh. Yu. *Osvitno-profesiina prohrama «Metodyka vykhovnoi roboty» druhoho rinvnia vyshchoi osvity za spetsialnistiu 011 Osviti, pedahohichni nauky haluzi znan 01– osvita / Pedahohika [Educational and professional program “Methodology of educational work” of the second level of higher education, specialty 011 Educational, pedagogical sciences of the field of knowledge 01 – education / Pedagogy].* Sumy: Sumy : FOP Tsoma S.P. (in Ukrainian).

2.	Ability and willingness to create methodological support of the educational process in different types of education institutions, out-of-school institutions and institutions of the penitentiary system
3.	Ability to carry out an objective diagnosis of the level of education, control and evaluation of the results of the educational activity of the subjects of education
4.	Ability and willingness to apply modern methods, technologies, techniques, means of educational work, relying on knowledge of psychological and pedagogical disciplines, specific methods
5.	Ability and willingness to design and apply modern pedagogical technologies to ensure optimal educational conditions for personality formation
6.	Ability and willingness to develop positive motivation in the process of self-education of children and youth
7.	Ability to understand the emotional state and motives of behavior of children and youth
8.	Ability and willingness to use information and communication technologies in order to process different types of information
9.	Ability to innovative activity, formation of a positive professional experience, pedagogical search

Taking into account the current problems of youth and understanding the need to expand the competences of the Med program “Methodology of educational work”, we consider it important to include the following competences of the Finnish model:

Leading voluntary and NGO activities (students know how to: comply with provisions, regulations and operating principles guiding their work; work with knowledge of the organization structure and operating methods of NGO activities; plan and implement activities in keeping with NGO values, goals and operating principles; inspire and motivate people to participate in the activities; instruct and guide volunteers and organize voluntary activities; guide civil society activities; work with knowledge of different cooperation possibilities and networks; assess and develop their activities).

Leading activities for older people (students know how to: comply with provisions, regulations and operating principles guiding their work; encounter older people respectfully and appreciatively; guide older clients with a methodological and goal-oriented approach in cultural and communal activities; provide individual and communal guidance; take diversity of the target group into account in their guidance; take responsibility for clients’ wellbeing, safety and joint activities; assess and develop their activities).

Guiding expression (students know how to: support clients’ expression skills and competence related to different art forms and culture; create an operating environment that promotes different forms of expression; plan and implement different forms of expression: musical, visual, verbal and bodily expression; assess and develop their activities and expression skills).

Leading physical activity (students know how to: comply with recommendations, documents and objectives that guide physical activity; promote clients’ physically active lifestyles, wellbeing and physical activity

skills; create an operating environment that promotes physical activity; plan and lead physical activity and exercise; account for clients' development, need for support and inclusion; assess and develop their activities).

Leading nature and experience activities (students know how to: plan and lead nature and experience activities; organize nature and experience activities, addressing safety issues; take into account the significance of nature and experience activities and the opportunities they offer for supporting an individual's growth and inclusion and promoting wellbeing; plan and organize an excursion or a camp and guide outdoor activities; plan and implement adventure pedagogy as part of nature and experience activities; lead nature and experience activities ethically and in keeping with sustainable development principles; assess and develop their nature and experience activity skills).

Guiding persons in need of support (students know how to: comply with provisions, regulations and operating principles guiding their work; take different needs for support into account; plan and lead goal-oriented activities for clients in need of support; use diverse methods and tools in their work; use communication methods that support and compensate for speech in their work; participate in multidisciplinary cooperation; assess and develop their activities).

Working with families and multidisciplinary cooperation (students know how to: comply with provisions, regulations and operating principles guiding work with families; work together with children and families; take families' values, cultures and worldviews into account in their work; support parenting and promote families' wellbeing and inclusion; plan and carry out work with families, including organization of a family event or a festival; work in multiprofessional and multidisciplinary cooperation and guide families in using services; assess and develop their activities).

CONCLUSIONS

Therefore, the state youth policy in Ukraine is one of the priorities of the state policy and is implemented for the benefit of youth, society and the state taking into account the capacity of Ukraine, its economic, social, historical, cultural development and international experience of state support for youth.

Youth policy is a strategy implemented by public authorities with a view to providing young people with opportunities and experiences that support their successful integration into society and enable them to be active and responsible members of their societies, as well as agents of change. Youth work is a broad term encompassing a large amount of social, cultural, educational or political activity, both with and for young people. Increasingly, such activities include sports and youth services.

The study of the competence model of a specialist in youth work in Finland provides an opportunity to enrich the model of training specialists in

the framework of educational program “Methodology of educational work” of the second level of higher education in the specialty 011 “Educational, pedagogical sciences”, implemented in Sumy State Pedagogical University named after A. S. Makarenko.

The following competences are noteworthy: ability and willingness to undertake volunteer and community events, events for the elderly; support for youth self-expression; inclusion of people in need of support, increased public participation, business planning.

These competences will enable youth workers to support more effectively young people to become active citizens and to participate in decisions and actions that affect them and their community. As a result, it will enable young people to better understand the views and concerns of the wider community, which in turn promotes greater harmony and social inclusion.

SUMMARY

The study analyzes development of Finland’s youth policy in the legislative field and in practice. It is noted that youth work has been defined as actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning. Training of a specialist in youth work in Finland is carried out in accordance with the developed competences. The study presents an analysis of the competences of a youth worker, which is the basis for organizing the educational process of South Ostrobothnia Folk High School (Finland). In the study, the components of the competence model of the youth worker – instructor for youth and the public, prepared by South Ostrobothnia Folk High School (Finland), are given. The competence area in Youth and Community Instruction, in which the qualification title is Youth and Community Instructor, is composed of four compulsory units (110 competence points) and optional units (35 competence points). The compulsory unit includes: professional encounters in the field of education and guidance, guidance of individuals, groups and communities, promoting the growth and wellbeing of young people and supporting inclusion and social empowerment. In the study the possibilities of updating the model of specialist training within the framework of MEd program “Methodology of educational work” of the second level of higher education in the specialty 011 Educational, pedagogical sciences, implemented in Sumy State Pedagogical University named after A. S. Makarenko are defined. Noteworthy have become such competences: leading voluntary and NGO activities, leading activities for older people, guiding expression, leading physical activity, leading nature and experience activities, guiding persons in need of support, working as a top expert, workplace instructor training, working in an enterprise, planning

a business. These competences allow youth workers to provide support for young people more effectively, to become active citizens and to participate in decisions and actions that affect them and their community. As a result, it enables young people to better understand the views and concerns of the wider community, which in turn promotes greater harmony and social inclusion.

REFERENCES

1. *Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018)*. Retrieved from: <http://eur-lex.europa.eu/legalcontent/EN/TXT/?qid=1390996863108&uri=CELEX:32009G1219%2801%29>

2. Kzhaklevska, E., Viliamson, H. *Molodizhna polityka v Ukraini: Vysnovky Komandy mizhnarodnykh ohliadachiv Rady Yevropy [Youth Policy in Ukraine: Conclusions of the Council of Europe International Review Team]*. Liuksemburh: Vydavnytstvo Rady Yevropy. Retrieved from: http://sdg.org.ua/images/----_-----_-----_-----_-----_.pdf (in Ukrainian).

3. *Training programme Youth Worker*. Retrieved from: <http://youth-worker.org.ua/>

4. *Developing digital youth work. Policy recommendations, training needs and good practice examples* Office of the European Union (2017). Luxembourg: Publications Office of the European Union.

5. Council of Europe (2015). *Recommendation CM/Rec(2015)3 of the Committee of Ministers to member States on the access of young people from disadvantaged neighbourhoods to social rights, adopted by the Committee of Ministers on 21 January 2015 at the 1217th meeting of the Ministers' Deputies Council*.

6. *Act on Youth Committees and State Subsidies for Municipal Youth Work 117/1972*.

7. *Youth Work Act. 1068. Finland* (1985).

8. *Government Proposal to Parliament for a Youth Act and the Amendment of Section 1 of the Act on the Financing of the Provision of Education and Culture. 28. Finland* (2005).

9. Ministry of Education and Culture (2011). *Lapsja nuorisopolitiikan kehittämisohjelma lausunnolle. Press release*. Retrieved from: http://www.minedu.fi/OPM/Tiedotteet/2011/09/lanuke_lausunokierrokselle.html.

10. *Government Proposal to Parliament for a Youth Act and the Amendment of Section 1 of the Act on the Financing of the Provision of Education and Culture. 28. Finland* (2005).

11. Kiilakoski, T. (2019). *Youth work education in Finland*. Finnish Youth Research Network: Finnish Youth Research Society publications

12. Kiilakoski, T. (2019). *Youth work education in Finland*. Finnish Youth Research Network: Finnish Youth Research Society publications

13. Kiilakoski, T., Nieminen, J. (2019). *Youth Work and Youth Work Education and Training in Finland. Presentation at the Education and Training Pathways of Youth Workers conference*. Helsinki 20.2.2019.

14. Denstad, F. Y. (Ed.). (2009). *Youth Policy in Finland. A report by an international review group appointed by the Council of Europe*. Strasbourg: Council of Europe Publishing.

15. *Vocational qualification in Education and Guidance* (2018). Finland: South Ostrobothnia Folk High School Publishing.

16. <http://erasmusplus.org.ua>, accessed June 2019.

17. Sbruieva, A. A., Osmuk, N. H., Cherniakova, Zh. Yu. *Osvitno-profesiina prohrama «Metodyka vykhovnoi roboty» druhoho rivnia vyshchoi osvity za spetsialnistiu 011 Osvitni, pedahohichni nauky haluzi znan 01 – osvita / Pedahohika [Educational and professional program “Methodology of educational work” of the second level of higher education, specialty 011 Educational, pedagogical sciences of the field of knowledge 01 – education / Pedagogy]*. Sumy: Sumy : FOP Tsoma S.P. (in Ukrainian).

Information about the author:

Nataliia Kovalenko,

Candidate of Pedagogical Sciences, Associate Professor,

Associate Professor of the Chair of Pedagogy

Sumy State Pedagogical University

named after A. S. Makarenko

87, Romenska str., 40002, Sumy, Ukraine

ORCID ID: orcid.org/0000-0003-2854-2461

**ORGANIZATIONAL FOUNDATIONS OF HISTORICAL
AND LOCAL LORE WORK IN THE INSTITUTIONS
OF EXTRACURRICULAR EDUCATION OF THE NORTH-
EASTERN UKRAINE (II half of the XX – beginning of the XXI cen.)**

Iryna Parkhomenko

INTRODUCTION

One of the main tasks of modern education system of Ukraine is cultivation of national identity, development of self-awareness, understanding of historical development of the state and cultivation of respect for cultural indicators. These components are organically combined in historical and local lore work with children outside the school curriculum.

It is the historical and local lore work that accumulates historical, cultural, architectural and spiritual heritage of Ukrainian people. And the use of effective forms of interaction with children in the groups of tourism and local lore creates favorable conditions for the development of their abilities. Therefore, the task to study the forms of historical and local lore work in the institution of extracurricular education in historical retrospective, namely in the second half of the twentieth – beginning of the twenty-first century, is now highly prioritized.

The novelty of the research is in the study and analysis of previously unpublished archival materials stored in the funds of the Central State Archives of Supreme Bodies of Power and Government of Ukraine, the Archive of the Ukrainian State Center of National Patriotic Education, Local History and Tourism of Students Youth, the State Archives of Sumy, Kharkiv and Chernihiv regions.

While processing the material on the organizational foundations of historical and local lore work in the institutions of extracurricular education, we used the historical-typological method, methods of systems-structural and systems-functional analysis in order to identify forms of such work.

In order to structure the study of forms of historical and local lore work in the institutions of extracurricular education, it is considered to distinguish four stages of formation, development and updating of the system of extracurricular education: the first stage (50-60s), the second stage (70-80s), the third stage (90s), the fourth stage (2000s).

The territorial boundaries of the study cover the territory of North-Eastern Ukraine, namely Sumy, Kharkiv and Chernihiv regions.

1. Formation of the system of historical and local lore work in the institutions of extracurricular education of the North-Eastern USSR (50-60s)

Using the stages of development of historical and local lore work in the institutions of extracurricular education, we note that the first stage is characterized by the establishment of the system of forms of work with children of different age groups.

Circles, sections, clubs and societies can be defined the most common organizational forms of work with children in the institutions of extracurricular education of the first stage. This is a grouping of children, according to the interests of participants for a long period of time (mainly for the school year).

The most popular form of organization of historical and local lore work in a certain period was a comprehensive local lore circle. In the 1966-67 academic year, 1270 tourist-local circles worked in Kharkiv region, which involved about 38 thousand pupils, in Sumy region – 840 circles of the mentioned direction (more than 15 thousand pupils), 903 tourist-regional circles involved 18 thousands of children in Chernihiv region^{1,2,3}.

According to the level of pupils' activity, forms of historical and local lore work can be divided into stationary and mobile. So, the stationary forms include working in museums, archives, libraries, meetings with famous people of the native land, relaying races, lectures, exhibitions, competitions, correspondence and exchanging of local literature, publishing the almanacs, local history magazines, other wall papers were conducted on the spot, in the conditions of the institution, settlement.

In 1953, the Kharkiv Regional Children's Excursion and Tourist Station began the practice of conducting regional excursion and tourist relay races, during which children were acquainted with historical development and natural wealth of their native land⁴. Forms of work were varied: lectures,

¹ Godovoy otchet o deyatel'nosti stantsii za 1965-66 uchebnyy god [Annual report on the activities of the station for the 1965-66 academic year]. *State Archive of Kharkiv region*, F. R-5799, Descr. 1, Case 72, sh. 58.

² Richnyy zvit stanciji za 1966-67 navchal'nyy rik [Annual report station for the 1966-67 academic year]. *State Archive of Sumy region*, F. R-3551, Descr. 1, Case 49, sh 1.

³ Otchet o turistsko-kraevedcheskoy rabote v shkolakh i vneskol'nykh detskikh uchrezhdeniyakh oblasti za 1967 god [Report on tourist and local lore work in schools and extracurricular children institutions of the region for 1967]. *State Archive of Chernihiv region*, F. R-5323, Descr. 1, Case 94, sh 10.

⁴ Prikazy i direktivnye ukazaniya Ministerstva Prosveshcheniya USSR, Khar'kovskogo otdela narodnogo obrazovaniya i Respublikanskoy ekskursionno-turistskoy stantsii za 1953 god [Orders and directives of the Ministry of Education of the USSR, Kharkiv Department of Public Education and the Republican Excursion and Tourist Station for 1953]. *State Archive of Kharkiv region*, F. R-5799, Descr. 1, Case 9, sh. 80-82.

conversations, mornings, meetings, evening meetings, making design of photo album, manuscripts, photo editing, etc.⁵

In Chernihiv in 1960 the regional expeditions-relay races of pioneers and schoolchildren “The name of V. Lenin is on the map of the Motherland”, “40 years of Soviet pioneering” were carried out. During these events, the permanent exhibitions were created, the expeditions to the museums and a review of useful things held in chronicles were kept, and so on⁶.

Defined timeline is the stage of formation of the network of tourist camps and bases, which became the platform for historical and local lore work in the holidays. In the context of the defined areas, during the 1966-67 academic year, the situation with functioning of tourist bases and camps was as follows: there were 4 tourist bases, 2 tourist camps in Sumy Region, 11 tourist bases, 7 tourist camps in Kharkiv and 12 tourist bases in Chernihiv^{7,8,9}.

Museums, rooms, halls, corners, clubs of international friendship of education institutions, despite being territorially part of the school space, are particularly important form of historical and local lore work with children at extracurricular activity. Museums hosted weeks of friendship, meet ups, conferences, competitions, quizzes, correspondence trips and excursions for children¹⁰.

⁵ Prikazy i direktivnye ukazaniya Ministerstva Prosveshcheniya USSR, Khar'kovskogo otdela narodnogo obrazovaniya i Respublikanskoj ekskursionno-turistskoj stantsii za 1955 god [Orders and directives of the Ministry of Education of the USSR, Kharkiv Department of Public Education and Republican Excursion and Tourist Station for 1955]. *State Archive of Sumy region*, F. R–5799, Descr. 1, Case 18, sh. 27-30.

⁶ Godovoy otchet ob ekskursionno-turisticheskoy i kraevedcheskoy deyatelnosti za 1960 god [Annual report on excursion, tourist and local lore activities for 1960]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 56, sh. 25-37.

⁷ Richnyj zvit stantsii za 1966-67 navchalnyj rik [Annual report station for the 1966-67 academic year]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 49, sh 1.

⁸ Godovoy otchet o deyatelnosti stantsii za 1965-66 uchebnyy god [Annual report on the activities of the station for the 1965-66 academic year]. *State Archive of Kharkiv region*, F. R–5799, Descr. 1, Case 72, sh. 57.

⁹ Otchet o turistsko-kraevedcheskoy rabote v shkolakh i vneshkol'nykh detskikh uchrezhdeniyakh oblasti za 1967 god [Report on tourist and local lore work in schools and extracurricular children institutions of the region for 1967]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 94, sh. 18-20.

¹⁰ Postanova Central'nogo komitetu Leninskoi Komunistichnoi Spilky Molodi Ukrainy ta koleghiji Ministerstva osvity URSR №5\38-P vid 22.02.73. «Pro pidsumky respublikans'kogo oghljadu roboty muzejiv, zaliv, kimnat, klubiv internacional'noji druzhby, shkil, dytjachykh budynkiv, pozashkilnykh zakladiv» [Resolution of the Central Committee of the Lenin Communist Union of Youth of Ukraine and the collegium of the Ministry of Education of the USSR No. 5\38-P of 22.02.73. «On the results of the republic survey of the work of museums, halls, rooms, clubs of international friendship, schools, orphanages, extracurricular institutions»]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 91, sh. 1-2.

Among the moving forms of historical and local lore work are walks, excursions, hikes, trips, expeditions, take-offs and so on. The above-mentioned forms of work with children were quite a common phenomenon of the Soviet system of public education.

During implementation of the tasks of various tourist local lore expeditions, in order to increase the level of work efficiency, involving pupils into common cause and establishing stable interpersonal connections, the children were united in small groups («zaghony»). This is a temporary organizational form of historical and local lore work, limited to completing the tasks of one or more expeditions or other mass events.

This form of uniting children for the purpose of studying the history of their native land was quite popular for the North-Eastern part of the USSR, but the most intensive work in the format of expeditionary units spread in Chernihiv (in the Kharkiv region in the 1966-67 academic year 1620 units were stated, in Sumy region – 1356, Chernihiv region – 1796)^{11,12,13}.

Another numerous and popular form of historical and local lore work in the USSR were tourist gatherings, which were conducted at the level of schools, cities, districts, regions and republics. These events have been traditionally dedicated to significant memorable dates: the anniversary of creation of the Communist Party, the Great October Revolution, the births of V. Lenin, the “Great Victory of the Soviet People in the Great Patriotic War”.

Excursions for children and students on different topics were a common form of historical and local lore work in the institutions of extracurricular education of the North-Eastern USSR during the first stage.

According to the materials of the reporting documentation of the regional Children’s excursion and tourist stations for 1951, trips to the USSR covered more than 2 million children and students (Chernihiv – 110 thousand, Kharkiv – 100 thousand)¹⁴.

¹¹ Godovoy otchet o deyatel’nosti stantsii za 1965-66 uchebnyy god [Annual report on the activities of the station for the 1965-66 academic year]. *State Archive of Kharkiv region*, F. R–5799, Descr. 1, Case 72, sh. 10.

¹² Richnyj zvit stantsiji za 1966-67 navchalnyj rik [Annual report station for the 1966-67 academic year]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 49, sh 1.

¹³ Otchet o turistsko-kraevedcheskoy rabote v shkolakh i vneshkol’nykh detskikh uchrezhdeniyakh oblasti za 1967 god [Report on tourist and local lore work in schools and extracurricular children institutions of the region for 1967]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 94, sh. 3.

¹⁴ Instruktivnoe pis’mo stantsii po organizatsii turistskikh pokhodov s uchashchimisya semiletnikh i srednikh shkol ot 5.12.1951 goda [Instruction letter of the station on the organization of hiking with students of seven-year and high schools from December 5, 1951]. *Central State Archives of Supreme Bodies of Power and Government of Ukraine*, F.–4715, Descr. 2, Case 26, sh. 5.

Hiking and traveling were a mass phenomenon during the first phase. Only in 1958 more than 200 thousand participants took part in the hikes around their native land in Kharkiv region; the amount of the participants in Chernihiv in 1960 was significantly smaller, but the scale of the hiking activity is about 100 thousand people in each region^{15,16}.

Most of the campaigns of Kharkiv, Sumy and Chernihiv regions had a historical and local lore theme and contributed to the in-depth study of the history of the native land of the twentieth century (“By tracks of young avengers”, “By tracks of partisan glory”, “By ways of combat and labor glory of the Sumy region”, “Glory perpetuated in granite”, “By tracks of Shchors”, “Historic Sivershchyna”, “Prominent places of Chernihiv region”)^{17,18,19,20,21,22}.

Thus, in the 50-60s of the twentieth century in the North-Eastern USSR formed a complete system of historical and local lore work in the institutions of extracurricular education, emerged quite a diverse range of organizational forms.

¹⁵ Prikazy i direktivnye ukazaniya Ministerstva Prosveshcheniya USSR, Khar'kovskogo otdela narodnogo obrazovaniya i Respublikanskoj ekskursionno-turistskoj stantsii za 1958 god [Orders and directives of the Ministry of Education of the USSR, Kharkov Department of Public Education and the Republican Excursion and Tourist Station for 1958]. *State Archive of Sumy region*, F. R–5799, Descr. 1, Case 33, sh. 76.

¹⁶ Godovoy otchet ob ekskursionno-turisticheskoy i kraevedcheskoy deyatelnosti za 1960 god [Annual report on excursion, tourist and local lore activities for 1960]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 56, sh. 2.

¹⁷ Plan roboty na 1971 rik [Working plan for 1971]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 71, sh. 6.

¹⁸ Zvit Sums'kohoioi oblasnoji Dytjachoji ekskursijno-turysts'kohoioi stanciji za 1971 rik [Report of the Sumy Regional Children's Excursion and Tourist Station for 1971]. *State archive of Sumy region*, F. R–3551, Descr. 1, Case 72, sh. 11.

¹⁹ Zvit Sums'kohoioi oblasnoji Dytjachoji ekskursijno-turysts'kohoioi stanciji za 1971 rik [Report of the Sumy Regional Children's Excursion and Tourist Station for 1971]. *State archive of Sumy region*, F. R–3551, Descr. 1, Case 72, sh. 4.

²⁰ Metodichni rekomendaciji v dopomohu kerivnykam turysts'ko-krajeznavchykh ghurtiv za 1973 rik [Methodological recommendations for assistance to the heads of tourist-regional circles for 1973]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 97, sh. 1-4.

²¹ . Godovoy otchet Chernigovskoy oblasnoy ekskursionno-turistskoj stantsii za 1951 god [Annual report of the Chernihiv Regional Excursion and Tourist Station for 1951]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 15, sh. 2.

²² Otchet ob ekskursionno-kraevedcheskoy rabote za 1971 god [Report on excursion and local lore work for 1971]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 119, sh. 36.

2. Increasing the quantitative indicators of historical and local lore work with student youth (70-80s).

The second stage identified by us is characterized by the actual constancy of forms of historical and local lore work with children and student youth and a significant increase in the quantitative indicators of such work.

Circles, sections, clubs, societies remained the main organizational forms of historical and local lore work.

The data listed below shows the dynamics of the spread of historical and local lore through circle work in education institutions of the North-Eastern USSR. In 1975, in the Sumy region there were 465 tourist-educational groups in the general secondary and extracurricular institutions of education (17160 children), in Chernihiv region – 600 circles (10600 pupils), in Kharkiv region – 1305 circles (242523 pupils)^{23,24,25}. The mentioned above facts indicate the quantitative superiority of Kharkiv region in these indicators, which is explained by the higher population density of industrial centers in this region.

The different relation is demonstrated in 1989: Sumy region – 212 tourist and local lore circles, Chernihiv region – 770 circles, Kharkiv region – 686 circles^{26,27,28}. Sumy region and Kharkiv region lost significantly in number of tourist destinations, that is an evidence of the loss of the network of extracurricular education institutions at the end of the second stage and transition to the third stage, which was characterized by a significant decline in tourism and local lore work in general.

²³ Zvit Sumsjkoji oblasnoji Dytjchoji ekskursijno-turystsjoji stanciji za 1975 rik [Report of the Sumy Regional Children's Excursion and Tourist Station for 1975]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 121, sh. 22.

²⁴ Zvit pro robotu Chernihivsjkoji oblasnoji Dytjchoji ekskursijno-turystsjoji stanciji za 1975 rik [Work report of the Chernihiv Regional Children's Excursion and Tourist Station for 1975]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 139, sh. 48.

²⁵ Khar'kovskaya oblastnaya detskaya ekskursionno-turistskaya stantsiya [Kharkiv Regional Children's Excursion and Tourist Station] (1975). *Otchet o rabote stantsii za 1975 god – Work report of the station for 1975*. Kharkiv, p. 32.

²⁶ Otchet o razvittii turistsko-kraevedcheskoy i ekskursionnoy raboty za 1989 god [Report on the development of tourism, local lore and excursion work for 1989]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 249, sh. 2.

²⁷ Otchet o rabote za 1989 god [Work Report for 1989]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 277, sh. 5.

²⁸ Otchet o rabote Khar'kovskoy, Khersonskoy, Khmel'nitskoy oblastnykh stantsiy yunykh turistov o razvittii turistsko-kraevedcheskoy i ekskursionnoy raboty za 1989 god [Work report of the Kharkov, Kherson, Khmel'nitsky regional stations of young tourists on the development of tourist, local lore and excursion work for 1989]. *Archive of the Ukrainian State Center of National Patriotic Education, Local History and Tourism of Students Youth*, F.–4715, Descr. 1, Case 168, sh. 6

Similar trends were observed in the development of stationary and mobile forms of historical and local lore work in the institutions of extracurricular education.

Among the regional permanent local lore mass events for children the regional quiz “Kharkiv region during the Great Patriotic War” should be mentioned, the regional tourist relay of pioneers and students “From Putivl to the Carpathians”, the regional historical and local expedition “By the way of glory and victory”, “Komsomol of the Chernihiv region for 60 years of Soviet rule”, Lenin agitbrigades, etc.^{29,30}.

The main tasks in the museum deal of this stage are carrying out reviews of museums of education institutions, their certification, promoting the experience of museums, enhancing and improving the forms of such work and a full use of the materials of museums in the work of education institutions.

According to the results of certification of school museums in 1974 in the Sumy region the largest at that time were the museums, rooms, halls of V. Lenin – 363, in second place were museums, rooms, halls of combat and labor glory – 123, only then local lore museums, rooms – 30³¹. There were 473 museums, rooms, halls of V. Lenin in the Chernihiv region, there were 23 museums, rooms, halls of combat and labor glory, local lore museums and rooms – 178³². In the 1974-1975 academic year, 356 museums, rooms, halls of V. Lenin, 407 museums, rooms, halls of martial and labor glory, 136 local lore museums and rooms were in Kharkiv region. These data proved popularization of museum work in education institutions of North-Eastern Ukraine, but we can state different ratio of museums of individual profiles³³.

²⁹ Zvit Sums'koho oblasnoho Dyt'achoho ekskursiino-turyst'skoho stantsii za 1975 rik [Report of the Sumy Regional Children's Excursion and Tourist Station for 1975]. *State Archive of Sumy region*, F. R-3551, Descr. 1, Case 121, sh. 15-16.

³⁰ Otchet o rabote stantsii za 1978 god [Work report Station for 1978]. *Archive of the Ukrainian State Center of National Patriotic Education, Local History and Tourism of Students Youth*, F.-4715, Descr. 2, Case 527, sh. 14-15.

³¹ Dovidka pro robotu pedagogichnykh kolektyviv shkil ta pozashkilnykh ustanov Sums'koho oblasti po komunistychnomu vykhovannju uchniv'skoho molodi [Information about the work of pedagogical staff of schools and extracurricular institutions of Sumy region on communist upbringing of student youth]. *State Archive of Sumy region*, F. R-3551, Descr. 1, Case 108, sh. 2.

³² Zvit pro robotu Chernighiv'skoho oblasnoho Dyt'achoho ekskursiino-turyst'skoho stantsii za 1975 rik [Work report of the Chernihiv Regional Children's Excursion and Tourist Station for 1975]. *State Archive of Chernihiv region*, F. R-5323, Descr. 1, Case 139, sh. 50.

³³ Khar'kovskaya oblastnaya detskaya ekskursiionno-turistskaya stantsiya [Kharkiv Regional Children's Excursion and Tourist Station] (1975). *Otchet o rabote stantsii za 1975 god – Work report of the station for 1975*. Kharkiv, p. 60.

The second stage is a time of intensifying connection between school and state museums, resulting in hundreds of valuable exhibits being donated to the state museums.

One of the widespread mobile forms of involvement of schoolchildren in the historical and local lore work was the All-Union tourist expedition “My Homeland – USSR” and the Republican expedition “To the land of knowledge”.

Complimenting the tasks of All-Union expeditions the regional headquarters developed regional search operations: “From congress to congress”, “One day of the five-year plan” (Kharkiv region), “By ways of the five-year plan” (Sumy region), “We remember we congratulate”, “The Order in Your House” (Chernihiv Oblast)^{34,35}. Hiking trails of historical subjects were also developed (“Glory perpetuated in granite”, “By trails of young Avengers of Sumy region”, “In places of partisan glory of Kharkiv region”, “Ancient Chernihiv”, “Socialist Chernihiv”, “Love and know your native land”)^{36,37}.

Excursions also occupied a significant place among the forms of historical and local lore work of the 70s and 80s. The thematic orientation of this kind of work with children was changed, namely, into industrial excursions, as a form of propaganda of the “labor traditions of the Soviet people”, the excursions “places of combat glory of the Soviet people”, became not so widespread.

If the first stage was characterized by excursion routes within one region, neighboring areas, regional center, then the second stage increased the number of excursions outside the region and country.

In Sumy region in 1978, 22711 participants joined the bus excursions within the region, 7646 participants outside the region, 8825 children

³⁴ Otchet o rabote stantsii za 1980 god [Work report station for 1980]. *Archive of the Ukrainian State Center of National Patriotic Education, Local History and Tourism of Students Youth*, F.–4715, Descr. 2, Case 542, sh. 8.

³⁵ Zvit pro robotu Chernighivs'koho oblasnoho Dytjachoho ekskursijno-turysts'koho stantsiji za 1975 rik [Work report of the Chernihiv Regional Children's Excursion and Tourist Station for 1975]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 139, sh. 29-30.

³⁶ Metodichni rekomendaciji v dopomogu kerivnykam turysts'ko-krajeznavchykh ghurtkiv za 1973 rik [Methodological recommendations for assistance to the heads of tourist-regional circles for 1973]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 97, sh. 1-4.

³⁷ Otchet o rabote stantsii za 1982 god [Work report station for 1982]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 210, sh. 22.

participated in industrial excursions³⁸. In Chernihiv region, this rate is significantly higher – 67,273 children were involved in the excursion³⁹.

Having analyzed the documents of a certain stage, it is necessary to note a systematic increase in the number and improvement of the quality of the activities of the student youth. Extracurricular education institutions paid great attention to the issue of acquaintance of students with their native land precisely through active forms of movement.

In the 1988-89 academic year, the highest indicators of hiking in the territory of the North-Eastern USSR belonged to Sumy region, where 35 categorical and 600 step hikes were conducted. 49 category and 130 step hikes were organized in Kharkiv and 56 categories and 466 step hikes in Chernihiv^{40,41,42}.

In the 70s and the 80s, almost every institution of general secondary and extracurricular education of Sumy, Kharkiv and Chernihiv regions was actively involved in tourism and local lore work. Extracurricular education institutions have reached mass involvement of students in historical and local lore work, the forms of such work have become more diverse, and the work itself was more meaningful and purposeful.

3. Stagnation of historical and local lore work in the institutions of extracurricular education in North-Eastern Ukraine (90s)

In the 90s of the twentieth century we must state the fact that the number of tourist-educational circles in the institutions of extracurricular education and the children who study them were decreasing.

³⁸ Zvit Sumsjkoi oblasnoji Stanciji junykh turystiv za 1978 rik [Report of the Sumy Regional Station of Young Tourists for 1978]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 155, sh. 35.

³⁹ Otchet o rabote za 1978 god [Work report for 1978]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 153, sh. 45.

⁴⁰ Nakazy Sumsjkogho oblasnogho upravlinnja narodnoji osvity, jaki vidnosjatsja do dijalnosti za 1988 rik [Orders of Sumy Regional Department of Public Education, which are related to the activity for 1988]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 238, sh. 12.

⁴¹ Otchet o rabote Khar'kovskoy, Khersonskoy, Khmel'nitskoy oblastnykh stantsiy yunykh turistov o razvitii turistsko-kraevedcheskoy i ekskursionnoy raboty za 1989 god [Work report of the Kharkov, Kherson, Khmel'nitsky regional stations of young tourists on the development of tourist, local lore and excursion work for 1989]. *Archive of the Ukrainian State Center of National Patriotic Education, Local History and Tourism of Students Youth*, F.–4715, Descr. 1, Case 168, sh. 6.

⁴² Otchet o razvitii turistsko-kraevedcheskoy i ekskursionnoy raboty Chernigivskoy oblasti za 1988 god [Report on the development of tourist, local lore and excursion work of Chernigiv region for 1988]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 270, sh. 5.

Thus, in 1994 there were 10242 circles (156955 children) in Ukraine, in 1995 – 8524 circles (130643 children), in 1996 – 6873 circles (106369 children). In fact, in two years the number of tourist groups and children covered by the corresponding work decreased by 1,5 times. The reason for this is the decrease in funding for extracurricular education and disorientation of the extracurricular education system in general⁴³.

During the studied phase, the movement of student youth for preservation and multiplication of traditions, customs and rituals of Ukrainian people “My land – the land of my parents”, became fundamental in the context of local lore. It started in 1991 and is still relevant.

It was in the 90s of the twentieth century there was a process of development of non-traditional stationary forms of work with children. When new forms of work were actively used alongside traditional quizzes, conferences, archives and museums.

Such forms included auctions, various group games, drawing historical maps, and more. For example, in Sumy Region Center for Extracurricular Education and Work with Talented Youth in the late 1990s, popular classes for conducting classes in local lore were: class-play, class-conference, class-auction. In the institutions of extracurricular education of the Chernihiv region, teachers resorted such non-traditional activities as quiz-search, play-trip⁴⁴.

In Kharkiv region, among the traditional stationary forms of historical and local lore work, the most popular were the local history conferences. The regional conference of young archeologists, a regional conference of local lore historians, red track investigators and a conference of an asset of the regional association of local lore scientists “Slidopyt” were held by the Kharkiv Regional Station of Young Tourists in 1991. The listed events were attended by more than 400 participants⁴⁵.

In the early 1990s, the revival of national traditions, customs and rituals became more active. It has become a tradition for children to host

⁴³ Туризм і краєзнавство [Tourism and Local Lore] (1997). *Інформаційно-методичний вісник – Information-methodological bulletin, no. 5*. Kiyv: Ukrainian State Center of National-Patriotic Education, Local Lore and Tourism of Student Youth, pp. 15-16.

⁴⁴ Parkhomenko, I. V. (2019). *Formy історико-краєзнавчої роботи закладів позашкільної освіти України (90-ті рр. ХХ ст.)* [Forms of historical and local lore work of extracurricular educational institutions of Ukraine (90's of XX century)]: *Historical and Local Lore Research: Traditions, Innovations: IV International Scientific Conference (Ukraine, Sumy, November 29-29, 2019)* (ed. Bughrij V.S.), Sumy: FOP Cjoma S.P., p. 90.

⁴⁵ Kharkivська обласна станція юних туристів [Kharkiv Regional Station of Young Tourists] (1991). *Звіт про розвиток туристсько-краєзнавчої роботи в Харківській області за 1991 рік – Report on the development of tourism and local lore work in Kharkiv region for 1991*. Kharkiv, p. 3.

ethnographic holidays, evenings and fun. The number of ethnographic circles in education institutions has increased dramatically. For example, in 1992 in Chernihiv region there were 289 ethnographic groups (4838 children)⁴⁶.

Forms of work with children were transformed accordingly: studying of genealogies, conducting of ethnographic holidays, evenings, collecting of folklore material (proverbs, sayings, fairy tales, riddles) and so on.

In the Sumy region ethnographic studies were accompanied by creation of folk groups and teams engaged in the collection and study of oral folk art of the local population, folk songs, customs and rituals. In 1992, 26 such groups of children were created⁴⁷.

In the period 1991-2000 traditionally the important role in historical and local lore work was played by mobile forms of work with children (hiking, expedition, excursions, etc.), which remained the main mechanism of research and development. Among the variety of activities of historical and local lore work, the most popular were the long-term comprehensive All-Ukrainian expeditions “Beauty and Pain of Ukraine”, “One Hundred Wonders of Ukraine”, “Cossack Ways”, “Microtoponyms of Ukraine”.

Expeditionary forms of work in education institutions of North-Eastern Ukraine remained traditionally popular. The main feature of this form of work is a dramatic change in the subject of regional studies.

In Sumy region, most of the expeditions were devoted to the history of the Cossacks (local history expedition “Cossack paths”, tourist-local expedition “Pages of Cossack glory”, historical and local lore expedition “Living history of Cossacks”, “You history are Cossacks”)⁴⁸.

Ethnographic theme of this form of work was more popular in educational establishments of Chernihiv region. In 1991 1082 expeditionary

⁴⁶ Parkhomenko, I. V. (2019). Formy istoriko-krajeznavchoji roboty zakladiv pozashkilnoji osvity Ukrainy (90-ti rr. KhKh st.) [Forms of historical and local lore work of extracurricular educational institutions of Ukraine (90's of XX century)]: *Historical and Local Lore Research: Traditions, Innovations: IV International Scientific Conference (Ukraine, Sumy, November 29-29, 2019)* (ed. Bughrij V.S.), Sumy: FOP Cjoma S.P., p. 90.

⁴⁷ Sumsjka oblasna stancija junykh turystiv [Sumy Regional Station of Young Tourists] (1992). *Zvit pro rozvytok turystsjsko-krajeznavchoji roboty v Sumsjskij oblasti za 1992 rik – Report on the development of tourism and local lore work in the Sumy region for 1992*. Sumy, p. 5.

⁴⁸ Sumsjka oblasna stancija junykh turystiv [Sumy Regional Station of Young Tourists] (1992). *Zvit pro rozvytok turystsjsko-krajeznavchoji roboty v Sumsjskij oblasti za 1992 rik – Report on the development of tourism and local lore work in the Sumy region for 1992*. Sumy, p. 4.

units (15000 participants) took part at the regional expedition “My homeland – Native Ukraine”⁴⁹.

Quantitative indicators of hiking and excursion activity of student youth also decreased slightly at the beginning of the third stage. For example, in 1991 in Sumy region 141 campaigns for 2018 pupils were conducted, in Kharkiv region – 136 campaigns (2073 pupils). The absolute leader in the use of this form of work with children was Chernihiv region, where 329 hikes and trips 3955 could be counted^{50,51,52}.

In 1999, 1 272 thousand children were involved in various forms of tourist and local lore work in the institutions of extracurricular education (specialized and integrated) of Ukraine, which is 19.1 % of the total number of school-age children in Ukraine⁵³.

Thus, in the 90s of the twentieth century against lack of funding and general disorientation of the extracurricular education system, there was an increase in the educational potential and importance of historical and local lore work through the use of non-standard forms of interaction in a circle, along with traditional forms of work with children.

4. Restoring historical and local lore work in extracurricular education institutions and its informatization (2000s)

The main feature of the fourth stage of our study is informatization of historical and local lore work, by means of tools of informative and communicative technologies and computerization of the education process in the extracurricular system.

⁴⁹ Chernihivskij oblasnyj centr dytjachogho ta junackogho turizmu i ekskursij [Chernihiv Regional Center of Children and Youth Tourism and Excursions] (1991). *Zvit pro rozvytok turystsko-krajeznavchoji roboty v Chernihivskij oblasti za 1991 rik – Report on the development of tourism and local lore work in Chernihiv region for 1991*. Chernihiv, p. 6.

⁵⁰ Sumsjka oblasna stancija junykh turystiv [Sumy Regional Station of Young Tourists] (1991). *Zvit pro rozvytok turystsko-krajeznavchoji roboty v Sumsjkij oblasti za 1991 rik – Report on the development of tourism and local lore work in the Sumy region for 1991*. Sumy, p. 2.

⁵¹ Kharkivskija oblasna stancija junykh turystiv [Kharkiv Regional Station of Young Tourists] (1991). *Zvit pro rozvytok turystsko-krajeznavchoji roboty v Kharkivskij oblasti za 1991 rik – Report on the development of tourism and local lore work in Kharkiv region for 1991*. Kharkiv, p. 5.

⁵² Chernihivskij oblasnyj centr dytjachogho ta junackogho turizmu i ekskursij [Chernihiv Regional Center of Children and Youth Tourism and Excursions] (1991). *Zvit pro rozvytok turystsko-krajeznavchoji roboty v Chernihivskij oblasti za 1991 rik – Report on the development of tourism and local lore work in Chernihiv region for 1991*. Chernihiv, p. 5.

⁵³ Turyzm i krajeznavstvo [Tourism and Local Lore] (2000) *Informacijno-metodychnyj visnyk – Information-methodological bulletin, no. 13*. Kyiv: Ukrainian State Center of National-Patriotic Education, Local Lore and Tourism of Student Youth, p. 62.

After a certain decreasing of the quantitative indicators of the network of circles of tourist and local lore work during the third stage, in the 2000s we see a gradual increase in circle work.

In 2000, the most mass tourism and local lore work of children and students was recorded in Sumy region (3.3 % of children from the total number of students), Chernihiv region (2.3 %), Kharkiv region (2.2 %) ⁵⁴.

In the regional breakdown of these three regions studied by us, the quantitative indicators of tourist and local lore circles are higher than the average in Ukraine. We can follow the trend of declining number of circles in these three oblasts in 2015, which is similar to the whole Ukraine and is explained by the active phase of anti-terrorist operation in the East of the country and the economic crisis (Table 1).

Table 1

**The network of circles of tourist and local lore
Northeastern Ukraine (2010-2015)** ^{55,56,57,58,59}

Years	Circles of tourist and local lore	Sumy region	Kharkiv region	Chernihiv region
2010	Number of circles	306	991	511
	Number of children	5416	15991	9398
2015	Number of circles	290	692	499
	Number of children	5075	13672	9200

⁵⁴ Turyzm i krajeznavstvo [Tourism and Local Lore] (2001) *Informacijno-metodychnyj visnyk – Information-methodological bulletin, no. 14*. Kyiv: Ukrainian State Center of National-Patriotic Education, Local Lore and Tourism of Student Youth, p. 47.

⁵⁵ Kharkivsjka oblasna stancija junykh turystiv [Kharkiv Regional Station for Young Tourists] (2010). *Informacija pro rozvytok turystsjsko-krajeznavchoji roboty v Kharkivskoj oblasti za 2010 rik – Information on the development of tourism and local lore work in Kharkiv region for 2010*. Kharkiv, p. 6.

⁵⁶ Kharkivsjka oblasna stancija junykh turystiv [Kharkiv Regional Station for Young Tourists] (2015). *Informacija pro rozvytok turystsjsko-krajeznavchoji roboty v Kharkivskoj oblasti za 2015 rik – Information on the development of tourism and local lore work in Kharkiv region for 2015*. Kharkiv, p. 16.

⁵⁷ Sumsjkyj oblasnyj centr pozashkilnoji osvity ta roboty z talanovytoju moloddju [Sumy Regional Center of Extracurricular Education and Work with Talented Youth] (2010). *Informacija pro rozvytok turystsjsko-krajeznavchoji roboty v Sumsjkijskij oblasti za 2010 rik – Information on the development of tourism and local lore work in Sumy region for 2010*. Sumy, p. 11.

⁵⁸ Sumsjkyj oblasnyj centr pozashkilnoji osvity ta roboty z talanovytoju moloddju [Sumy Regional Center of Extracurricular Education and Work with Talented Youth] (2015). *Informacija pro rozvytok turystsjsko-krajeznavchoji roboty v Sumsjkijskij oblasti za 2015 rik – Information on the development of tourism and local lore work in Sumy region for 2015*. Sumy, pp. 21-22.

⁵⁹ Stepovyk P.M. (2017) *Rozvytok shkilnogho krajeznavchogho turyzmu u drugij polovyni XX na pochatku XXI st. na Chernihivshyhni [The development of school local lore tourism in the second half of XX beginning of the XXI century in Chernihiv region]*. Chernihiv National T.G. Shevchenko Pedagogical University, pp. 45, 50.

It is interesting to note that in the 2000s, historical local lore circles in the Chernihiv region were quite large, accounting for about 58 % of the total number of regional circles⁶⁰.

A characteristic feature of the regional local lore work of Kharkiv region is that it is one of the few areas in Ukraine where the local lore segment of tourism and lore work is more quantitative and qualitative in relation to the tourist one.

Multimedia travel, online conferences, flash mobs, forums, startups and more are added to the traditional stationary forms of the research phase.

During the fourth stage, the all-Ukrainian regional local lore auctions were held. “The Strip of Memory” was dedicated to the 75th anniversary of the Holodomor in Ukraine. “Ways of Feast and Glory” and “Memory” were dedicated to the anniversary of Victory in the Second World War. The auction “Ukrainian Revolution: 100 Years of Hope and struggle” should be mentioned also.

At the regional level of the studied region, the most popular were the traditional stationary meetings, gatherings, holidays, festivals, quizzes (regional gathering of local lore historians “Slobozhansky Bells of Victory” (Kharkiv region), regional quiz “Native Sumy region”, regional meet-up searching units “Remember. Revive. Saved” (Sumy region)^{61,62}.

Among the regional mass events should be mentioned the local conferences “Memory”, “Famous compatriots in the world culture and memory of posterity” (Kharkiv region), “In the world of local lore discoveries”, “Heroes of modernity – among us” (Sumy region)^{63,64,65}.

⁶⁰ Stepovyk P.M. (2017) *Rozvytok shkilnogo krajeznavchogo turizmu u drugij polovyni XX na pochatku XXI st. na Chernihivshchyni [The development of school local lore tourism in the second half of XX beginning of the XXI century in Chernihiv region]*. Chernihiv National T.G. Shevchenko Pedagogical University, p. 53.

⁶¹ Kharkivska oblasna stancija junykh turystiv [Kharkiv Regional Station for Young Tourists] (2005). *Informacija pro rozvytok turystsjo-krajeznavchoji roboty v Kharkivskij oblasti za 2005 rik – Information on the development of tourism and local lore work in Kharkiv region for 2005*. Kharkiv, p. 2.

⁶² Sumsjkyj oblasnyj centr pozashkilnoji osvity ta roboty z talanovytoju moloddju [Sumy Regional Center of Extracurricular Education and Work with Talented Youth] (2015). *Informacija pro rozvytok turystsjo-krajeznavchoji roboty v Sumsjkij oblasti za 2015 rik – Information on the development of tourism and local lore work in Sumy region for 2015*. Sumy, p. 15.

⁶³ Kharkivska oblasna stancija junykh turystiv [Kharkiv Regional Station for Young Tourists] (2000). *Informacija pro rozvytok turystsjo-krajeznavchoji roboty v Kharkivskij oblasti za 2000 rik – Information on the development of tourism and local lore work in Kharkiv region for 2000*. Kharkiv, p. 5.

⁶⁴ Kharkivska oblasna stancija junykh turystiv [Kharkiv Regional Station for Young Tourists] (2010). *Informacija pro rozvytok turystsjo-krajeznavchoji roboty v Kharkivskij oblasti za 2010 rik – Information on the development of tourism and local lore work in Kharkiv region for 2010*. Kharkiv, p. 4.

An important component of the modern educational system is historical educational museums. As in previous years, the authority to coordinate their activities are issued to institutions of extracurricular education in the tourism and local lore area.

The total number of museums of educational establishments of the North-Eastern Ukraine dated to 2015 is 721 museums (107 – Chernihiv region, 276 – Sumy region, 338 – Kharkiv region). The number of museums of historical profile in relation to their total number (57.1 %) characterize the social significance and modern expediency of the historical and local lore search work with children⁶⁶.

In view of the above mentioned, we can conclude that during the fourth stage there was a certain stabilization of the state of historical and local lore work in the institutions of extracurricular education, and some indicators show its improvement: the number of institutions of extracurricular education from the direction of tourism local lore and the number of circles and their pupils have increased both.

CONCLUSIONS

During the first and second stages the historical and local lore work in the institutions of extracurricular education became widespread. The number of students involved in mass events has increased significantly. We can also note a sharp increase in the number of tourist circles. In fact, all education institutions of the North-Eastern USSR were involved in the system of historical and local lore work.

Studying the history of the native land, although it has become a practice of many education institutions, still had a number of disadvantages. Among them there are the uniformity of forms of historical and local lore work, predominance of the tourist component, insufficient level of involvement of children in local lore work, inefficient use of local lore work in the classroom, insufficient attention to the organization of work of museums of education institutions.

The priority tasks set by the heads of regional educational management, extracurricular institutions in the context of organizational principles of the

⁶⁵ Sumsjkyj oblasnyj centr pozashkil'noji osvity ta roboty z talanovytoju moloddju [Sumy Regional Center of Extracurricular Education and Work with Talented Youth] (2010). *Informacija pro rozvytok turysts'jko-krajeznavchoji roboty v Sums'kij oblasti za 2010 rik – Information on the development of tourism and local lore work in Sumy region for 2010*. Sumy, p. 9.

⁶⁶ Parkhomenko I. (2019) Muzeji zakladiv osvity istorychnogho profilju Pivnichno-Skhidnoji Ukrainy: suchasni vyklyky ta tendenciji [Museums of educational institutions of historical profile of the North-Eastern Ukraine: modern challenges and trends]. *Pedagogichni nauky – Pedagogical Sciences* (ed. Fedjajeva L.V.), Kherson: Kherson State University, vol. LXXXVI, p. 51.

development of historical and local lore work during the first and second stages were the issues of increasing the quantitative and qualitative indicators of historical and local work with children, arranging excursions for children groups, development of local lore work in the rural areas, opening the new buildings for tourist bases.

Further development of historical and local lore work of the time of Ukraine's independence was aimed at improving its quality and efficiency, studying, generalizing and implementing the experience of expeditionary units, scientific societies, tourist and local lore history groups, use of local lore work in educational process, establishing connections with research institutions, civil society institutes, etc.

Despite the socio-economic instability of the 1990s, the economic and political crises of the 2000s, the lack of budget funding, reorganization of extracurricular institutions of the historical and local lore work continues their moderate development.

General secondary and extracurricular education institutions of the North-Eastern Ukraine intensively generate the experience of studying the history of their native land and the use of local lore work with educational purpose.

Thus, in spite of the clear drawbacks that occurred during all four stages of the development of historical and local lore work in the institutions of extracurricular education, we can conclude that it is necessary to use the experience of the institutions of extracurricular education for the objective analysis of the forms of organization of such work with children and students in the second half of the XX – early XXI century and projecting the basic guidelines for its further development in future.

SUMMARY

The study deals with development of organizational principles of historical and local lore work in the institutions of extracurricular education in the second half of the XX century – at the beginning of the XXI century. The territorial boundaries of the study cover the territory of Sumy, Kharkiv and Chernihiv regions – the North-Eastern Ukraine.

In order to structure the research, the author defined four stages of formation, development and updating of the system of historical and local lore work in the institutions of extracurricular education. The first stage covers the 50s and 60s of the twentieth century and is characterized by the formation of the system of historical and local lore work in the institutions of extracurricular education of the North-Eastern USSR. During the second stage (70–80s) there is an increase in the quantitative indicators of historical and local lore work with students and mass involvement of children in such work. Stagnation and decline of historical and local lore work with children,

in particular, tourist work, in general are the main features of the third stage (90s). The organizational foundations of the fourth stage (2000s) are characterized by the restoration of historical and local lore work in the institutions of extracurricular education and its informatization.

REFERENCES

1. Chernighivskiy oblasnyj centr dytjachogho ta junacjkogho turizmu i ekskursionij [Chernihiv Regional Center of Children and Youth Tourism and Excursions] (1991). *Zvit pro rozvytok turysts'jko-krajeznavchoji roboty v Chernighivskij oblasti za 1991 rik – Report on the development of tourism and local lore work in Chernihiv region for 1991*. Chernihiv (in Ukrainian).

2. Dovidka pro robotu pedagoghichnykh kolektyviv shkil ta pozashkilnykh ustanov Sums'jkoji oblasti po komunistychnomu vykhovannju uchniv'sjkoji molodi [Information about the work of pedagogical staff of schools and extracurricular institutions of Sumy region on communist upbringing of student youth]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 108, 5 sheet (in Ukrainian).

3. Godovoy otchet Chernigovskoy oblasnoy ekskursionno-turistskoy stantsii za 1951 god [Annual report of the Chernihiv Regional Excursion and Tourist Station for 1951]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 15, 119 sheet (in Ukrainian).

4. Godovoy otchet ob ekskursionno-turisticheskoy i kraevedcheskoy deyatelnosti za 1960 god [Annual report on excursion, tourist and local lore activities for 1960]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 56, 86 sheet (in Ukrainian).

5. Godovoy otchet o deyatelnosti stantsii za 1965-66 uchebnyy god [Annual report on the activities of the station for the 1965-66 academic year]. *State Archive of Kharkiv region*, F. R–5799, Descr. 1, Case 72, 60 sheet (in Ukrainian).

6. Instruktivnoe pis'mo stantsii po organizatsii turistskikh pokhodov s uchashchimisya semiletnykh i srednykh shkol ot 5.12.1951 goda [Instruction letter of the station on the organization of hiking with students of seven-year and high schools from December 5, 1951]. *Central State Archives of Supreme Bodies of Power and Government of Ukraine*, F.–4715, Descr. 2, Case 26, 30 sheet (in Ukrainian).

7. Kharkiv'sjka oblasna stancija junykh turystiv [Kharkiv Regional Station of Young Tourists] (1991). *Zvit pro rozvytok turysts'jko-krajeznavchoji roboty v Kharkivskij oblasti za 1991 rik – Report on the development of tourism and local lore work in Kharkiv region for 1991*. Kharkiv (in Ukrainian).

8. Kharkiv'sjka oblasna stancija junykh turystiv [Kharkiv Regional Station for Young Tourists] (2000). *Informacija pro rozvytok turysts'jko-*

krajeznavchoji roboty v Kharkivskij oblasti za 2000 rik – Information on the development of tourism and local lore work in Kharkiv region for 2000. Kharkiv (in Ukrainian).

9. Kharkivska oblasna stancija junykh turystiv [Kharkiv Regional Station for Young Tourists] (2005). *Informacija pro rozvytok turystsjo-krajeznavchoji roboty v Kharkivskij oblasti za 2005 rik – Information on the development of tourism and local lore work in Kharkiv region for 2005.* Kharkiv (in Ukrainian).

10. Kharkivska oblasna stancija junykh turystiv [Kharkiv Regional Station for Young Tourists] (2010). *Informacija pro rozvytok turystsjo-krajeznavchoji roboty v Kharkivskij oblasti za 2010 rik – Information on the development of tourism and local lore work in Kharkiv region for 2010.* Kharkiv (in Ukrainian).

11. Kharkivska oblasna stancija junykh turystiv [Kharkiv Regional Station for Young Tourists] (2015). *Informacija pro rozvytok turystsjo-krajeznavchoji roboty v Kharkivskij oblasti za 2015 rik – Information on the development of tourism and local lore work in Kharkiv region for 2015.* Kharkiv (in Ukrainian).

12. Khar'kovskaya oblastnaya detskaya ekskursionno-turistskaya stantsiya [Kharkiv Regional Children's Excursion and Tourist Station] (1975). *Otchet o rabote stantsii za 1975 god – Work report of the station for 1975.* Kharkiv (in Ukrainian).

13. Metodychni rekomendacii v dopomoghu kerivnykam turystsjo-krajeznavchykh ghurtiv za 1973 rik [Methodological recommendations for assistance to the heads of tourist-regional circles for 1973]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 97, 17 sheet (in Ukrainian).

14. Nakazy Sums'kogho oblasnogo upravlinnja narodnoji osvity, jaki vidnosjatsja do dijalnosti za 1988 rik [Orders of Sumy Regional Department of Public Education, which are related to the activity for 1988]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 238, 12 sheet (in Ukrainian).

15. Otchet ob ekskursionno-kraevedcheskoj rabote za 1971 god [Report on excursion and local lore work for 1971]. *State Archive of Chernihiv region*, F. R–5323, Descr. 1, Case 119, 48 sheet (in Ukrainian).

16. Otchet o rabote Khar'kovskoy, Khersonskoy, Khmel'nitskoy oblastnykh stantsiy yunykh turistov o razvitii turistsko-kraevedcheskoj i ekskursionnoj raboty za 1989 god [Work report of the Kharkov, Kherson, Khmel'nitsky regional stations of young tourists on the development of tourist, local lore and excursion work for 1989]. *Archive of the Ukrainian State Center of National Patriotic Education, Local History and Tourism of Students Youth*, F.–4715, Descr. 1, Case 168, 65 sheet (in Ukrainian).

17. Otchet o rabote stantsii za 1978 god [Work report Station for 1978]. *Archive of the Ukrainian State Center of National Patriotic Education, Local History and Tourism of Students Youth*, F.-4715, Descr. 2, Case 527, 48 sheet (in Ukrainian).

18. Otchet o rabote stantsii za 1980 god [Work report station for 1980]. *Archive of the Ukrainian State Center of National Patriotic Education, Local History and Tourism of Students Youth*, F.-4715, Descr. 2, Case 542, 60 sheet (in Ukrainian).

19. Otchet o rabote stantsii za 1982 god [Work report station for 1982]. *State Archive of Chernihiv region*, F. R-5323, Descr. 1, Case 210, 26 sheet (in Ukrainian).

20. Otchet o rabote za 1978 god [Work report for 1978]. *State Archive of Chernihiv region*, F. R-5323, Descr. 1, Case 153, 48 sheet (in Ukrainian).

21. Otchet o rabote za 1989 god [Work Report for 1989]. *State Archive of Chernihiv region*, F. R-5323, Descr. 1, Case 277, 7 sheet (in Ukrainian).

22. Otchet o razvitii turistsko-kraevedcheskoy i ekskursionnoy raboty Chernigivskoy oblasti za 1988 god [Report on the development of tourist, local lore and excursion work of Chernigiv region for 1988]. *State Archive of Chernihiv region*, F. R-5323, Descr. 1, Case 270, 10 sheet (in Ukrainian).

23. Otchet o razvitii turistsko-kraevedcheskoy i ekskursionnoy raboty za 1989 god [Report on the development of tourism, local lore and excursion work for 1989]. *State Archive of Sumy region*, F. R-3551, Descr. 1, Case 249, 3 sheet (in Ukrainian).

24. Otchet o turistsko-kraevedcheskoy rabote v shkolakh i vneshkol'nykh detskikh uchrezhdeniyakh oblasti za 1967 god [Report on tourist and local lore work in schools and extracurricular children institutions of the region for 1967]. *State Archive of Chernihiv region*, F. R-5323, Descr. 1, Case 94, 35 sheet (in Ukrainian).

25. Parkhomenko I. (2019) Muzeji zakladiv osvity istorychnogho profilju Pivnichno-Skhidnoji Ukrajinji: suchasni vyklyky ta tendenciji [Museums of educational institutions of historical profile of the North-Eastern Ukraine: modern challenges and trends]. *Pedagoghichni nauky – Pedagogical Sciences* (ed. Fedjajeva L.V.), Kherson: Kherson State University, vol. LXXXVI, pp. 49-53 (in Ukrainian).

26. Parkhomenko, I. V. (2019). Formy istoriko-krajeznavchoji roboty zakladiv pozashkiljnoji osvity Ukrajinji (90-ti rr. KhKh st.) [Forms of historical and local lore work of extracurricular educational institutions of Ukraine (90's of XX century)]: *Historical and Local Lore Research: Traditions, Innovations: IV International Scientific Conference (Ukraine, Sumy, November 29-29, 2019)* (ed. Bughrij V.S.), Sumy: FOP Cjoma S.P., pp. 88-91 (in Ukrainian).

27. Plan roboty na 1971 rik [Working plan for 1971]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 71, 10 sheet (in Ukrainian).

28. Postanova Centraljnogho komitetu Leninsjkoji Komunistyčnoji Spilky Molodi Ukrajinny ta koleghiji Ministerstva osvity URSR № 5\38-P vid 22.02.73. «Pro pidsumky respublikansjkogho oghljadu roboty muzejiv, zaliv, kimnat, klubiv internacionaljnoji družhby, shkil, dytjachykh budynkiv, pozashkiljnykh zakladiv» [Resolution of the Central Committee of the Lenin Communist Union of Youth of Ukraine and the collegium of the Ministry of Education of the USSR No. 5\38-P of 22.02.73. «On the results of the republic survey of the work of museums, halls, rooms, clubs of international friendship, schools, orphanages, extracurricular institutions»]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 91, 16 sheet (in Ukrainian).

29. Prikazy i direktivnye ukazaniya Ministerstva Prosveshcheniya USSR, Khar'kovskogo otdela narodnogo obrazovaniya i Respublikanskoj ekskursionno-turistskoj stantsii za 1953 god [Orders and directives of the Ministry of Education of the USSR, Kharkiv Department of Public Education and the Republican Excursion and Tourist Station for 1953]. *State Archive of Kharkiv region*, F. R–5799, Descr. 1, Case 9, 108 sheet (in Ukrainian).

30. Prikazy i direktivnye ukazaniya Ministerstva Prosveshcheniya USSR, Khar'kovskogo otdela narodnogo obrazovaniya i Respublikanskoj ekskursionno-turistskoj stantsii za 1955 god [Orders and directives of the Ministry of Education of the USSR, Kharkiv Department of Public Education and Republican Excursion and Tourist Station for 1955]. *State Archive of Sumy region*, F. R–5799, Descr. 1, Case 18, 39 sheet (in Ukrainian).

31. Prikazy i direktivnye ukazaniya Ministerstva Prosveshcheniya USSR, Khar'kovskogo otdela narodnogo obrazovaniya i Respublikanskoj ekskursionno-turistskoj stantsii za 1958 god [Orders and directives of the Ministry of Education of the USSR, Kharkov Department of Public Education and the Republican Excursion and Tourist Station for 1958]. *State Archive of Sumy region*, F. R–5799, Descr. 1, Case 33, 137 sheet (in Ukrainian).

32. Richnyj zvit stanciji za 1966-67 navchaljnyj rik [Annual report station for the 1966-67 academic year]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 49, 10 sheet (in Ukrainian).

33. Stepovyk P.M. (2017) *Rozvytok shkiljnogho krajeznavchogho turizmu u drughij polovyni XX – na pochatku XXI st. na Chernihivshhyni* [The development of school local lore tourism in the second half of XX – beginning of the XXI century in Chernihiv region]. Chernihiv National T.G. Shevchenko Pedagogical University (in Ukrainian).

34. Sumsjka oblasna stancija junykh turystiv [Sumy Regional Station of Young Tourists] (1991) *Zvit pro rozvytok turystysjko-krajeznavchoji roboty v Sumsjkij oblasti za 1991 rik – Report on the development of tourism and local lore work in the Sumy region for 1991*. Sumy (in Ukrainian).

35. Sumsjka oblasna stancija junykh turystiv [Sumy Regional Station of Young Tourists] (1992). *Zvit pro rozvytok turystysjko-krajeznavchoji roboty v Sumsjkij oblasti za 1992 rik – Report on the development of tourism and local lore work in the Sumy region for 1992*. Sumy (in Ukrainian).

36. Sumsjkyj oblasnyj centr pozashkiljnoji osvity ta roboty z talanovytoju moloddju [Sumy Regional Center of Extracurricular Education and Work with Talented Youth] (2010). *Informacija pro rozvytok turystysjko-krajeznavchoji roboty v Sumsjkij oblasti za 2010 rik – Information on the development of tourism and local lore work in Sumy region for 2010*. Sumy (in Ukrainian).

37. Sumsjkyj oblasnyj centr pozashkiljnoji osvity ta roboty z talanovytoju moloddju [Sumy Regional Center of Extracurricular Education and Work with Talented Youth] (2015). *Informacija pro rozvytok turystysjko-krajeznavchoji roboty v Sumsjkij oblasti za 2015 rik – Information on the development of tourism and local lore work in Sumy region for 2015*. Sumy (in Ukrainian).

38. Turyzm i krajeznavstvo [Tourism and Local Lore] (1997). *Informacijno-metodychnyj visnyk – Information-methodological bulletin, no. 5*. Kyiv: Ukrainian State Center of National-Patriotic Education, Local Lore and Tourism of Student Youth (in Ukrainian).

39. Turyzm i krajeznavstvo [Tourism and Local Lore] (2000) *Informacijno-metodychnyj visnyk – Information-methodological bulletin, no. 13*. Kyiv: Ukrainian State Center of National-Patriotic Education, Local Lore and Tourism of Student Youth (in Ukrainian).

40. Turyzm i krajeznavstvo [Tourism and Local Lore] (2001) *Informacijno-metodychnyj visnyk – Information-methodological bulletin, no. 14*. Kyiv: Ukrainian State Center of National-Patriotic Education, Local Lore and Tourism of Student Youth (in Ukrainian).

41. Zvit pro robotu Chernighivsjskoji oblasnoji Dytjachoji ekskursijno-turystsjskoji stanciji za 1975 rik [Work report of the Chernihiv Regional Children's Excursion and Tourist Station for 1975]. *State Archive of Chernihiv region, F. R–5323, Descr. 1, Case 139, 51 sheet* (in Ukrainian).

42. Zvit pro robotu Sumsjskoji oblasnoji Dytjachoji ekskursijno-turystsjskoji stanciji za 1972 rik [Work report of the Sumy Regional Children's Excursion and Tourist Station for 1972]. *State Archive of Sumy region, F. R–3551, Descr. 1, Case 82, 26 sheet* (in Ukrainian).

43. Zvit Sumsjskoji oblasnoji Dytjachoji ekskursijno-turystsjskoji stanciji za 1971 rik [Report of the Sumy Regional Children's Excursion and Tourist

Station for 1971]. *State archive of Sumy region*, F. R–3551, Descr. 1, Case 72, 15 sheet (in Ukrainian).

44. Zvit Sumsjkoji oblasnoji Dytjachoji ekskursijno-turystsjskoji stanciji za 1975 rik [Report of the Sumy Regional Children’s Excursion and Tourist Station for 1975]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 121, 44 sheet (in Ukrainian).

45. Zvit Sumsjkoji oblasnoji Stanciji junykh turystiv za 1978 rik [Report of the Sumy Regional Station of Young Tourists for 1978]. *State Archive of Sumy region*, F. R–3551, Descr. 1, Case 155, 42 sheet (in Ukrainian).

Information about the author:

Iryna Parkhomenko,

Postgraduate Student,

Sumy State Pedagogical University

named after A. S. Makarenko

87, Romenska str., 40002, Sumy, Ukraine

ORCID ID: orcid.org/0000-0001-6221-9196

SOCIAL DIMENSION OF THE EUROPEAN HIGHER EDUCATION AREA: TENDENCIES OF DEVELOPMENT OF NORMATIVE, THEORETICAL AND ORGANIZATIONAL BASES

Alina Sbruieva

INTRODUCTION

The urgency of forming the European Higher Education Area (EHEA) is driven by economic, technological and social factors. To the first two groups of factors (economic and technological) we refer, first of all, globalization and regionalization (Europeanization) of economic development, development of ICT and knowledge society, which turn higher education into a significant lever for ensuring the competitiveness of the region.

It should be noted that construction of the regional education area should solve the task of training highly skilled labor force, which is competitive in the regional and global labor markets.

Integration processes in the field of European higher education are also intended to contribute to the sustainable development of the region by training professionals in order to be productive, to continue to learn, to solve problems, to be creative, to live together and with nature in peace and harmony.

At the same time, we consider Europeanization as a social factor in building a regional higher education area in the context of realizing the idea of the Social Europe based on democratic values of equal civil rights, opportunities and social equity. Taking into account the relevance of implementation of the social priorities of European society in the EHEA has led to emergence in the context of the Bologna process of the so-called social dimension of reforms, which did not become sufficiently clear and concretized at the first stages of implementation of changes in higher education.

And only later, under the influence of the most interested stakeholders in the process of educational change – the student body, the social dimension of the reforms receive support in the reform documents along with such priorities as quality, mobility, comparability of input and learning outcomes.

The subject of our consideration has been the social dimension of reforms within the Bologna Process, the responsibility for which is increasingly recognized by the European political and academic community, by European society as a whole.

The sources of our research are official documents of the Bologna Process, namely the communiqués and declarations of conferences of Ministers of Education of the Bologna member states; political and analytical documents of international stakeholder organizations in the sphere of higher education; research works of economists, sociologists and political scientists studying the problems of state responsibility for the development of higher education; research works of education reform theorists; materials and final reports of EU (Erasmus) projects exploring different aspects of the social dimension of higher education in the European region.

1. Retrospection of the formation of normative bases of the EHEA social dimension

The statement of the need to ensure the social dimension of the European Higher Education Area was first voiced at a conference of Ministers of Education of the Bologna Club Members in Prague (2001). However, according to the researchers of the process of establishing the EHEA, in particular P. Zgaga¹ and M. Klemenčič², emergence of the Prague Conference formulations was preceded by active discussions about on the investigated problem with representatives of student organizations. The student body has been the most persistent in demanding that reforms should be given the social dimension and making this dimension one of the priorities of the Bologna reforms.

In the pre-Prague period, the student organization ESIB developed and presented for discussion of the representatives of the Bologna Club countries the document “The Student Göteborg Convention”³. The ideas of this document were taken into account and even formed the basis for the interpretation of the social dimension of higher education at the Prague Summit of Ministers of Education. In a summit document, the Prague Communiqué, it was stated that the foreseen reforms of higher education systems would be aimed at enhancing social cohesion, reducing the level of social injustice in education; promoting full realization of the individual’s potential for the benefit of each individual and social and economic development of society as a whole.

¹ Zgaga, P. (2015). The social dimension in the European Higher Education Area. In Baranović, B. (Ed.), *Koji srednješkolci namjeravaju studirati? Pristup visokom obrazovanju i odabir studija [Which high school students plan to study? Access to higher education and the selection of studies]*. (Biblioteka Znanost i društvo, 37). Zagreb: Institut za društvena istraživanja, pp. 211-233.

² Klemenčič, M. (2012). *How ESIB got into the Bologna Process. In ESU turns 30! Fighting for student rights since 1982*. Brussels: ESU, pp. 17-28.

³ ESIB (2001). Student Göteborg Declaration (25 March 2001). The Student Göteborg Convention, 22nd to the 25th of March 2001.

A more accurate understanding of the social dimension of higher education can be found in the Communiqué of the Conference of Ministers of Higher Education of Europe, adopted in Berlin in 2003. Ministers attending the Berlin Conference reaffirmed the importance of the social dimension of the Bologna Process. It was recognized that the need to enhance the competitiveness of European higher education should be balanced by improving the social characteristics of the EHEA, which would further enhance social cohesion and reduce social and gender inequalities, both at the national and European level. In this context, the Ministers reaffirmed their position that higher education was a public good and a social responsibility.

In most of the subsequent documents of the Bologna Process (from the Bergen Communiqué 2005 to the Paris Communiqué 2018), the characteristics of the social dimension of European higher education were highlighted in separate sections. In order to clarify the analysis of the texts of the Bologna documents, we will outline provisions in the form of a chronological table.

Table 1

The social dimension of the EHEA in the texts of the basic documents of the Bologna Process

Document	Interpretation of the notion of the EHEA social dimension
The Prague Communiqué (2001) ⁴	Ministers also reaffirmed the need, recalled by students, to take account of the social dimension in the Bologna Process. They (Ministers) support the idea that higher education (HEd) should be considered a public good and is and will remain a public responsibility (regulations etc.), and that students are full members of the higher education community. Lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life
The Berlin Communiqué (2003) ⁵	Ministers stress the need for appropriate studying and living conditions for the students, so that they can successfully complete their studies within an appropriate period of time without obstacles related to their social and economic background. They also stress the need for more comparable data on the social and economic situation of students. They stress the need to improve opportunities for all citizens, in accordance with their aspirations and abilities, to follow the lifelong learning paths into and within HEd

⁴ *Towards the European Higher Education Area*. Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001. Retrieved from: www.ehea.info/Uploads/Declarations/PRAGUE_COMMUNIQUÉ.pdf

⁵ Berlin Communiqué (2003). *Realizing the European Higher Education Area*. EHEA Ministerial Conference, Berlin, 19, September, 2003. Retrieved from: <https://www.ehea.info/page-ministerial-declarations-and-communications>.

The Bergen Communiqué (2005) ⁶	The social dimension of the Bologna Process is a constituent part of the EHEA and a necessary condition for the attractiveness and competitiveness of the EHEA. We therefore renew our commitment to making quality HED equally accessible to all, and stress the need for appropriate conditions for students so that they can complete their studies without obstacles related to their social and economic background. The social dimension includes measures taken by governments to help students, especially from socially disadvantaged groups, in financial and economic aspects and to provide them with guidance and counselling services with a view to widening access
The London Communiqué (2007) ⁷	HED should play a strong role in fostering social cohesion, reducing inequalities and raising the level of knowledge, skills and competences in society. Policy should therefore aim to maximise the potential of individuals in terms of their personal development and their contribution to a sustainable and democratic knowledge-based society. We share the societal aspiration that the student body entering, participating in and completing HED at all levels should reflect the diversity of our populations. We reaffirm the importance of students being able to complete their studies without obstacles related to their social and economic background. We therefore continue our efforts to provide adequate student services, create more flexible learning pathways into and within HED, and to widen participation at all levels on the basis of equal opportunity
The Leuven and Louvain-la-Neuve Communiqué (2009) ⁸	The student body within HED should reflect the diversity of Europe's populations. We therefore emphasize social characteristics of HED and aim to provide equal opportunities to quality education. Access into HED should be widened by fostering the potential of students from underrepresented groups and by providing adequate conditions for the completion of their studies. This involves improving the learning environment, removing all barriers to study, and creating the appropriate economic conditions for students to be able to benefit from the study opportunities at all levels. Each participating country will set measurable targets for widening overall participation and increasing participation of underrepresented groups in higher education, to be reached by the end of the next decade. Efforts to achieve equity in HED should be complemented by actions in other parts of the educational system
The Budapest-Vienna	We commit ourselves, notwithstanding these difficult economic times, to ensuring that

⁶ Bergen Communiqué (2005). *The European Higher Education Area – Achieving the Goals*. Communiqué of the Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May 2005. Retrieved from: [https:// www.ehea.info/page-ministerial-declarations-and-communications](https://www.ehea.info/page-ministerial-declarations-and-communications)

⁷ London Communiqué (2007). *Towards the European Higher Education Area: responding to challenges in a globalised world*. EHEA Ministerial Conference, London, 18-19 May, 2007. Retrieved from [https:// www.ehea.info/page-ministerial-declarations-and-communications](https://www.ehea.info/page-ministerial-declarations-and-communications)

⁸ Leuven and Louvain-la-Neuve Communiqué (2009). *The Bologna Process 2020 – The European Higher Education Area in the new decade*. EHEA Ministerial Conference, Leuven and Louvain-la-Neuve, 28-29 April 2009. Retrieved from: <https://www.ehea.info/pid34363/ministerial-declarations-and-communications.html>

Declaration (2010) ⁹	HED institutions have the necessary resources within a framework established and overseen by public authorities. We are convinced that HED is a major driver for social and economic development and for innovation in an increasingly knowledge-driven world. We shall therefore increase our efforts on the social dimension in order to provide equal opportunities to quality education, paying particular attention to underrepresented groups
The Bucharest Communiqué (2012) ¹⁰	Widening access to HED is a precondition for societal progress and economic development. We agree to adopt national measures for widening overall access to quality HED. We will work to raise completion rates and ensure timely progression in HED in all EHEA countries. HED should be an open process in which students develop intellectual independence and personal self-assuredness alongside disciplinary knowledge and skills
The Yerevan Communiqué (2015) ¹¹	We will enhance the social dimension of HED, improve gender balance and widen opportunities for access and completion, including international mobility, for students from disadvantaged backgrounds
The Paris Communiqué (2018) ¹²	We therefore commit to developing policies that encourage and support HEIs to fulfil their social responsibility and contribute to a more cohesive and inclusive society through enhancing intercultural understanding, civic engagement and ethical awareness, as well as ensuring equitable access to HED

Thus, the basic documents of the Bologna Process declare a wide range of social guarantees from the governments of the Bologna countries. Systematization of the components of governments social commitments in higher education, as reflected in the above cited documents, makes it possible to summarize them in the following terms:

- ensuring the right to quality higher education for all (Berlin communiqué, Prague communiqué; Leuven /Louvain-la-Neuve communiqué, Bucharest communiqué, Budapest-Vienna Declaration, Yerevan communiqué, Paris communiqué);
- promoting intercultural understanding, political and religious tolerance, gender equality, democratic and civil rights in order to strengthen European and global citizenship and to lay the foundations for an inclusive society (Yerevan Communiqué, Paris Communiqué);

⁹ *Budapest-Vienna Declaration on the European Higher Education Area* (2010). Ministerial Conference in Budapest/Vienna, 10-12 March 2010. Retrieved from <http://www.ehea.info/page-ministerial-declarations-and-communiqués>

¹⁰ Bucharest Communiqué. (2012). *Making the Most of Our Potential: Consolidating the European Higher Education Area*. EHEA Ministerial Conference, Bucharest, 26-27 April, 2012. Retrieved from: <https://www.ehea.info/pid34363/ministerial-declarations-and-communiqués.html>

¹¹ Yerevan Communiqué (2015). *EHEA Ministerial Conference*. Yerevan, 14-15 May, 2015. Retrieved from <http://www.ehea.info/page-ministerial-declarations-and-communiqués>

¹² Paris Communiqué (2018). *EHEA Ministerial Conference*. Paris, May 25th 2018. Retrieved from <http://www.ehea.info/page-ministerial-declarations-and-communiqués>

- ensuring inclusiveness of the HEd, attracting new contingents of underrepresented social groups (London communiqué, Leuven /Louvain-la-Neuve communiqué, Bucharest communiqué, Budapest-Viennese declaration, Declaration), refugees and immigrants (Yerevan Communiqué);
- providing students with adequate study and living conditions that allow them to complete their education within a specified period of time, regardless of the obstacles that may arise due to the social or economic background (Berlin Communiqué, Bergen Communiqué, London Communiqué, Leuven /Louvain-la-Neuve communiqué, Paris communiqué);
- improving the opportunity for all citizens, in accordance with their aspirations and abilities, to receive lifelong education, both within the framework of programs leading to higher education and within it (Berlin Communiqué, Yerevan Communiqué);
- providing the students with guidance and counselling services with a view to widening access (Bergen communiqué, Bucharest communiqué, Yerevan communiqué);
- development of a student-centered approach, in particular peer learning methods, as a means of providing greater access to quality education to diversified student contingents (Bucharest Communiqué, Yerevan Communiqué);
- ensuring the right of students to equal partnership participation in the management of higher education institutions, in resolving issues related to organization and content of the educational process (Prague Communiqué, Berlin Communiqué, Yerevan Communiqué);
- providing students, especially those from socially disadvantaged backgrounds, with financial assistance aimed at increasing access to higher education (Bergen Communiqué);
- providing academic and professional mobility opportunities for students, teachers, researchers through the development of a system of national grants, services, legislative recognition of periods of study and professional activity in a European context (Yerevan and Paris Communiqués);
- improving of employment opportunities and self-employment of university graduates (Yerevan Communiqué).

We emphasize that the basic requirement that defines the essence of the social dimension of the EHEA is formulated in London Communiqué (2007) “societal aspiration that the student body is entering, participating in and completing HEd at all levels should reflect the diversity of our populations”. At the present stage, in the text of the Yerevan Communiqué (2015), the Bologna Community called for a broader understanding of the social dimension of higher education, formulating it as follows: “We will enhance the social dimension of HEd, improve gender balance and widen

opportunities for access and completion, including international mobility, for students from disadvantaged backgrounds”.

2. Theoretical bases of the EHEA social dimension

In substantiating the need for the social dimension of the EHEA, contemporary higher education theorists and educational policy-makers rely on a broad range of scientific approaches that are relevant to different fields of knowledge and ideological orientations:

- *economic theories of public good*. According to Paul Anthony Samuelson, the author of “The Pure Theory of Public Expenditure” (P. A. Samuelson, the Nobel laureate, established the notion of public/private, which is now dominant in economic policy), public goods are defined as one or both of non-rivalrous and non-excludable¹³. According to the American economist J. E. Stiglitz, the term “public good” means: 1) lack of competition in the consumption of goods, the overall availability of its simultaneous or consistent consumption, which does not reduce the amount of this benefit; 2) inability or difficulty of achieving such a situation where consumption of goods becomes the exclusive right of one person or an exclusive group of people¹⁴. The concept of “private good” in this context also includes two aspects: 1) good, the benefit of which is purely individual; 2) a good whose quantity is limited, so if consumed by one person, it cannot be consumed by another¹⁵. The modern theorist of higher education – sociologist and philosopher Simon Marginson in his research work “Public/Private in Higher Education: A Synthesis of Economic and Political Approaches” attempts to combine the economic and political approaches to the analysis of the essence of higher education as a private and public good. Marginson insists that “together, the economic and political modes constitute a more explanatory and more instrumental framework for operationalizing the public/private distinction in higher education, than either the economic or political modes can provide alone. In sum, the political economic nature of higher education and research is determined by whether market competition is used for coordination, and/or whether activity is located or closely controlled in the state sector”¹⁶;

¹³ Samuelson, P. (1954). The Pure Theory of Public Expenditure. *Review of Economics and Statistics*, 36 (4), P. 387.

¹⁴ Stiglitz, J. E. (1983). Public goods in open economies with heterogeneous individuals. In J. F. Thisse, H. G. Zoller (Ed.), *Locational analysis of public facilities*. North-Holland Publishing Company, pp. 55-78.

¹⁵ Ver Eecke, W. 2008. Ethical Dimensions of the Economy: Making Use of Hegel and the Concepts of Public and Merit Goods. *Springer*.

¹⁶ Marginson, S. (2016). Private/public in higher education: A synthesis of economic and political approaches. *Studies in Higher Education*. Published online: <http://dx.doi.org/10.1080/03075079.2016.1168797>.

- *economic theory of social choice* by James M. Buchanan and Gordon Tullock. The direct purpose of this theory is to analyze political mechanisms of the formation of macroeconomic decisions, but its provisions are applied within the framework of a neoliberal approach to educational reform strategies. In his Nobel lecture “The Constitution of Economic Policy”, J. Buchanan formulated three leading conceptual frameworks on which his theory was built: methodological individualism, the concept of “homo economicus” and interpretation of politics as exchange. In their unity, these ideas represent a kind of “principles of social order” that guide human social activity, and in the context of the problematic conceptual principles underpinning the social dimension of Bologna reforms, explain neoliberal, i.e. market-based component of higher education reforms in EHEA¹⁷;

- *sociological theories of the welfare state*. According to Encyclopedia Britannica, “welfare state is as a form of government in which state protects and promotes economic and social well-being of citizens, based on the principles of equal opportunity, equitable distribution of wealth, and public responsibility for citizens unable to avail themselves of the minimum provisions for a good life”¹⁸. The notion of “welfare state” was first used in 1850 by Lorenz von Stein. He included in the list of functions of the state “maintenance of absolute equality in rights for all different social classes, for a separate private self-determining person through his power”. The state, according to Stein, is obliged to promote economic and social progress of all its citizens, because ultimately development of one is a condition for development of another, and in this sense it is a social state. British sociologist T. H. Marshall described in the middle of the 20th century the modern welfare state as a “distinctive combination of democracy, welfare, and capitalism”¹⁹. In the spirit of neoliberal political ideology considers the social functions of the state American economist M. Friedman, who insists on the need to narrow its social functions. Educational policy in this context refers to the concept of denationalization of education, which was first formulated in the 1950s in M. Friedman’s “Education and the Public Interest” (1955)²⁰, and later incorporated into M. Friedman’s programmatic work “Capitalism and Freedom” (1962). According to M. Friedman, the need to reconsider the role of the state in education is a direct consequence

¹⁷ Buchanan, J. M. (1986). *Prize Lecture. The Constitution of Economic Policy. Lecture to the memory of Alfred Nobel*. December 8, 1986. Retrieved from: <https://www.nobelprize.org/prizes/economic-sciences/1986/buchanan/lecture/>

¹⁸ The welfare state. In: *Encyclopedia Britannica Online*. Retrieved from https://Encyclopedia_Britannica_Online

¹⁹ Marshall, T. H. (1950). *Citizenship and Social Class: And Other Essays*. Cambridge: University Press.

²⁰ Friedman, M. (1955). *Education and the Public Interest*. Ed. by Robert Solow. New Brunswick: Rutgers University Press.

of the inconsistency of its powers in this field (financing and administration of education institutions) with the functions it assumes in other spheres of life in the conditions of the private enterprise economy and exchange²¹;

- sociological theories of the transition from “welfare state” to “competitive state”, which became popular in Western sociology in the 80–90s of the twentieth century. The leader of this approach, the English sociologist A. Giddens substantiates the need to transform the social functions of the state, including in the field of education, by a number of factors, the most important of which are globalization and technological progress. All these factors, according to A. Giddens, make the old center-left political approaches counterproductive. The state, according to Giddens, is no longer able to give a full guarantee of the economic security and social protection of its citizens. It must flexibly combine the challenges of human capital development, civil society support and growing globalization of the business and financial community²²;

- neoliberal political theories of education globalization of, which justify and explain such provisions as:

- erosion of the sovereignty of the nation-state and fullness of its powers in the field of social policy in general and education in particular;

- transfer of market competition mechanisms into the educational sphere;

- transfer of the social choice neo-institutional theory provisions to the sphere of education (choice of forms of education as one type of beneficial exchange);

- transfer of the idea of methodological individualism to education: a person as a free, rational, autonomous, self-interested (interested in maximizing his own good) individual – “homo economicus”, who lives in the certain social organization, created to protect his natural rights and to promote a profitable exchange with others;

- development of ideas and mechanisms of “new managerialism”, i.e. extension of the principles and mechanisms of management characteristic of the private business sphere to the social sphere, in particular to the sphere of higher education²³;

- denationalization of the educational sphere, privatization of educational services, their “contractualization”, “consumer-centrism”²⁴;

²¹ Friedman, M. (1962). *Capitalism and freedom*. Chicago: University of Chicago Press.

²² Giddens, A. (1998). *The Third Way: The renewal of social democracy*. Cambridge: Polity Press.

²³ Shepherd, S. (2018) Managerialism: an ideal type. *Studies in Higher Education*, 43:9, 1668-1678, DOI: 10.1080/03075079.2017.1281239.

²⁴ Naidoo, R., Veer, E. (2011). The Consumerist Turn in Higher Education: Policy Aspirations and Outcomes. *Journal of Marketing Management*, 27 (11-12), 1142-1162.

– “marketization of democracy”. The notions of equality, justice, solidarity, which constitute the core values of a democratic society, are considered at the economic rather than the political level. A person is primarily a consumer, not a citizen;

– encouraging public-private partnerships in education as a factor in the development of social capital;

– “cultural reconstruction”, “marketing of social consciousness”, formation of “entrepreneurial society”, which means, in the context of our research, transformation of education institutions into competing business institutions²⁵;

• *theories of sustainable development* that have spread since report of Brundtland Commission to United Nations General Assembly “Our Common Future” (1987). According to the provisions of the report, mankind should strive for “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”²⁶. According to the UN Programme “Education for Sustainable Development”, education must be revisited in light of a renewed vision of sustainable human and social development that is both equitable and viable. This vision of sustainability must take into consideration the social, environmental and economic dimensions of human development and various ways in which these relate to education: “An empowering education is one that builds the human resources we need to be productive, to continue to learn, to solve problems, to be creative, and to live together and with nature in peace and harmony. When nations ensure that such an education is accessible to all throughout their lives, a quiet revolution is set in motion: education becomes the engine of sustainable development and the key to a better world”²⁷.

Summarizing the above-mentioned theories that have influenced and continue to influence development of theoretical and normative foundations of the Bologna process as a whole, and its social dimension in particular, we’d like to note the contradictory unity of the influences of neo-liberal and socio-democratic ideologies. Confirmation of our conclusion is seen in the documents of the Bergen Summit of Ministers of Education, which stated that social dimension of the Bologna Process is a constituent part of the EHEA and a necessary condition for the attractiveness and competitiveness of the EHEA. Therefore, the combination of competitiveness and social

²⁵ Peters, M. (2005). Neoliberalism. *Encyclopedia of philosophy of education*. Retrieved from: <http://www.educacao.pro.br/>.

²⁶ United Nations General Assembly (1987). *Report of the world commission on environment and development: Our common future*. Oslo, Norway.

²⁷ Power, C. (2015). *The Power of Education: Education for All, Development, Globalisation and UNESCO*. London, Springer.

justice is the contradictory unity that the social dimension of higher education reform in the EHEA is aimed at.

Next, we'll describe the official documents of international organizations, whose ideas served as a significant basis for the development of the ideology and methodology of constructing the phenomenon we are investigating – the social dimension of reforms in the EHEA. Following the logic of the genetic analysis we have already applied, we formulate a continuum of fundamental documents that underlie and influence formation and development of the social dimension of EHEA development. Such documents are:

- the United Nations' *Universal Declaration of Human Rights*, representing the unity and indivisibility of fundamental rights, including civil and political rights on the one hand and social and economic rights on the other hand, has been recognised since adoption in 1948;

- *The European Convention on Human Rights*, guaranteeing civil and political rights, was adopted by Council of Europe in 1950;

- *The European Social Charter* (1961), guaranteeing social and economic rights (its Additional Protocol of 1988 and the Revised Charter, adopted in 1996). The European Social Charter is a Council of Europe treaty that guarantees a broad range of everyday human rights related to employment, housing, health, education, social protection and welfare. The Charter lays specific emphasis on the protection of vulnerable persons such as elderly people, children, people with disabilities and migrants. It requires that enjoyment of the above-mentioned rights be guaranteed without discrimination. No other legal instrument at pan-European level can provide such an extensive and complete protection of social rights as that provided by the Charter, which also serves as a point of reference in European Union law; most of the social rights in the EU Charter of Fundamental Rights are based on the relevant articles of the Charter. The Charter is a kind of the Social Constitution of Europe and represents an essential component of the continent's human rights architecture²⁸;

- *The European Pillar of Social Rights* (2017) – the EU document, which marks a turning point in the development of the social dimension of European integration. The Pillar is about delivering new and more effective rights for EU citizens. It builds upon 20 key principles, structured around three categories: 1) equal opportunities and access to the labour market; 2) fair working conditions; 3) social protection and inclusion. It is worth noting that the first of the identified 20 principles pertaining to the category “equal opportunities and access to the

²⁸ *European Social Charter and European Convention on Human Rights*. Retrieved from: <https://www.coe.int/en/web/european-social-charter/-european-social-charter-and-european-convention-on-human-rights>

labour market” refers to education and is defined as education, training and life-long learning. The principle declares: Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market²⁹.

3. The organizational bases of the EHEA social dimension

The Bologna is a process of large-scale reforms in the sphere of higher education, agreed on a voluntary basis by the governments of 47 countries. The main political mechanism for implementation of the Bologna Process is the so-called Open Method of Coordination (OMC) including such components:

- defining common goals of activity and cooperation in their implementation in accordance with the agreed program and timetable;
- organizing cooperation and peer learning for partners to identify best practices for further dissemination;
- monitoring implementation of joint programs through a system of indicators and benchmarks;
- drawing up information and analytical reports in accordance with clearly defined indicators and benchmarks³⁰.

Therefore, based on the logic of using the OMC mechanisms we'll analyze, how indicators for implementation of the EHEA social dimension are developed and applied, and which of the Bologna actors are most actively involved in this process.

The practice of developing indicators of the higher education social dimension has a long history in the EU. It begins with a project called “EUROSTUDENT – Social and Economic Conditions of Student Life in Europe”, funded by the Erasmus and supported by the governments of the leading EU Member States. In turn, this project builds on the experience gained by the DSW (Deutsches Studentenwerk) with its social surveys on the economic and social situation of students in Germany, which it has regularly carried out since 1951. In 1997, that is, before the start of the Bologna Process, the results of the EUROSTUDENT pilot project, which at the time were carried out with cooperation of student organizations and governments of four European countries (Germany, France, Italy and Austria), were published. This European social survey is aimed at collecting data on the living conditions of students in various European countries

²⁹ *The European Pillar of Social Rights*. Retrieved from: https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights_en

³⁰ Sbruieva, A. (2014). Open Method of Coordination: an innovative mechanism for governing the processes of European integration in the sphere of higher education. *Pedagogical sciences: theory, history, innovative technologies*, 6 (40), 282-294.

which will allow longer-term comparisons to be made. The data and comparisons were to become the basis for relevant socio-political decision-making in the education sector, in particular, on the promotion of social and regional mobility.

The report (EUROSTUDENT pilot project) presents data on 33 indicators of social and economic conditions of student life in Europe, grouped into 5 groups: personal student financing; social background; state support; international mobility; housing³¹. Together, these indicators compiled Synopsis of Indicators, which was further developed and refined. Already in 2000, at the time of the EHEA's construction, the following EUROSTUDENT project report was published, presenting and analyzing data on the economic and social situation of students in 8 EU countries. Synopsis-2000 included 9 indicator groups: 1) demographic characteristics; 2) access to higher education; 3) study performance; 4) social make-up of the student body; 5) accommodation; 6) funding and state assistance; 7) living expenses – student spending; 8) student employment and time budget; 9) internationalisation³². In subsequent years, EUROSTUDENT Reports were published regularly every 3–4 years (2003, 2005, 2008, 2012, 2016³³). The latest of the published reports – “EUROSTUDENT VI 2016-2018” contains data on 28 countries, including some countries-associated members of the EU. Unfortunately, Ukraine has only once been submitted to the project reports in 2015, and partly because national data were not provided for all indicators. In general, the EUROSTUDENT project materials represent the most representative database and analytical conclusions on the socio-economic status of European students used in the development and implementation of the social dimension of the Bologna reforms and development of the EHEA.

In addition to the EUROSTUDENT project, which has been active for several decades, certain information and analytical resources on the development of the EHEA social dimension may be borrowed from the Project “Peer Learning Initiative for the Social Dimension (PL4SD)” (2012-2015) funded by the European Commission through the Lifelong Learning Programme (Erasmus Multilateral projects). The objective of the PL4SD

³¹ EURO STUDENT Report (1997). *Social and Economic Conditions of Student Life. Synopsis of Indicators*. Austria, France, Germany, Italy. Pilot-Project of the Deutsches Studentenwerk (DSW). Retrieved from: https://www.eurostudent.eu/download_files/documents/eurostudent_pilot_project.pdf

³² EURO STUDENT (2000). *Social and economic conditions of student life in Europe 2000. Synopsis of Indicators and National Profiles for Austria*. Belgium (Flemish Community), Belgium (Wallonia-Brussels Community), Finland, France, Germany, Ireland, Italy and The Netherlands. HIS Hochschul-Informationen-System, Hannover 2002, Germany.

³³ EUROSTUDENT. *Publications. EUROSTUDENT round*. Retrieved from: https://www.eurostudent.eu/publications#result_anker

project was to provide policy-makers and practitioners with resources to develop effective measures for ensuring the social dimension of the European Higher Education Area. Specific objectives of the project were: to ensure transparency in current developments, allowing the actors in the field to assess their own performance as well as to monitor their progress towards reaching the targets set within the EHEA; to stimulate international exchange and debate on policy measures and to add more creativity to tackling difficulties within the field of the social dimension in higher education; to enable peer learning and to ease implementation of policy measures by other countries, higher education institutions and students' organisations; to structure the information and to collect relevant reports and research on social dimension policies; to provide a solid basis for further research³⁴.

It should be noted that while implementation of the PL4SD project has drawn the attention of the Bologna member states to the need to fulfill their social obligations in the field of higher education, the EUROSTUDENT project materials and information resources are much more useful for EHEA development researchers as an information and analytical resource.

Next we'll focus on the activities of the collective actors of the Bologna Process in promoting the EHEA social dimension. Traditionally, analysis of the activities of the Bologna actors in realization of the reform tasks takes into account the specific interests of their different types, above all supranational political organizations (Bologna Follow-Up Group (BFUG), European Commission (EC)) and professional organizations (ENQA, EUA, ESU, EURASHE, EQAR, EQAF, Education International, BUSINESSEUROPE). All of these entities have been cooperating on a systematic basis since the start of the Bologna Process (E-4 Group: ENQA, EUA, ESU, EURASHE), or have joined it during its development (EQAR, EQAF, Education International, USINESSEUROPE). An analysis of the wide range of Bologna process documents shows that all these organizations are active and significant in the development and implementation of the social dimension of reform. However, we consider it fair to highlight in the context of our study, first and foremost, the role of student organizations – subjects of the Bologna Process.

At the beginning of this study, we have already emphasized the special role of ESIB in building social priorities of the change process. It should be noted that the student body has been and remains an important driver of the Bologna Processes, which has repeatedly stated its dissatisfaction with the practice of educational reforms in different countries (“The black book of the

³⁴ Peer Learning Initiative for the Social Dimension (PL4SD). <https://en.iro.hr/2018/02/19/pl4sd-peer-learning-initiative-for-the-social-dimension-pl4sd/>

Bologna Process”, 2005) and made constructive proposals for the further development of the Bologna changes (Bologna With Student Eyes (2012, 2015, 2018)). We cite only the latest publication, prepared for the BFUG Paris Summit, which is the conclusion of the student organization on the state of the problem under discussion in EHEA: “The social dimension of higher education is seen a high priority only in very few national contexts. Across all Europe, there has been a little improvement in the general acknowledgement of the importance of working on social dimension measures, but no substantial step forward has been taken. For instance, financial support, the most common way of supporting students, especially those with a low socio-economic background, that are still the biggest underrepresented group among students, is still far from being accessible for all, or at least for all that really need it to complete their education. Moreover, the students are particularly concerned about the lack of services for disabled student and mental health support”³⁵. As we can conclude from the above cited statement, students are clearly disappointed with the results in the sphere of student social support. However, the documents analyzed below indicate that they are determined to go step by step towards achieving the stated goal of providing quality higher education for all.

We emphasize that activities and publications of ESU relate both to issues of national and international education policy and organizational development of the EHEA (2018 Introduction to ESU’s policies in higher education³⁶), and to the philosophy and didactics of higher education, in particular development of the idea of student-centered learning. A number of ESU policy documents focus exclusively on the implementation of the social dimension of higher education. In particular, “Policy Paper on Social Dimension” (2015) addresses the issues of facets of social dimension and a system of indicators through which the governments of the Bologna Member States can monitor provision of quality education for all. In particular, ESU distinguishes the following facets of the phenomenon that is the subject of our study: 1) access to higher education; 2) social mobility; 3) affordability; 4) lifelong learning; 5) early stage interventions; 6) equality and equity; 7) diversity; 8) active anti-discrimination measures; 8) student centered learning; 9) accessibility; 10) student support services; 11) support during the studies and completion rates; 12) active citizenship and democratic development; 13) science and society. The document identifies also the roles and responsibilities of stakeholders (students, ESU and student organizations, higher education institutions and their joint fora, national

³⁵ ESU (2018). *Bologna with Student Eyes 2018: The final countdown*. Brussels, May 2018 by European Students’ Union.

³⁶ ESU (2018). *Introduction to ESU’s policies in higher education*. Brussels, European Students’ Union.

policy, EHEA, the Bologna Process and the European Union, UNESCO and international organizations)³⁷. The latest ESU's Policy Document – "Social Dimension Policy Paper 2019", which was published in preparation for the Bologna Education Ministers' Anniversary Conference in 2020, is the next step in identifying indicators for implementing the EHEA social dimension. Such indicators, according to ESU experts, should be: 1) early stage interventions; 2) recognition (both for formal and non-formal prior learning, and for other previously acquired competences); 3) fair & supportive environments for staff; 4) student support systems; 5) direct costs & tuition fees; 6) grants & loans; 7) indirect costs: housing & transportation; 8) mental health & support services; 9) flexible learning pathways; 10) students' employment; 11) student centered learning; 12) language; 13) lifelong learning³⁸. The most significant change in the system of indicators proposed and analyzed by students is the focus on "fair & supportive environments for staff", which students have attributed to both professional development of teachers and their financial support.

We'd like to emphasize once again that student organizations are the most interested and therefore the most active and persistent in implementing the social dimension of higher education in the context of the Bologna Process.

At the same time, the greatest administrative burden and responsibility for implementing reform strategies rests on the shoulders of higher education institutions participating in the Bologna process. Their collective representative in the administration of the Bologna Process is the Bologna Follow-Up Group (BFUG), within which the Advisory Group on Social Dimension (AG 1) operates during its various stages of BFUG existence.

Like all other BFUG entities, AG 1 applies the Open Method of Coordination mechanisms, which, as noted above, identify common goals and cooperate in their implementation; organizing peer learning for partners to identify best practices for further dissemination; monitoring implementation of joint programs through a system of indicators and benchmarks; drawing up information and analytical reports in accordance with clearly defined indicators and benchmarks. The most important aspect of the activities of the Advisory Group on Social Dimension in today's context is preparation of the document "Vision for the future "Principles and Guidelines for Social Dimension (PAG)" Accompanied with the SWOT for achieving the vision" (Zagreb, MSE, 19.02.2019). The Advisory Group formulated its Vision for the future PAGs:

³⁷ ESU (2015). *Policy Paper on Social Dimension*. European Students' Union, Brussels, Belgium.

³⁸ ESU (2019). *Social Dimension Policy Paper 2019*. European Students' Union, Brussels, Belgium.

- PAGs should be specific to different target groups (for example: specific PAGs for Governments, HEIs, students etc.);
- PAGs should be structured in a manner that allow comparability Each PAG should be drafted in a manner that allows to have an overarching aim, and then clear indicators which can be monitored;
- HEIs should see PAGs as a central goal. This would mean that these PAGs should be based on rational arguments, and ideally would be such as to allow support by other entities, including governments;
- PAGs should serve as a template for national strategies. Ideally this would also mean that once these national strategies are adopted, then HEIs will need to report on progress;
- PAGs should keep in mind several policy areas and ensure synergies between them. These policy areas include: living conditions, academic considerations (recognition), student socialization (ex. Mentors)³⁹.

We are sure that PAGs will serve as a kind of analogue of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area”, first developed in the framework of the Bologna Process in 2005 and refined in the context of student-centered ideas in 2015. We understand that adherence to the principles (Principles for Social Dimension of higher education) and adherence to standards (Standards for quality assurance in higher education) are not identical in terms of mandatory requirements for their fulfillment. However, we are convinced that defining the principles and developing recommendations for their adherence to be adopted at the Anniversary Conference of Ministers in Bologna in 2020 will be the first step towards developing standards for the social dimension of higher education that will make them compulsory for the entire Bologna community.

CONCLUSIONS

1. Diachronous and comparative analysis of the Bologna basic documents in the context of the research problem has made it possible to identify tendencies in the interpretation of the social dimension of higher education during the EHEA development process. It should be noted that the documents identify first of all the strategic priorities, which include statements of support for the idea that higher education should be considered a public good and is and will remain a public responsibility (The Prague Communiqué, 2001), that the social dimension of the Bologna Process is a constituent part of the EHEA and a necessary condition for the attractiveness

³⁹ BFUG AG 1. (2019). Vision for the future “Principles and Guidelines for Social Dimension (PAG)” Accompanied with the SWOT for achieving the vision” Zagreb, MSE, 19.02.2019

and competitiveness of the EHEA; that making quality HED equally accessible to all is an undisputed priority of EHEA (The Bergen Communiqué (2005)). The major tendency of the development of the regulatory framework for the social dimension of the EHEA is specification and extension of the States obligations to ensure the social dimension of higher education. Therefore, it has been clarified to which underrepresented groups the support of the state should be directed (socially disadvantaged groups, gender groups, racial and national minorities groups), what student problems require state support (access, appropriate studying and living conditions, completion of the studies, international mobility); what kind of state support will be given to students (widening overall access, providing adequate student services, creating more flexible learning pathways, improving the learning environment, removing all barriers to study, creating the appropriate economic conditions for students etc.).

2. The study systematized and summarized the theoretical foundations of the EHEA (economic theories of public good, economic theories of social choice, sociological theories of the welfare state, sociological theories of the transition from “welfare state” to “competitive state”, neoliberal political theories of globalization of education, theories of sustainable development, the idea of social Europe) that explain the twofold nature of change in the context of Bologna Proccss. On the one hand, it is the focus of reforms on meeting the needs of the region’s economic development and global competition with other geopolitical regions, which prioritises the tasks of quality assurance, competitiveness and global attractiveness of European higher education. On the other hand, the EHEA strategy fulfills the requirements of European society for the realization of Social Europe’s ideas, i.e. realization of democratic values of equal rights and self-realization of each individual. The trend towards further development of the EHEA is to find consensus on the challenges of enhancing competitiveness and social justice in higher education.

3. The study shows that the leading mechanism for implementing the EHEA social dimension is the Open Method of Coordination, which means definition of common goals of the Bologna collective actors, organization of cooperation and mutual learning of partners, monitoring implementation of joint programs through systems of indicators and benchmarks, preparation of information and analytical reports. In line with the OMC logic, the practice of the activities of the collective actors of the Bologna Process in developing a system of indicators of the social dimension of European higher education is characterized by means of comparative analysis of the EUROSTUDENT project reports (1997-2016) and ESU policy documents (Policy Paper on Social Dimension (2015-2018)).

Analysis of the activities of the Bologna Advisory Group on Social Dimension (AG 1) has made it possible to state that the most important

result of AG 1's activity today is development of the document "Vision for the future "Principles and Guidelines for Social Dimension (PAG) "Accompanied by the SWOT for Achieving the Vision" (Zagreb, MSE, 02/19/2019). We believe that approval of the Principles and Guidelines for Social Dimension (PAG) at the Anniversary Conference of Ministers in Bologna in 2020 will speak of a trend towards development of standards for the social dimension of the EHEA.

SUMMARY

The study describes the tendencies of development of normative, theoretical and organizational bases of the social dimension of the European Higher Education Area. It is found out that the tendency of development of the normative bases of the EHEA social dimension was the gradual specification of the reference groups, content and instruments that make up the responsibility of the states in the field of higher education. Elucidation of theoretical foundations made it possible to explain the twofold nature of the EHEA, its focus on realization of economic and social priorities of the region. The discovery of the organizational bases of the phenomenon under consideration involved clarifying the nature of application of the Open Method of Coordination in the activities of leading stakeholders in the sphere of European higher education.

REFERENCES

1. Sbruieva, A. (2014). Open Method of Coordination: an innovative mechanism for governing the processes of European integration in the sphere of higher education. *Pedagogical sciences: theory, history, innovative technologies*, 6 (40), 282-294.
2. Berlin Communiqué (2003). *Realizing the European Higher Education Area*. EHEA Ministerial Conference, Berlin, 19, September 2003. Retrieved from: [https:// www.ehea.info/page-ministerial-declarations-and-communicues](https://www.ehea.info/page-ministerial-declarations-and-communicues).
3. Bologna Follow-Up Group (BFUG). Advisory Group on Social Dimension (AG 1). (2019). *Vision for the future "Principles and Guidelines for Social Dimension (PAG)" Accompanied with the SWOT for achieving the vision"*. Zagreb, MSE, 19.02.2019.
4. Buchanan, J. M. (1986). *Prize Lecture. The Constitution of Economic Policy. Lecture to the memory of Alfred Nobel*. December 8, 1986. Retrieved from: <https://www.nobelprize.org/prizes/economic-sciences/1986/buchanan/lecture/>.
5. Bucharest Communiqué (2012). *Making the Most of Our Potential: Consolidating the European Higher Education Area*. EHEA Ministerial Conference, Bucharest, 26-27 April, 2012. Retrieved from:

<https://www.ehea.info/pid34363/ministerial-declarations-and-communicues.html>.

6. *Budapest-Vienna Declaration on the European Higher Education Area* (2010) Ministerial Conference in Budapest/Vienna, 10-12 March 2010. Retrieved from: <http://www.ehea.info/page-ministerial-declarations-and-communicues>.

7. ESIB (2001). *Student Göteborg Declaration (25 March 2001)*. The Student Göteborg Convention, 22nd to the 25th of March 2001.

8. ESU (2015a). *Overview on student-centered learning in higher education in Europe: Research study*. Brussels, European Students' Union, Erasmus (Lifelong Learning programme).

9. ESU (2015b). *Policy Paper on Social Dimension*. European Students' Union, Brussels, Belgium.

10. ESU (2018a). *Bologna with Student Eyes 2018: The final countdown*. Brussels, May 2018 by European Students' Union.

11. ESU (2018b). *Introduction to ESU's policies in higher education*. Brussels, European Students' Union.

12. ESU (2019). *Social Dimension Policy Paper 2019*. European Students' Union, Brussels, Belgium.

13. EURO STUDENT Report (1997). *Social and Economic Conditions of Student Life. Synopsis of Indicators. Austria, France, Germany, Italy. Pilot-Project of the Deutsches Studentenwerk (DSW)*. Retrieved from: https://www.eurostudent.eu/download_files/documents/eurostudent_pilot_project.pdf.

14. EURO STUDENT (2000). *Social and economic conditions of student life in Europe 2000. Synopsis of Indicators and National Profiles for Austria, Belgium (Flemish Community), Belgium (Wallonia-Brussels Community), Finland, France, Germany, Ireland, Italy and The Netherlands*. HIS Hochschul-Informations-System, Hannover 2002, Germany. Retrieved from: https://www.eurostudent.eu/download_files/documents/eurostudent_2000_project.pdf.

15. *European Social Charter and European Convention on Human Rights*. Retrieved from: <https://www.coe.int/en/web/european-social-charter/-european-social-charter-and-european-convention-on-human-rights>

16. EUROSTUDENT. *Publications. EUROSTUDENT round*. https://www.eurostudent.eu/publications#result_anker.

17. Friedman, M. (1955). *Education and the Public Interest*. Ed. by Robert Solow. New Brunswick: Rutgers University Press.

18. Friedman, M. (1962). *Capitalism and freedom*. Chicago: University of Chicago Press.

19. Giddens, A. (1998). *The Third Way: The renewal of social democracy*. Cambridge: Polity Press.

20. Klemenčič, M. (2012). How ESIB got into the Bologna Process. In *ESU turns 30! Fighting for student rights since 1982*. Brussels: ESU, pp. 17-28.
21. Leuven and Louvain-la-Neuve Communiqué (2009). *The Bologna Process 2020 – The European Higher Education Area in the new decade*. EHEA Ministerial Conference, Leuven and Louvain-la-Neuve, 28-29 April 2009. Retrieved from: <https://www.ehea.info/pid34363/ministerial-declarations-and-communicues.html>.
22. Marginson, S. (2016). *Private/public in higher education: A synthesis of economic and political approaches*. *Studies in Higher Education*. Retrieved from: <http://dx.doi.org/10.1080/03075079.2016.1168797>
23. Marshall, T. H. (1950). *Citizenship and Social Class: And Other Essays*. Cambridge: University Press.
24. Naidoo, R., Veer, E. (2011). The Consumerist Turn in Higher Education: Policy Aspirations and Outcomes. *Journal of Marketing Management*, 27 (11-12), 1142-1162.
25. Paris Communiqué (2018). *EHEA Ministerial Conference*. Paris, 25th May 2018. Retrieved from: <http://www.ehea.info/page-ministerial-declarations-and-communicues>.
26. *Peer Learning Initiative for the Social Dimension (PL4SD)*. <https://en.iro.hr/2018/02/19/pl4sd-peer-learning-initiative-for-the-social-dimension-pl4sd/>.
27. Peters, M. (2005). *Neoliberalism*. *Encyclopedia of philosophy of education*. Retrieved from: <http://www.educacao.pro.br/>
28. Power, C. (2015). *The Power of Education: Education for All, Development, Globalisation and UNESCO*. London, Springer.
29. Samuelson, P. (1954). The Pure Theory of Public Expenditure. *Review of Economics and Statistics*, 36 (4), 387.
30. Shepherd, S. (2018). Managerialism: an ideal type. *Studies in Higher Education*, 43:9, 1668-1678. DOI: 10.1080/03075079.2017.1281239
31. Stiglitz, J. E. (1983). Public goods in open economies with heterogeneous individuals. In J. F. Thisse, H. G. Zoller (Eds.), *Locational analysis of public facilities*, pp. 55–78. North–Holland Publishing Company.
32. The Bergen Communiqué. (2005). *The European Higher Education Area – Achieving the Goals*. Communiqué of the Conference of European Ministers Responsible for Higher Education. Bergen, 19-20 May 2005. Retrieved from: <https://www.ehea.info/page-ministerial-declarations-and-communicues>
33. *The European Pillar of Social Rights*. https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights_en.
34. The London Communiqué. (2007). *Towards the European Higher Education Area: responding to challenges in a globalised world*. EHEA

Ministerial Conference, London, 18-19 May, 2007. Retrieved from <https://www.ehea.info/page-ministerial-declarations-and-communications>

35. The welfare state. In *Encyclopedia Britannica Online*. Retrieved from: https://Encyclopedia_Britannica_Online.

36. *Towards the European Higher Education Area. Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on 19th May 2001*. Retrieved from: www.ehea.info/Uploads/Declarations/PRAGUE_COMMUNIQUÉ.pdf

37. United Nations General Assembly (1987). *Report of the world commission on environment and development: Our common future*. Oslo, Norway.

38. Ver Eecke, W. (2008). *Ethical Dimensions of the Economy: Making Use of Hegel and the Concepts of Public and Merit Goods*. Springer.

39. Yerevan Communiqué (2015). *EHEA Ministerial Conference. Yerevan, 14-15 May 2015*. Retrieved from <http://www.ehea.info/page-ministerial-declarations-and-communications>.

40. Zgaga, P. (2015). The social dimension in the European Higher Education Area. In Baranović, B. (Ed.) *Koji srednješkcolci namjeravaju studirati? Pristup visokom obrazovanju i odabir studija*. Zagreb: Institut za društvena istraživanja/ pp. 211-233.

Information about the author:

Alina Sbruieva,

Professor, Doctor of Pedagogical Sciences,

Head of the Chair of Pedagogy

Sumy State Pedagogical University

named after A. S. Makarenko

87, Romenska str., Sumy, 40002, Ukraine

ORCID ID: orcid.org/0000-0002-1910-0138

GENESIS OF SPIRITUAL EDUCATION IN UKRAINE: HISTORICAL BACKGROUND

Yuliia Shulha

INTRODUCTION

In the XX century our country experienced significant changes in the public-political structure and social life: from Russian Empire, UPR, Ukrainian state to the USSR, finishing XX century within the borders of the proclaimed on August 24, 1991 the newly created state – Ukraine. But perhaps there were no periods in our country that so sorely needed strengthening of their spiritual foundations, and never before was so clearly defined the task of preserving its traditions and culture. The complex processes taking place in our country nowadays, are not only socio-economic but also spiritual and moral by its nature. Of particular relevance in this context is the issue of education of future generations.

Today the citizens of Ukraine are interested in updating approaches and principles of upbringing and education, as they live in a qualitatively changed conditions of life. The modern family is often focused on wealth, not on moral education of younger generation. In this regard, the importance of time-tested social institutions and their activities for preservation and cultivation of social values is proved. These institutions include the Christian church, which, among other objectives, aims at preserving traditions of spiritual education. In this context tradition is considered not only as a repetition of usual forms of educational process but also as creation of new forms and methods of upbringing and spiritual education of relevant content and values.

The problem of spirituality has always been relevant, inexhaustible and occupied an important place in various fields of scientific knowledge. Prominent philosophers, psychologists, educators dedicated many studies to this subject. Today, one of the main ways of forming spiritual personality is spiritual education. Spiritual education has a positive effect on the overall morality of Ukrainian society, based on the Orthodox Christian moral. Therefore, the study of spiritual education development in Ukraine is relevant.

1. Origination of educational processes in the period of Kievan Rus

The education system in Ukraine has been formed with penetration and spread of Christianity. In historical, philosophical, religious, educational and

other works the process of development of spiritual education in Ukraine is revealed, the positive role of Christianity in the spread of education and culture on Ukrainian lands is stressed. Along with introduction of Christianity and organization of Church starts formation of education institutions. According to the researcher of church history P. Znamensky, “education in Rus was initiated simultaneously with introduction of Christianity, which awakened the first need in book learning Rus community, brought first books with it”¹.

Spiritual aspirations to find the true path and opportunities of salvation formed the basis of education and corresponded to the the Christian worldview. Church consciousness that was formed based on the teachings of the Church Fathers, “considered theology not as a rational science, but as a science and practical knowledge of God, that at the same time requires for its realization a deep study of faith and the experience of the Fathers”². This gives reason to believe that education was not aimed at comprehending the greatest volume of theological knowledge, but only those of them that were necessary for salvation in the Cross. That is the main purpose of education was the sanctity of life and theoretical knowledge that contributed to the spiritual and moral formation of the person, was considered the means of achieving this goal. So, “major efforts of ancient Rus pedagogy were focused on helping people acquire the Christian virtues and compare their affairs and thoughts with Christian morality that was true wisdom, as opposed to purely cognitive wisdom that is not reinforced by actions and deeds”³.

Christian culture “required new training system aimed at adapting to the literacy necessary for mastering the Christian doctrine and worship celebration”⁴. Christian knowledge spread in Slavic environment through the liturgy and clergy’s preaching activities.

¹ Znamenskiy, P. V. (2000). *Istoriya russkoj cerkvi [History of Russian Church]*. *Narodnoe obrazovanie v trudah istorikov russkoj cerkvi: Hrestomatiya*, ss. 34-48. Vladivostok: Izdatelstvo Dalnevostochnogo universiteta (in Russian).

² Osipov, A. (2003). *Po obrazu Hrista: o duhovnom obrazovanii v RPC [In the image of Christ: about spiritual education in the Russian Orthodox Church]*. *Pravoslavnaya beseda*, 2, 7-11 (in Russian).

³ Doroshenko, Yu. I. (2000). *Hristianstvo i russkoe nacionalnoe obrazovanie. Pravoslavnaya pedagogika: tradicii i sovremennost [Orthodox pedagogy: traditions and modernity. Collection of lectures and reports]*. *Sbornik lekcij i dokladov*, ss. 83-94. Vladimir: VGPU (in Russian).

⁴ Dneprov, E. D. (Red.) (1989). *Ocherki istorii shkoly i pedagogicheskoy mysli narodov SSSR s drevnejshih vremen do konca XVII v. [Essays on the history of school and pedagogical thought of the peoples of the USSR from ancient times to the end of the 17th century]*. M.: Pedagogika (in Russian).

Development of education is closely linked with development of writing. I. Vlasovskiy emphasizes the importance of book that became the basis of Christian education. “The new faith – he said – that was aimed at providing new Christian worldview and bring up people in the Christian morality had influence not only through the service available to the masses, but also through Christian literature, although the circle of readers was very limited at that time”⁵. It has become a significant factor in spreading education and science among the Slavic peoples and Ukrainian in particular.

In the scientific community the role of Cyril and Methodius in the history and culture of the Ukrainian people was highly appreciated. In the opinion of I Vlasovskiy, they sowed the seeds of Christian education in Slavic language and East Orthodox spirit for further religious, moral, cultural-educational and artistic development of each of the Slavic peoples⁶. Salonika brothers, having become one of the first preachers gave rise to formation of sources of theological literature and education. In addition to valuable books for Slavic world, they brought up their students. We can assume that individual teaching Russians literacy began not with opening of schools by princes or priests, but with emergence of the first Greek preachers. Thus, even before the adoption of Christianity in Kievan Rus there were literate people who created the foundation for the spread of education, and became the first teachers of Christian world.

Qualitatively new stage of the education system development in the eastern Slavs became Prince Vladimir activities aimed at creating a network of schools. The first Christian prince by making a formal baptism of Rus, began to open schools and forcibly take away children in “Book learning”. Chronicles texts give evidence of weeping mothers who sent their children to school like to death. Therefore studies show that in the initial stages of its development, the school was perceived as a dangerous innovation, that could destroy ancient traditions⁷.

Besides education needed for public use, the princes paid more attention to decent clergy training, because the spread of Christianity in the Slavic world was one of the main tasks. Domestic researchers suggest that in the

⁵ Vlasovskiy, I. (1955). *Narys istorii Ukrainiskoi Pravoslavnoi Tserkvy [An outline of the history of the Ukrainian Orthodox Church]*. Tom 1. Niu-York. Repr. Vyd. Kyiv, 1998. P. 70. (in Ukrainian).

⁶ Vlasovskiy, I. (1955). *Narys istorii Ukrainiskoi Pravoslavnoi Tserkvy [An outline of the history of the Ukrainian Orthodox Church]*. Tom 1. Niu-York. Repr. Vyd. Kyiv, 1998. P. 60. (in Ukrainian).

⁷ Dneprov, E. D. (Red.) (1989). *Ocherki istorii shkoly i pedagogicheskoy mysli narodov SSSR s drevnejshih vremen do konca XVII v. [Essays on the history of school and pedagogical thought of the peoples of the USSR from ancient times to the end of the 17th century]*. M.: Pedagogika. P. 28 (in Russian).

early stages of Christianization priests were enough only for urban parishes, so organized within episcopal chairs were organized primary schools to train clergy of Russian origin. Education of parish clergy was low, so by the larger churches were monks who were considered not only educated, but also holy⁸.

Firstly, state promoted the spread of Christianity and creation of schools, and with strengthening of Old Russian church organization these functions were completely given to the latter. The church became the centre of national education and upbringing, and educated priests give basic knowledge to the masses in the light of Christian teaching. Teaching children was provided at elementary literacy schools that existed in churches and parishes. “Pastors of the church and ancient scribes were constantly trying to convince everyone about the importance of “Book learning” and great value of the divine books both for salvation and mortal life”⁹.

In schools for priests and members of the clergy training was aimed at acquiring reading and writing skills, church singing skills, obligatory was mastering of the basics of Christian faith and morals. Having got the basics of reading and writing, the priest could continue training, but for this were capable only a few. The basis of such training laid pastors’ literary science. The ability to read books and their understanding was considered a way to salvation. Thus, central to the educational system was the work with the text as the main source of basic Christian morality. Further studies were usually based on self-education and mastery of the Greek language and study other, except religious, literature. Formation of Christian literacy skills was a professional challenge of priesthood. Book learning, that coexisted with a simple study of grammar, was regarded as a holy and pious and considered the higher level of education.

It becomes clear that the Church had almost a monopoly on public awareness. Exploring the history of the Orthodox Church in Kievan Rus, I. Vlasovskyi notes: “...whatever was the goal of “Book learning” in those days – either practical training of clergy (and government officials) or more theoretical – raising education level of the upper strata – still, education of

⁸ Kolodnyi, A. (Red.) (1997). *Istoriia religii v Ukraini [History of religion in Ukraine]*: U 10 t. T.2: Ukrainske pravoslavia. Kyiv. P. 116 (in Ukrainian).

⁹ Znamenskij, P. V. (2000). *Istoriya ruskoj cerkvi [History of Russian Church]*. *Narodnoe obrazovanie v trudah istorikov ruskoj cerkvi: Hrestomatiya*, ss. 34-48. Vladivostok: Izdatelstvo Dalnevostochnogo universiteta (in Russian).

that time in content and nature, was imbued with religious and Church spirit”¹⁰.

Christianity necessitated learning, because new religion had to give not only a new Christian worldview, but also to educate people on the basis of Christian morality. Education and training was conducted through the service, which was available to the masses, and clergy was considered most educated people. Over time, there is a gradual spread of schools in all cities of Kievan Rus. Taking into account the needs of the Church, education was spreading. The church was the main teacher of both clergy and ordinary population, using all possible forms and methods for mastering the basic tenets of the Christian faith.

Particularly important role in the development of education played monasteries. With specific climate of holistic upbringing, they became major education institutions. In addition to individual training and education of monks, monasteries had a great moral influence on society. In such an environment, which theory was closely intertwined with practice, formed science. In the monastery originates Russian bookishness. Studying in the annals of the universal experience of the saints and getting proper guidance of Christian life, the stratum of educated monks who were the educational base of Kievan Rus was gradually growing. Here the best books were copied and translated that “taught a person, not corrupted him under the pretext of education... Such literature laid the foundation for education in Rus, which had brought the highest spiritual fruit in XIV–XV centuries”¹¹.

Adjustments in religious and educational life made various historical events. Particularly notable changes occurred as a result of the Mongol invasion, when traditional education institutions were destroyed. For a long time training and educational traditions were interrupted, leading to loss of principal value of some education institutions and creation of others. According to the team of scientists, only “after the Mongol invasion in Russia gradually formed a kind of education system, genetically linked with traditions of Kievan Rus, which had significant differences from both Western and Byzantine education system...”¹². Although the monasteries

¹⁰ Vlasovskyi, I. (1955). *Narys istorii Ukrainkoï Pravoslavnoi Tserkvy [An outline of the history of the Ukrainian Orthodox Church]*. Tom 1. Niu-York. Repr. Vyd. Kyiv, 1998. P. 72 (in Ukrainian).

¹¹ Osipov, A. (2003). Po obrazu Hrista: o duhovnom obrazovanii v RPC [In the image of Christ: about spiritual education in the Russian Orthodox Church]. *Pravoslavnaia beseda*, 2, 7-11 (in Russian).

¹² Dneprov, E. D. (Red.) (1989). *Ocherki istorii shkoly i pedagogicheskoi mysli narodov SSSR s drevnejshih vremen do konca XVII v. [Essays on the history of school and pedagogical thought of the peoples of the USSR from ancient times to the end of the 17th century]*. M.: Pedagogika (in Russian).

were destroyed, which were the main centers of training and education, books as the main source of knowledge were ruined, educated people no longer performed their basic functions – accumulation and transfer of knowledge, the educational process was interrupted, we cannot talk about general educational decline. Education remained in the same form. Its foundation constituted traditional schools operating in churches and monasteries.

2. Development of theological education in the Ukrainian lands in the XIV– XVII century

Development of education in Galicia-Volyn Principality and later in Lithuanian- Ruthenian state continued. At the initial stages the education system was characterized by one-sidedness, reflected in its focus on the outer side of religious life. “Code of information, feelings and skills that were considered essential for mastering these rules constituted the science on “Christian life”, on how Christians should live... Orthodox theology limited the role of reason in matters of faith, believing that knowledge of God was possible through intuition, feeling, moral heroism ...”¹³. Such education from time to time met the needs of the Church and the state in educated people.

Professional education of clergy that emerged already at the early stages of Christianity, was working on a book. For ordinary people the book was inaccessible, and therefore the main source of knowledge remained Christian cult. Church worship and rites spread among the people religious imagery and met cognitive needs concerning upbringing of piety and Christian morality. Such content of education showed that in Ukrainian lands the Church, unlike in the West, had not separate theological education, it didn't establish schools similar to European. Fulfilling the main task of education – preparing teachers of God's Word and affirming people in the Christian faith, the Church did not streamline educational process and could not form a coherent and stable school system.

Fundamentals of primary education for a long time satisfied the Church in dissemination of education and Christian morality. However, lack of special secondary schools and higher education resulted in the necessity to get education in the West, where highly educated individuals were trained who met the needs of the time. With Orthodox religious ceremony, the clergy and the upper strata of society established close relations with the Western Catholic Europe in education. Later historical events in the West

¹³ Dneprov, E. D. (Red.) (1989). *Ocherki istorii shkoly i pedagogicheskoy mysli narodov SSSR s drevnejshih vremen do konca XVII v.* [Essays on the history of school and pedagogical thought of the peoples of the USSR from ancient times to the end of the 17th century]. M.: Pedagogika. P. 41-42 (in Russian).

quite clearly affected development of education in the Orthodox world. Reformation in Western Europe caused a qualitative change in the religious environment and education in particular. Lublin Union and joining Ukrainian lands to Poland led to the spread of Catholic and Protestant educational ideas and norms. This religious situation for a long time was reflected in the interplay of different faiths educational traditions. Educational tradition of Kievan Rus intertwined with the educational achievements of Latin Europe. “Ukrainian culture preserved spiritual roots of the East Slavic unity while actively mastered the achievements of Western education, transformer and transmitter of which was Poland”¹⁴.

An important achievement of Protestantism was set up and widespread introduction of school affairs. Protestant education institutions, like Catholic and Orthodox, performed preaching and educational tasks. At the same time V. A. Liubashchenko considers “an important sign of Protestant schools in the XVI century that distinguished them from many religious education institutions, was a special presence of secular principles: new-faith school were created not as narrow theological institutions, but were directed primarily at education widely educated, versatile person, ready to participate in political and cultural life”¹⁵. Education, which provided Protestant schools, was based on the advanced achievements of Western science and successfully combined national traditions. Trying to keep up with the times, these schools were popular among representatives of different social strata. However, deploying a broad education on the early spread of Protestantism, due to certain circumstances, they could not withstand competition with educational achievements that had become traditional for Ukraine. Taking care of education of their supporters, Protestants long had considerable success in training priests, their ranks swelling from abroad¹⁶.

The main education institutions that spread “Latin Science” became Jesuit schools. Doing main task – educating people to fight the spread of Protestant ideas, they found sympathy among the Ukrainian population. Since Lublin Union and emergence of Lithuanian-Ruthenian lands Jesuits intensified propaganda of Catholicism. Catholic and Protestant education institutions that existed in Ukraine, gave the best knowledge as opposed to

¹⁴ Dneprov, E. D. (Red.) (1989). *Ocherki istorii shkoly i pedagogicheskoy mysli narodov SSSR s drevnejshih vremen do konca XVII v. [Essays on the history of school and pedagogical thought of the peoples of the USSR from ancient times to the end of the 17th century]*. M.: Pedagogika. P. 266 (in Russian).

¹⁵ Liubashchenko, V. (1996). *Istoriia protestantyzmu v Ukraini [History of Protestantism in Ukraine]*. Kurs lektsii. Kyiv. P. 130 (in Ukrainian).

¹⁶ *Istoriya Cerkvi [History of Church] (1999)*. BEE International. Luck: Hristiyanske zhittya (in Russian).

the Orthodox. They met practical needs of the Polish-Lithuanian Commonwealth and therefore were popular among young people, especially the upper strata of society. Many graduates of these schools continued to study in Western Europe¹⁷.

Analyzing this issue, researchers often argue about positive role of the Latin school in Orthodox environment or vice versa – negative aspects of the impact on the development of religious traditions. Without going into a detailed elaboration of this issue, we can state a significant shift in the educational environment. For a long time Catholic school was an example of high level of education in Ukrainian lands. Education in the Latin school did not contribute to compulsory catholicization. Returning to Orthodoxy, priests not only lost their faith, but also created a favorable climate for the development of its educational system. The most visionary clergy understood the threat to Orthodoxy, recognized the need for science education. They borrowed from the West the main educational ideas, studied the outer side of education institutions activity and created information base having acquainted with achievements of science in the Latin world¹⁸.

To the high level of education that was characteristic of priests testify the studies of historians, philosophers and theologians. Metropolitan Hilarion said that the clergy always took care of their education, they were characterized by the following features: high level of education, credibility, nationality, etc. He argued that "... Since ancient time clergy of Ukrainian Church, particularly their hierarchy had always stood out for their ostentatious education, that was generally higher than education of the secular intelligentsia and clergy of other Slavic churches"¹⁹.

Despite significant improvements, the Church for a long time could not produce its own scientific or theological system. Its main objective in organizing training was that the student learned hard the truth of the Orthodox faith grounded in Scripture, regulations of ecumenical councils and writings of Church Fathers. Schools in the initial period of their existence reached the set goal through direct acquaintance with the sources of Christian doctrine. Priesthood believed that all education was to serve theology, a strong support to deal with other religious believes, because

¹⁷ Liubashchenko, V. (1996). *Istoriia protestantyzmu v Ukraini [History of Protestantism in Ukraine]*. Kurs lektsii. Kyiv. P. 130 (in Ukrainian).

¹⁸ Golubev, S. (1886). *Istoriya Kievskoj duhovnoj akademii [History of the Kiev Theological Academy]*. Vip.1. Kiev. P. 176 (in Russian).

¹⁹ Moningert, G. (Red.) (1991). *Obuchenie k sluzheniyu. Nachalnoe obrazcovoe rukovodstvo k obucheniyu uchitelya [Learning to serve. An initial model guide to teacher training]*. K.: Izdatelstvo Soyuzu Hristian Very Evangel'skoj. P. 72 (in Russian).

otherwise it was simply not useful or even harmful²⁰. The issue of special church training organization was accidental. To combat manifestations of religious dissent and opposition from the Catholic world were needed educated priests and Orthodox theology also required scientific knowledge. The successful resolution of this problem could rectify only strong and purposeful work on organization of necessary education. In this regard, A. Pashuk notes that "... conscious and patriotic Ruthenian Ukrainian did not sit back and were aware that without education, science, knowledge Ukraine-Rus would never get out of the darkness and could not resist Polonization²¹.

The centre of Ukrainian religious education was Ostroh Academy. This institution put the "beginning of a real compromise between the Eastern Slavic educational traditions and "Latin science"²². It became a spiritual and religious center for the whole Ukraine and laid the foundations for the future establishment of higher education and scientific consolidation forces. According to scientists, "... the importance of Ostroh Academy was not so much as an education institution, that brought up youth, but as an institute of scientists-theologians for research work, in the nature of which it was called Academy²³.

Orthodox priests gradually creates schools to educate population as the most effective means in the fight against polonization and catholicization. The main credit for this belongs to the fraternities. They identified development of education on the basis of Christian morality, keeping the Orthodox tradition. In the environment created by fraternities had rooted the view of science education as "the best way, leading to improvement of religious and moral values of the Orthodox Church and the proper bulwark against advancing non-Christian propaganda"²⁴. Fraternities laid the foundation for the development of higher education. Establishment of education institutions in the frames of fraternal movement is particularly important in shaping

²⁰ Golubev, S. (1886). *Istoriya Kievskoj duhovnoj akademii [History of the Kiev Theological Academy]*. Vip.1. Kiev. P. 205 (in Russian).

²¹ Pashuk, A. (2003). *Ukrainska tserkva i nezalezhnist Ukrainy (Ukrainian Church and Independence of Ukraine)*. L.: Vydavnychiy tsentr LNU im. Ivana Franka. P. 66 (in Ukrainian).

²² Dneprov, E. D. (Red.) (1989). *Ocherki istorii shkoly i pedagogicheskoy mysli narodov SSSR s drevnejshih vremen do konca XVII v. [Essays on the history of school and pedagogical thought of the peoples of the USSR from ancient times to the end of the 17th century]*. M.: Pedagogika. P. 271 (in Russian).

²³ Vlasovskiy, I. (1955). *Narys istorii Ukrainskoi Pravoslavnoi Tserkvy [An outline of the history of the Ukrainian Orthodox Church]*. Tom 1. Niu-York. Repr. Vyd. Kyiv, 1998. P. 233. (in Ukrainian).

²⁴ Golubev, S. (1886). *Istoriya Kievskoj duhovnoj akademii [History of the Kiev Theological Academy]*. Vip.1. Kiev. P. 177 (in Russian).

religious education in Ukraine, thanks not only to the very fact of creating a national school, but the national higher education.

In 1632 by the merger of Kyiv fraternity school and school in Pechersk Monastery, founded by Petro Mohyla, appeared Kyiv Mohyla Collegium. The curriculum was designed by Petro Mohyla, whose foundation made positive achievements of Western education. The range and level of science teaching by highly educated teachers certainly suggests high status of collegium and puts it together with institutions of higher education that had already operated in Western Europe.

Playing a crucial role in the dissemination of science and education, collegium subsequently received Academy status that legalized it as an institution of higher education of Orthodox orientation, and in the XVII century, it became an important cultural center of all Ukraine. I. Ohienko emphasizes the special place of Kyiv Academy in the history of Ukrainian culture: “Actually, this Kyiv Academy became the coal stone for our culture until the late XIX century... Students of the Academy were after graduation either priests or political leaders, highly educated”²⁵.

Adjustments in religious life, including education development, were made by Beresteiska Church Union in 1596. Along with formation of the Greek Catholic Church appears a new school. Uniate school was defined as something unique, different from Latin and Greek Polish Slavic educational directions. Education in these schools was focused solely on the needs of Church and fulfilled the main task – training staff to strengthen the position of the Greek Catholics. Uniates formed a school that began to meet the educational needs of the population of some regions of Ukraine.

So, in Ukraine in the XIV–XVII centuries the need for development of such education that would meet the demands of society for educated personnel, various religious education institutions appeared. As in previous periods, the clergy remains the force that can shape the educational system, able to teach and educate based on Christian morality. Combining Western education with national traditions and patriotic Christian education, church gradually creates its own education system. Formation of different education institutions and, first of all, Kyiv-Mohyla Academy, that met the requirements of that time, was not only the basis of Ukrainian educational traditions, but also stimulated and prepared the basis for the development of education in other areas of Slavic peoples.

²⁵ Moningert, G. (Red.) (1991). *Obuchenie k sluzheniyu. Nachalnoe obrazcovoie rukovodstvo k obucheniyu uchitelya [Learning to serve. An initial model guide to teacher training]*. K.: Izdatelstvo Soyuzha Hristian Very Evangel'skoj. P. 17 (in Russian).

With development of education institutions the purpose of education fundamentally changes. Its basis is not the sanctity of a person, but desire to give him broad and diverse knowledge. Theological knowledge converted into the amount of knowledge instead of being a source of learning experiential knowledge of God. Teaching Christian understanding of life was replaced by the exact fulfillment of church teachings, rituals and ecclesiastical aesthetics.

With the change of the purpose of education changed also the educational process. Religious schools were formed on the example of Catholic and Protestant and adopted their system, methods, programs, textbooks that did not meet the Orthodox truths. Curriculum was expanded, classes, assessments, punishments and awards were introduced. Latin became the language of science in education institutions and an indicator of the level of education to the early XX century.

3. Development of theological education in the XVIII – early XX century

Historical processes, occurring in the Ukrainian territories in XVIII – early XX century led to significant transformations related to redistribution of Ukrainian lands in favor of some states where preference had different denominations, led to the formation of various sectarian-oriented educational traditions.

Significant changes in education brought about transition of the Kyiv Metropolis under the jurisdiction of the Moscow Patriarchate. The clergy and secular people of Moscow state, compared with Ukraine, differed slightly in terms of education. In the schools of Moscow state were not studied general subjects, learning was based on mastering the basics of religious life, little attention was paid to people's education. In Ukraine there was an extensive educational system that tried to cover different social strata. Such education was formed due to historical events that took place in Ukrainian territory. I. Smolych gave some reasons that determined the specificity of religious education in Ukraine. First, there was schooling specifically in the spirit of the Orthodox faith, to protect children from the Catholic propaganda, and this tradition survived after the accession of Ukraine to Moscow. Second, the villages in Ukraine were well developed, which gave reasons for the favorable development of education. Also, church life developed differently than in Moscow state. Almost in each parish there was a school that was not characteristic of Moscow state²⁶.

²⁶ Smolich, I. K. (2000). *Istoriya Russkoj cerkvi* [History of Russian Church]. V M. N. Kostikova (sost. i avt. vstup. st.), *Narodnoe obrazovanie v trudah istorikov russkoj cerkvi: Hrestomatiya*. Vladivostok: Izdatelstvo Dalnevostochnogo universiteta, ss. 152-192. S. 156 (in Russian).

The State and the Church paid great efforts to the spread of education and religious upbringing because they needed significant improvement. A special role in religious education played reforms of Petro I, that spread throughout the Empire and influenced the state of education in Ukraine. Before Petro's reforms there was a single education system that provided all knowledge, meeting the needs of society. After it, the school faced the task of giving such knowledge that would be useful for a change in the state. Gradually begin standing out specialized education institutions, including spiritual, oriented to priesthood training. Remaining the basic general education centers they gradually became religious education centres.

In the early 80s of the XVIII century Russian authorities made real steps towards organization of public education. It was suggested to create schools in parishes where teachers had to be parish priests. The state attempted to control education and decided that both religious and civic education designed in a specific manner.

An example of a high level of education in Ukraine continues to be Kyiv-Mohyla collegium. Undergoing transformation and change it was until early twentieth century a theological science foundation. Collegium operated under the patronate of the Church, but theological course, which was taught there, had not been officially approved. Only in 1694 Kyiv Collegium was allowed to teach philosophy and theology courses, and since 1701 it existed as the Academy, which gave it the status of higher school. The period from late XVII century up to 1760 historians call the Era of full flourishing of Kyiv-Mohyla Academy. Using formal independence from the Synod and following the instructions Kyiv Metropolitans, it preserved its old traditions²⁷. Thus, Kyiv-Mohyla Academy was not a special spiritual, but a general higher school for different population groups.

In the second half of the XVIII century, Academy is going through a transition state, until it became in 1819 Kyiv Theological Academy of the Russian Orthodox Church. Ukrainian clergy and primarily outstanding figures of Kyiv Academy (Stefan Yavorskyi, Feofan Prokopovych and others) were actively involved in the development of education in the Moscow state "lifting it out of the darkness" up to the level of Ukrainian schools. A significant departure northward of scientific potential and leading role of the government in meeting the educational needs of developing society led to weakening of theological education in Ukraine. In addition, in the left-bank Ukraine in the eighteenth century were also other schools that

²⁷ Vlasovskyi, I. (1957). *Narys istorii Ukrainskoi Pravoslavnoi Tserkvy [An outline of the history of the Ukrainian Orthodox Church]*. Tom 3. Niu-York. Repr. Vyd. Kyiv, 1998. P. 38-40 (in Ukrainian).

had been opened by the local Church authorities. They functioned in Chernihiv, Kharkiv, Pereiaslav, Poltava and provided local parish priesthood staff and students for Kyiv Academy. There were conditions for the formation of a system of spiritual education.

In education, there were changes directed at separation of secular schools from religious. In 1808 all religious schools were united under the supervision of the Commission of religious schools as a special spiritual and academic department. This unit was divided into academic districts where the direct supervision of the middle and lower education institutions was a duty of academies. Lower education should provide the county and parish schools, several on each parish. In seminaries that were opened in every diocese, spiritual education was provided. Academy provided higher education for graduates of the seminary and performed administrative functions. The highest course in both Academy and seminaries was theology. Academy also performed the function of a scientific center. Its graduates obtained PhD or master's degree, sometimes DSc in theology. Education in these institutions was compulsory for children of the clergy. Combining comprehensive courses and special, "in nature, all religious schools were created like class schools of a mixed type"²⁸. So, gradually a single system of spiritual education for the whole empire, was introduced.

In subsequent years, content foundations of religious education institutions activity was gradually changing. Nevertheless, the general features of their work preserved until 60s of the XIX century. In the second half of the XIX century in Russia actualized economic development, formation of capitalist relations, resulting in the need to reform the education system. This led to development of new regulations for academies, seminaries, schools, defining their structure, curriculum. Management structure and relationships of the faculty, a clear division of disciplines into general and special were defined; courses of theological subjects were shortened and course of philosophy was enlarged, the study of pedagogy for training clergy to providing public education was introduced²⁹.

As a result of reform occurs distinction between the secular and spiritual education systems. There appeared documents that defined the relationships between these systems and at the same time revealed problems in this area. According to H. Stepanenko, "Statute of 1867 had a clear division between

²⁸ Znamenskij, P. V. (2000). *Istoriya russkoj cerkvi* [History of Russian Church]. *Narodnoe obrazovanie v trudah istorikov russkoj cerkvi: Hrestomatiya*, ss. 34-48. Vladivostok: Izdatelstvo Dalnevostochnogo universiteta. P. 55 (in Russian).

²⁹ Znamenskij, P. V. (2000). *Istoriya russkoj cerkvi* [History of Russian Church]. *Narodnoe obrazovanie v trudah istorikov russkoj cerkvi: Hrestomatiya*, ss. 34-48. Vladivostok: Izdatelstvo Dalnevostochnogo universiteta. P. 55-57 (in Russian).

general and theological education; took a big step towards destruction of clergy isolation, for clergy children it opened the opportunity to get civil higher education and, on the contrary, for secular students – get spiritual education”³⁰.

Several departments and a large number of subjects provided education not only for preaching. Church, fulfilling important educational functions, trained personnel needed for educational work in schools of different degrees. According to the Statute, approved in 1869, religious academies faced dual purpose. H. Florovskiy emphasized that “it had to be not only a theological higher school, but also a kind of pedagogical institute of spiritual department. And academies not only prepared for the pastoral but also for teaching activities”³¹.

Clergy showed interest in distribution of public education. With the care of the state, priests could perform their primary task – spreading of God’s Word through educational work. This activity allowed to disseminate and enhance ideas among Orthodox youth, forming orthodox meaning of life and resisting denominational offensive. “Through educational activities Orthodox clergy widely influenced formation of the religious consciousness of their congregation, opposed, particularly Catholic and sectarian, education of youth ...”³².

At the beginning of the XX century religious education in Ukraine formed in all its fullness. With some problems, such education satisfied needs in education and upbringing of the population on the basis of Christian morality. Church school had noticeable advantage over secular. It remained the main primary educational element. Not being a complete monopoly of Orthodox priests and monks, primary church school held high social status³³.

Theological education in the Russian empire, unlike Western countries, was provided exclusively in religious education institutions. Education institutions of other departments did not include theological faculties involved in training clergy staff. However, along with other subjects,

³⁰ Stepanenko, H. V. (2002). *Osvitnia diialnist pravoslavnoho dukhovenstva v Ukraini (XIX – poch. XX) [Educational activities of the Orthodox clergy in Ukraine (XIX – early XX)]* (dys. ... kand. istor. nauk: 07.00.01). Kyiv. P. 103 (in Ukrainian).

³¹ Florovskiy, H. V. (1983). *Puty russkoho bohoslovyia [Paths of Russian theology]*. 3 yzd. Repr. yzd. 1937 h. Paryzh: UMSA – PRESS. P. 51 (in Russian).

³² Stepanenko, H. V. (2002). *Osvitnia diialnist pravoslavnoho dukhovenstva v Ukraini (XIX – poch. XX) [Educational activities of the Orthodox clergy in Ukraine (XIX – early XX)]* (dys. ... kand. istor. nauk: 07.00.01). Kyiv. P. 26 (in Ukrainian).

³³ Nadтока, H. M. (1998). *Pravoslavna tserkva v Ukraini 1900 – 1917 rokiv: sotsialno-rehlihiyni aspekt [Orthodox Church in Ukraine 1900 – 1917 Rocks: Socially Religious Aspect]*. K.: Znannia. P. 207 (in Ukrainian).

theology and church history were taught at all university faculties and it was assigned a major role in educating the younger generation³⁴.

Theological education differed from the secular to ideological plane. There was a clear separation of secular education from theological. Such education was prerogative of the members of priests families "... church tends to increased isolation due to its transfer to the pastors' families"³⁵.

The system of theological education in Ukraine, which included 41 education institution: Academy, 9 seminaries, 31 schools, was increasingly becoming dependent on the totality of religious education institutions that existed in the Russian Empire. If during previous centuries, it served as a "spiritual donor for Russia", in the early XX century it could not fully satisfy its own needs³⁶. The church had a system of theological education and church primary schools, made a significant impact on secular education institutions, where religious disciplines were obligatory. Spiritual education, with improvements in development, reached its peak in the early XX century, but it no longer met the needs of society that was developing rapidly, and needed reforms both in religious education institutions and primary schools.

CONCLUSION

Summing up genesis of theological education in the Ukrainian lands it should be noted that with the spread of Christianity in Kievan Rus church played an important role in education of not only the clergy but also the entire population using all possible forms and techniques to master the basic tenets of the Christian faith. Simultaneously with organization of the Church began formation of education institutions. In view of its needs, education had become widespread. Church gradually streamlined the educational process and developed its own scientific theological system. Theological education of the IX–XV century was mainly dialogical in nature of communication with Christian teachers.

During the XIV–XVII centuries in Ukraine appeared various education institutions of explicitly religious orientation. The clergy left the force that was able to create an educational system and train and educate based on

³⁴ Kalnysh, Yu. (2001). Dukhovni shkoly v Ukraini: zahalnyi ohliad (Religious schools in Ukraine: general review). *Liudyna i svit*, 4, 32-37 (in Ukrainian).

³⁵ Nadtoka, H. M. (1998). *Pravoslavna tserkva v Ukraini 1900 – 1917 rokiv: sotsialno-relihiinyi aspekt [Orthodox Church in Ukraine 1900 – 1917 Rocks: Socially Religious Aspect]*. K.: Znannia. P. 37 (in Ukrainian).

³⁶ Nadtoka, H. M. (1998). *Pravoslavna tserkva v Ukraini 1900 – 1917 rokiv: sotsialno-relihiinyi aspekt [Orthodox Church in Ukraine 1900 – 1917 Rocks: Socially Religious Aspect]*. K.: Znannia. P. 41-42 (in Ukrainian).

Christian morality. Thus, from the end of the XVI century there was a network of primary and high fraternity schools, which played a crucial role in the emergence of the first theological education institutions and formation of the system of theological education in Ukrainian lands. In the XVII century religious education institutions were set up and obeyed church administration and depended mainly on the impact of the bishops, and in the XVIII century was implemented centralized management under state supervision of Holy Synod.

Reforming processes in education of the XVIII–XIX centuries led to the separation of religious schools, oriented towards training of the priesthood. Remaining basic general education centers, they gradually became centers of religious education. In education, there were changes aimed at separation of secular from religious schools and distinction between secular and spiritual education systems. Combining significant Western European teaching experience with national educational traditions and Christian education, church gradually created its own education system.

At the turn of the XIX–XX centuries spiritual education was considered the basis of educational activities that served the polity and was maintained by the government. Such education, unlike in Western countries, was provided exclusively in religious schools. In the early XX century, the Church was under the direct control of the government and any change in the system of spiritual education depended on the domestic policy of the state, but it no longer satisfied society that was developing rapidly and needed reforms.

SUMMARY

The study reveals development of spiritual education Ukraine in the historical retrospective. Research shows that development of theological education in Ukraine is a complex, long-lasting process, which began with introduction of Christianity in Ukrainian lands. Spiritual education was the most effective factor in enlightenment of Ukrainian lands within their historical development until the early XX century. The stages of development of spiritual education of Ukraine are characterized. The process of spiritual education institutions development, factors and reasons that influenced their formation are analyzed. Special attention was paid to development of Kyiv Mohyla Academy as a center of theological education in Ukraine. Along with education institutions development the author traced genesis of goals of spiritual education oriented towards forming in the society of broad and diverse knowledge and influencing it.

REFERENCES

1. Dneprov, E. D. (Red.) (1989). *Ocherki istorii shkoly i pedagogicheskoy mysli narodov SSSR s drevnejshih vremen do konca XVII v. [Essays on the history of school and pedagogical thought of the peoples of the USSR from ancient times to the end of the 17th century]*. M.: Pedagogika (in Russian).
2. Doroshenko, Yu. I. (2000). *Hristianstvo i russkoe nacionalnoe obrazovanie. Pravoslavnaya pedagogika: tradicii i sovremennost [Orthodox pedagogy: traditions and modernity. Collection of lectures and reports. Sbornik lekcij i dokladov, ss. 83-94]*. Vladimir: VGPU (in Russian).
3. Florovskiy, H. V. (1983). *Puty russkoho bohoslovyia [Paths of Russian theology]*. 3 yzd. Repr. yzd. 1937 h. Paryzh: UMSA – PRESS (in Russian).
4. Golubev, S. (1886). *Istoriya Kievskoj duhovnoj akademii [History of the Kiev Theological Academy]*. Vip.1. Kiev (in Russian).
5. *Istoriya Cerkvi [History of Church] (1999)*. BEE Intrnational. Luck: Hristiyanske zhittya (in Russian).
6. Kalnysh, Yu. (2001). Dukhovni shkoly v Ukraini: zahalnyi ohliad (Religious schools in Ukraine: general review). *Liudyna i svit*, 4, 32-37 (in Ukrainian).
7. Kolodnyi, A. (Red.) (1997). *Istoriia religii v Ukraini [History of religion in Ukraine]: U 10 t. T.2: Ukrainske pravoslavia*. Kyiv (in Ukrainian).
8. Liubashchenko, V. (1996). *Istoriia protestantyzmu v Ukraini [History of Protestantism in Ukraine]*. Kurs leksii. Kyiv (in Ukrainian).
9. Moningert, G. (Red.) (1991). *Obuchenie k sluzheniyu. Nachalnoe obrazcovoie rukovodstvo k obucheniyu uchitelya [Learning to serve. An initial model guide to teacher training]*. K.: Izdatelstvo Soyuza Hristian Very Evangelskoj (in Russian).
10. Nadtocka, H. M. (1998). *Pravoslavna tserkva v Ukraini 1900 – 1917 rokiv: sotsialno-relihiinyi aspekt [Orthodox Church in Ukraine 1900 – 1917 Rocks: Socially Religious Aspect]*. K.: Znannia (in Ukrainian).
11. Osipov, A. (2003). Po obrazu Hrista: o duhovnom obrazovanii v RPC [In the image of Christ: about spiritual education in the Russian Orthodox Church]. *Pravoslavnaya beseda*, 2, 7-11 (in Russian).
12. Pashuk, A. (2003). *Ukrainska tserkva i nezalezhnist Ukrainy (Ukrainian Church and Independence of Ukraine)*. L.: Vydavnychiy tsentr LNU im. Ivana Franka (in Ukrainian).
13. Smolich, I. K. (2000). *Istoriya Russkoj cerkvi [History of Russian Church]*. V M. N. Kostikova (sost. i avt. vstup. st.), *Narodnoe obrazovanie v trudah istorikov russkoj cerkvi: Hrestomatiya*. Vladivostok: Izdatelstvo Dalnevostochnogo universiteta, ss. 152-192 (in Russian).

14. Stepanenko, H. V. (2002). *Osvitnia diialnist pravoslavnoho dukhovenstva v Ukraini (XIX – poch. XX) [Educational activities of the Orthodox clergy in Ukraine (XIX – early XX)]* (dys. ... kand. istor. nauk: 07.00.01). Kyiv (in Ukrainian).

15. Vlasovskyi, I. (1955). *Narys istorii Ukrainiskoi Pravoslavnoi Tserkvy [An outline of the history of the Ukrainian Orthodox Church]*. Tom 1. Niu-York. Repr. Vyd. Kyiv, 1998 (in Ukrainian).

16. Vlasovskyi, I. (1957). *Narys istorii Ukrainiskoi Pravoslavnoi Tserkvy [An outline of the history of the Ukrainian Orthodox Church]*. Tom 3. Niu-York. Repr. Vyd. Kyiv, 1998 (in Ukrainian).

17. Znamenskij, P. V. (2000). *Istoriya russkoj cerkvi [History of Russian Church]*. *Narodnoe obrazovanie v trudah istorikov russkoj cerkvi: Hrestomatiya*, ss. 34-48. Vladivostok: Izdatelstvo Dalnevostochnogo universiteta (in Russian).

Information about the author:

Shulha Yuliia,

Graduate Student

Sumy State Pedagogical University

named after A.S. Makarenko

87, Romenskaya Str., 40002, Sumy, Ukraine

ORCID ID: orcid.org/0000-0002-9161-1442

**PERSPECTIVES OF USING ORGANIZATIONAL
AND PEDAGOGICAL EXPERIENCE OF THE FEDERAL
REPUBLIC OF GERMANY IN THEOLOGICAL HIGHER
EDUCATION INSTITUTIONS**

Yurii Taraban

INTRODUCTION

The process of European integration of Ukraine has been started since 2005. Nowadays our country is consistently and systematically moving in the chosen direction along with actual challenges. Cooperation in the field of higher education is one of the major directions of cooperation between Ukraine and European Union in humanitarian direction^{1,2}. The amount and quality of joint scientific and educational activities, attended by European and Ukrainian representatives of education and science, indicate that such cooperation is significant and has the perspective of development. The attention of contemporary Ukrainian and foreign scientists, who study the processes of globalization and integration and also theological and religious education, say about the importance of studying contemporary communications in religious-pedagogical environment. The essence of theoretic-pedagogical consolidation issues of theological education potential on the stage of the integration from Ukrainian into the European educational space involves not only education, but also Religion Studies, philosophy of culture, history of philosophy and sociology of religion. The importance of above-mentioned issues for Ukraine is caused by reactivation of the institutions of theological education in our country after a long period of atheism policy, and also by Eurointegration and globalization of processes during the Independence time.

**1. Factors affecting quality of the educational-organizational processes
in training and theological education in Germany**

The theological education is a direction of pedagogics, that is mainly implemented into the communicative tasks. And due to the level of its

¹ Englert, R. (2002). Ziele religionspädagogischen Handels. In Bitter G., Englert R., Miller G., Nipkow K. E. Neues, *Handbuch religionspädagogischer Grundbegriffe*, (ss. 53-58). München: Kösel Verlag.

² Terentiev, D. A. (2012). *Factors of formation personal identity: the problem areas*. Retrieved from: <https://studylib.ru/doc/2638143/factory-stanovleniya-lichnostoj-identichnosti>.

success we can assume it regarding the progress of the theological educational system itself.

Theological education at a state university is one of the “common causes” (Rex mixt) of the state and the church manifestations, thus, documentation of each of the parties act together in order to achieve a common goal.

The churches of Germany have regard to the point that theological education can only coexist with the church. There is no undenominational theological education in Germany. Universities which are state secular institutions of higher education, are conformed by the norm regarding theological education (regardless of the organizational form and methods of providing education).

The results of a comprehensive study of theological and religious education in the German institutions of higher education are reflected in the following publications^{3,4,5,6,7}.

The specificity of religious and theological educational activities could be determined as:

- usually educational projects are initiated and take part within one religious denomination. Scientific conferences, symposiums, seminars and other similar activities intend participation of individuals, who have general point of view and religious identity; are not confrontational or mutually exclusive in a fundamental point. Most commonly the discussions are revolved around the problems, which have common interest for participants. Positions and argumentation of debating sides stays within common religious identity;

- usually, the systematic theological education could be get in the institutions of corresponding religious confession. The main goal is to meet the learning needs of highly qualified specialists, who will gain the occupation in religious structures, secular institutions and also become scientists. Some educational projects have mono-religious ground; however, they can have intercultural and foreign-language basis. For example, the

³ Hermisson, S., Rothgangel, M. (2016). *Theologische Ausbildung und Spiritualität*. Göttingen: Vienna University Press bei V & Runipress.

⁴ Katholische Theologie und Kirchliches Hochschulrecht. Einführung und Dokumentation der kirchlichen Rechtsnormen (2011) / hrsg. vom Sekretariat der Deutschen Bischofskonferenz. 2., vollst. überarb. Aufl. Bonn.

⁵ Könemann, J., Sajak, C., Lechner, P. (2016). *Einflussfaktoren religiöser Bildung. Eine qualitativ-explorative Studie*. Simone: Springer, Wiesbaden.

⁶ Lohrer, J. (2012). *Call for Papers: Tagung – Religionslehrerbildung in der Krise?* RPIvirtuel. 28.02. URL: <http://info.blogs.rpi>virtuell.net/2012/02/28/call>for>papers>tagung>religionslehrerbildung>in>der>krise>.

⁷ Ott, B. (2007) *Handbuch Theologische Ausbildung – Grundlagen, Programmentwicklung, Leitungsfragen*. R. Brockhaus Verlag, Wuppertal.

corresponding religious confession of separate countries send their students to other countries for obtaining education. And after the graduation they come back;

- as a rule, interdenominational activities are based on corresponding documents and definitions, which were made by certain denomination by such contacts. Usually the boundaries of a discussion can be defined earlier to save a religious identity of parties in the discussion;

- the theological education for representatives of other denomination can be obtained in corresponding religion (christian religion, islam, etc.). We agree with the opinion of German experts J. Könemann, C. Sajak, S. Lechner⁸ that the theologian has to be a keeper of a worldview position as well, which is a ground for his own beliefs. Professional competences of theologian intend personal conviction to the essence of knowledge and skills, which are its content. At the same time, there is another point of view. The professor of pedagogics of Bonn university V. Ladenthin⁹ believes that education should not form mono-values, but show the existence of pluralism of cultures and diversity of axiological dimensions; it also should help the student to form his or her own opinion.

Certain experts in religious pedagogy believe that there is a crisis in the training of teachers in religious studies and the need to reform the concepts of teaching religious studies at schools¹⁰. Professor R. Englert believes that the subject matter of religious studies at school is a certain mode of the world cognition and the religious competence development¹¹.

The researcher D. Terentiev analyzed some scientific works dedicated to the problem of self-identity, which let him to make such conclusions: a self-identity is a complex structure, which includes representation of the person about himself and the world around, about the system of internal norms and values. The self-identified individual differs from other people, ensures integrity and originality, creates the ground for building relationships with representatives from communities with different characteristics¹². According to the above-mentioned researches we can define such forms of

⁸ Könemann, J., Sajak, C., Lechner, P. (2016). *Einflussfaktoren religiöser Bildung. Eine qualitativ-explorative Studie*. Simone: Springer, Wiesbaden.

⁹ Ladenthin, V. (2015) *Wozu religiöse Bildung heute? Sieben Versuche, an der Endlichkeit zu zweifeln*. Würzburg.

¹⁰ Ladenthin, V., Rekus, J. (2008). *Werterziehung als Qualitätsdimension von Schule und Unterricht*. Münster.

¹¹ Englert, R. (2002). Ziele religionspädagogischen Handelns. In Bitter G., Englert R., Miller G., Nipkow K. E. Neues, *Handbuch religionspädagogischer Grundbegriffe*, (ss. 53-58). München: Kösel Verlag.

¹² Terentiev, D. A. (2012). *Factors of formation personal identity: the problem areas*. Retrieved from: <https://studylib.ru/doc/2638143/factory-stanovleniya-lichnostoj-identichnosti>.

contemporary cooperation that characterize cooperation in the field of theological education:

- intercultural;
- interdenominational;
- interlingual.

Intercultural interaction is a consequence of identification of subjects of communication within one or more cultures or subcultures, which is considered by a person as his own and with which this person identifies himself and has the inner connection. Intercultural communication is communication of the worldview stereotypes, it is the critical perception of the worldview positions, different from its own, adoption of these positions (or their elements or modifications) for successful completion of the assignments.

Interdenominational cooperation is formed in the space which goes beyond the confession of one's own religion and building one's life in accordance with its postulate in the environment of fellow believers and like-minded people. Interdenominational cooperation could be:

1) exposition of self-identifying religious beliefs for others who are not fellow believers and have their own mindset and religious beliefs, which are part of the self-identification and the system of values;

2) participation in development of public positions beyond the religious doctrine that takes into consideration the worldview of different denominations and are aimed at social consolidation;

3) contraposition of one's own religious beliefs with others in confrontation, asserting one's right to one's own religious outlook, and building one's own life according to them.

Interlingual communication in the field of theological education goes beyond adequate fluency in the subjects of spoken and written language communicative interaction. Language plays the role of the principal communicator through which subjects can make available to others the content and meaning of the information reflecting beliefs, values, traditions, life principles and their embodiment in specific forms of religion, constructing life according to moral principles of faith. So, the degree of success in the cooperation projects in the field of theological education depends on the degree of success of implementation of intercultural, interdenominational and interlingual communication, reflecting the worldview and beliefs of the subjects of its participants.

2. Obstacles, which appear in the process of communication and intercultural cooperation between the subjects of educational process

The specificity of theological education as a field of activity and cooperation defines the specificity of the obstacles and problems on this way and also special methods of its constructive overcoming. That is why studies

that cover above-mentioned field as a whole and determine some of its features are very important. To the factors that create obstacles to interaction in the field of theological education, could be included the following ones.

Interdenominational – come from the position of one or another religious creed of one's identity and ways of communicating with representatives of other religious identities; depend on how they are defined in the borders of their own confession.

The events in the field of interdenominational cooperation (conferences, seminars, congresses etc.), on which certain aspects of activity of the representatives of different faiths to achieve common goals are discussed, are valuable to all the participants in such cooperation as a rule. The participants of the above-mentioned events, leading by their own faith, which could differ depending on denomination, can achieve the goals during this cooperation only if there is a social-cultural space for its realization.

But at the same time, recognition of representatives of another religious community as an equal could be a big obstacle, since most of them are seen as violators of religious norms (the problem of schism, which arose as a result of cultural and historical background or political processes).

Belonging to different faiths is a significant obstacle not only for co-education, but also for organizing joint co-educational events if participants explain the actions of other participants as a violation of their own standards of religious creed. That is why preparation for such events requires detailed agreement of the conceptual foundations of cooperation, ways and means of cooperative activities that did not cross the main positions of other participants.

Intercultural (mental) obstacles are the results of the differences in perception, assessment and practical application of knowledge and skills, which are the content and the result of theological education. The particular importance indicated obstacles appear, when students from different countries, who come from different ethnic, cultural, historical and linguistic communities, but at the same time relate to one denomination, enter the higher education institution. The experience of German higher education institutions, where representatives from many countries study theology, who belong to European identity, is an example of successful overcoming of mental intercultural obstacles.

Lingual obstacles barriers are technological: language proficiency sufficient for studying is a mandatory condition for those, who plan enter the theological faculty of German higher education institutions. Language proficiency is not only an understanding of educational material, which student perceives at lectures and seminars and during processing of scientific literature in the library. Language acquisition means learning the ways of thinking, stereotypes and features of constructing logic, scientific reasoning, justifications and conclusions that collectively form the academic culture.

Along with scientific and methodological competence, language proficiency forms the scientific way of thinking and creates the conditions for gaining the high professional level.

Students-theologians, who study in German higher education institutions should have proficiency in classical languages (lingua Latina, ancient Greek) and should be ready to perform academic tasks, which involve fluency in these languages. Individuals, who have no proficiency in these languages have an opportunity to attend special language courses, but in their free time (during vacations).

Language proficiency, beyond mere communicative function in the studying process of theological students, helps to form the way of thinking, academic culture, mastering the ways of scientific work and spread the knowledge, which is a way to overcome the communication obstacles.

Technological and methodological obstacles are associated with an insufficient level of knowledge of information technologies and techniques that form the basis of the educational process at the theological faculty. Students who do not possess properly specified abilities and skills are deprived of the opportunity of full access to the entire spectrum of educational and methodological support of the educational process. The particular importance for the student has mastering of the technique of homework (Hausarbeiten). At the theological universities of Germany there is a special course, which gives an opportunity to get the competences in accomplishment of individual tasks under the guidance of the professor. Such skills form the ability not only for independent accomplishment of academic tasks, but for the critical thinking, the ability to think logically and consistently, accomplish scientific tasks. Combined with technology skills, these skills provide students with job opportunities.

Thus, cooperation in the field of theology education has revealed a number of problems that become an obstacle to perception, constructive borrowing and sharing of the potential of practical achievements. Overcoming these obstacles, in our opinion, is an important factor not only for cooperation, but also in the Ukrainian educational community for the space of European education and in the field of theology in particular.

Thus, we believe that overcoming the obstacles to understanding and perceiving the experience of theological education of Germany by Ukrainian higher education institutions is the direct consequence of the formulated lines of activity and problems of the domestic theological education that require constructive changes, as well as axiological significance of the experience in a holistic form or its elements.

3. The ways to overcome organizational and pedagogical problems in the field of theology at universities in Germany

In order to adopt German practical experience in the field of theological education, Ukraine has to overcome the obstacles in the field of borrowing and practical application of the experience. First of all, the value and significance of the existing practical experience plays a decisive role in determining whether it is an object of borrowing, constructive adoption or not. The indicated aspect is a subjective parameter determining further direction of effective efforts for internalization. At the same time, the result will depend on whether mental obstacles (especially value-related ones) are overcome, whether the existing experience has sufficient value to create a need for borrowing. For Ukraine, the basis of this overcoming, in our opinion, is the processes of European integration and formation of a European identity, which includes a system of religious values (primarily Christian) as an integral component. Generally, coordination of the national education system and theological education in particular objectively creates conditions for the potential perception of the experience of theological education in Germany as valuable, constructive, such as to help solve the strategic problem including higher education institutions of Ukraine in the European educational space.

We believe that experience of the theological faculties of German universities can be used for creative borrowing (whole or partial) when solving issues in the field of domestic theological education.

It is worth to mention that borrowing the experience of the theological faculties of German universities is possible after the constructive solution to the following problems:

- definition of directions of activity and problems of domestic theological education, which has to be reformed;
- axiological significance of experience in a holistic form or its elements for embodiment in the field of theology;
- overcoming the obstacles to understanding and perception of the experience, caused by multiculturalism of the participants of cooperation process.

Having familiarized ourselves with the topics of scientific conferences held by religious institutions of theological education and universities over the past ten years in Ukraine, we can conclude that the issue of organizational and methodological support of the educational process was considered either in a historical aspect or fluently in the context of theological character. Specialists in the field of pedagogy were very rarely involved in such discussions and studies. Therefore, we can assume that Ukraine has not formulated a whole request for a search for ways and solutions to problems in the field of theological education. Indirectly, this is evidenced by the quality of normative and legislative support for theological

education: the laws of Ukraine describe only in general terms the field of theological education, leaving most of the issues to the discretion of education institutions.

We are convinced that in Ukraine it is necessary to build a strategy for theological education and legislative support for its constructive implementation in the practical activities of theological faculties and faith-based education institutions. We believe that this strategy should include the following elements:

1. A comprehensive model of the modern religious society of Ukraine.
2. The structure of state education institutions engaged in educational activities of the theological field.
3. The structure of confessional and private education institutions involved in training of specialists in the field of theology.
4. The system of legal support for educational activities in education institutions of Ukraine (agreed with canonical and other religious and normative settings of the respective denominations).
5. Functional constructive system of interaction between the state and education institutions providing training in theology.
6. The system of training specialists of state structures competent in matters of religious life and theological education.

Each of these elements is a line of activity that needs to be specified. The axiological significance of the experience of the theological faculties of universities in Germany in many respects depends on such factors:

- place and role of theological faculties in the country's higher education system;
- prestige of profession and personnel popularity of specialists with higher theological education;
- level of opportunities for real employment of specialists who received a diploma of higher theological education;
- potential of academic mobility and the possibility of continuing studies or research work in another country.

The value of theological education in many respects depends on religious affiliation and the role of the corresponding denomination in society. For example, a theological education within the framework of a religious tradition historically inherent in a given society will have an advantage over religious trends that are not in the context of the cultural-historical tradition in this society. The axiological significance of theological education in many respects is an element of self-identification and civilization of applicants, as well as a reflection of the role and place of religion in society. At the same time, getting education within a religion that does not reproduce its "own" religious identity can significantly reduce the importance of the provided education, create obstacles and difficulties for applicants of a subjective

nature, and also lay the foundation for the person to change the place of employment and the cultural environment of further residence.

It is traditionally believed that an effective way to overcome mental obstacles is to join the world academic culture through participation in scientific and cultural events of various levels and directions, which are carried out by higher education institutions of European countries.

Overcoming inter-confessional obstacles, in our opinion, is an important component for successful cooperation in the field of theological education and creation of conditions for development of cooperation in the educational sphere. We believe that for different denominations it may be promising to develop within each of them such norms and rules in the field of education that could be used by persons belonging to a particular religious tradition. At the same time, the state, as a guarantor of the success of inter-confessional relations, creates legal and functional opportunities for cooperation of representatives of various religious traditions in the educational sphere.

Disclaiming to solve all the existing contradictions and problems, this approach is able to create conditions for the needs of the religious part of society in the field of education in general and theological education in particular to be satisfied. In addition, within the framework of the mentioned approach, it is possible to describe new forms of religiosity and communications, including interdenominational ones.

Thus, organization of the educational process, implementation of teaching methods, as well as independent work of students, which makes up a significant part of the total amount of academic activity, a certain lifestyle of the theological faculty, a combination of knowledge and their application in the practice of religious life, social and church service – these are the components of successful overcoming the obstacles and mastering certain academic stereotypes that are the result of the activities of the theological faculty of the higher education institutions. Moreover, the experience of the theological faculties of universities in Germany can be considered as an example of a successful solution to these problems.

So, the success of implementation of cooperation projects in the field of theological education, in our opinion, is proportionally dependent on the degree of success of intercultural, interdenominational and interlingual interaction, reflecting the world outlook and faith of the subjects of its participants.

4. Best practices for using the elements in the activities of the theological faculties of German higher education institutions to improve theologians training in Ukraine theological universities

A study of the organizational and pedagogical activity of the theological faculties of the Federal Republic of Germany and how to use its elements in

the practical activities of education institutions of Ukraine allows us to determine the following groups of recommendations:

- strategic;
- regulatory;
- normative and definitive;
- pedagogical;
- methodological;
- practical and technological;
- analytical;
- prognostic.

In our opinion, at the strategic level, the main goals in the field of theological education should be determined as a component of the modern educational space. We believe that any strategy in the field of theological education should take into account the influence of external and internal factors, objective and subjective influences, as well as the availability of appropriate resources and opportunities for realization of the goal.

The German experience is important in view of the fact that theological education strategy is a component of the state educational policy of this country, has a history of creation and functioning as an integral effective system. The model of cooperation between the Church and the state in Germany is unique and effective in modern socio-political and historical conditions, since it provides an effective solution to the pressing problems of the coexistence of these two social institutions. That is why the example of strategic planning of the Federal Republic of Germany in the field of education deserves investigation and can be applied by the Ukrainian higher education institutions.

The normative and definitive of recommendations provides for the use of ideas and principles, legal acts in accordance with which it is possible to build effective mechanisms for the functioning of the domestic theological education system. It should be noted that differences in the internal organization of the systems of Ukraine and Germany, the level of development of civil society, political, legal and academic culture, and other significant differences do not allow us to talk about copying or directly transferring the existing experience of Germany in Ukraine. But understanding of the legal and other regulatory principles and mechanisms, in the specific realities of the theological faculties of German universities that gave a positive result and ensured a high level of theological education, competitiveness and professional competence of graduates, can become the basis for changes in the legal support of theological education in Ukraine.

In our opinion, German experience is useful for Ukraine in the following areas:

1. Concordat system as a unique practice of church-state relations.

2. The legal status of theological faculties in the higher education system in Germany.

3. Regulation of the financing system of theological faculties of Germany.

4. Providing social protection for professors and students of theological faculties.

The normative and definitive group of recommendations, similarly to the normative-legal one, cannot be interpreted as a direct copy of the experience of the German higher educational system, including theological one. The differences in the religious views of the population, history and traditions, the role and place of faiths in public life, the current state of religious communities in Ukraine and Germany are significantly different. But despite this, Germany has experience in building the relationships between denominations, differing in religious and spiritual-moral worldviews. That is why we believe that the idea and elements of the practical implementation of the coexistence of a variety of religious movements within a single institution of higher education can be useful in Ukraine.

In our opinion, special attention should be paid to such aspects of interdenominational relations in Germany:

1. Church-canonical support for the activities of theological faculties within concordats.

2. The place and role of religious centers and practice of building constructive working relations between them within the theological faculties.

3. The practice of attracting professors to teach special subjects at the theological faculties of German universities.

4. Religious and historical traditions and rules of the theological faculties of German universities that operate as a result of church canonical norms.

The pedagogical recommendations provide for borrowing the experience of the German Theological faculties in construction of mechanisms and borrowing ideas in the field of pedagogical management, in the direction of interdisciplinary relations via increasing competitiveness of specialists, they receive professional theological education in the labor market in church and secular society.

We believe that the following pedagogical experience of theological faculties of higher education institutions of Germany in the following areas deserve special attention:

1) motivation of applicants for admission to theological faculties;

2) practice of combining educational disciplines of a general scientific and special direction in a theological training course;

3) practice of combining theoretical and practical trainings at theological faculties;

4) practice of socialization of theological students “free semester” and extracurricular forms of work;

5) further training and postgraduate internships in theology;

6) use of modern technologies and methods for accessing information sources in the research work of theologians.

The group of methodological recommendations is aimed at borrowing practical experience of organizing the educational process, as well as educational and methodological solutions to increase the effectiveness of training in the entire range of disciplines provided for students of theological faculties of German universities. The analysis of the methodological support of the educational process at theological faculties of Germany allows us to use the most successful solutions that increase the effectiveness of this activity while ensuring methodological support for:

1) study of individual academic disciplines of the theological cycle;

2) general educational, philosophical and cultural disciplines at theological faculties;

3) independent work of theological students;

4) preparation of theological students for seminars and exams;

5) practical training of theological students;

6) methodological recommendations on certain issues of the educational work of students of theological faculties, the use of the latest technologies and techniques.

The practical and technological recommendations are aimed at finding optimal practical solutions in the educational work, which include possession of equipment and technologies, methods of processing information, production of information products, use of information technologies and their individual elements.

We believe that it is important to focus our attention on such aspects of training students in theological departments of Germany:

1) acquisition of common competences in the field of latest technologies;

2) acquisition of skills of practical work with information sources;

3) acquisition of practical experience in producing an information product, which is the result of its own research work, resulting from the latest technology progress;

4) acquisition of communication skills in the modern virtual educational and scientific environment.

The analytical recommendations consist in further research of theological education institutions: their place and role in the country’s higher education environment, internal and external factors of influence, the attitude to theological education institutions by various subjects of society (competition, partnership, opposition), results of activities of theological

faculties (quantitative and qualitative indicators as the basis for further comprehensive analysis).

Our understanding is that recommendations for studying the experience of theological departments of Germany in the field of analytics can be formulated as following.

1. Creating a system of indicators and methods for constructing models that reproduce individual phenomena and processes of the educational and scientific activities of theological faculties, as well as complex models.

2. The determination of the criteria for a comprehensive analysis of the theological faculties.

3. Development of technologies for analytical research of the theological faculties in general and the individual elements and processes that are its components.

4. Recommendations on making amendments to the development strategy of theological education; legal, organizational and methodological support of the theological faculties.

The prognostic recommendations are aimed at creating theoretical models of the forecasted changes in the activities of theological departments to fulfill new tasks that have arisen in response to existing changes. Prognostic modeling is an important factor in adjusting the development strategy of theological education. The experience of forecasting and strategic planning of theological departments of Germany can be useful in this area of work.

We believe that Ukrainian system of theological education should focus on such aspects in forecasting:

- 1) changes in the religious structure of society, global and regional trends and processes, and consequences of changes in the religious sphere;

- 2) people's attitude to religion (religiosity, religious ethics and behavior);

- 3) contradictions and conflicts on religious grounds, which carry the potential for danger, including global;

- 4) functioning of religious educational centers, analysis of the activities of authoritative religious leaders and theologians, trends and directions of development of theological scientific thought;

- 5) phenomena and processes initiated by theological education institutions, theological faculties, authoritative theologians.

CONCLUSIONS

The results of the research allow us to draw the following conclusions:

1. The features of training theology specialists at the universities of the Federal Republic of Germany are highlighted and characterized.

2. The conditions under which the experience of the theological faculties of Germany or its elements may be relevant for specialists in Ukraine are defined and characterized.

3. The obstacles for the perception the experience of theological faculties of Germany are identified.

4. The directions and methods of overcoming the indicated obstacles of the higher education institutions of the Federal Republic of Germany are characterized. In our opinion, existing experience can become the basis for borrowing individual elements in Ukraine.

5. For the first time, the classification of recommendations on borrowing the experience of theological faculties is presented, a characteristic of each level is given, and practical activities in each direction are formulated.

SUMMARY

The main features of training theology specialists at the universities of the Federal Republic of Germany are highlighted and characterized in the research. The conditions under which the experience of the theological faculties of Germany or its elements may be relevant for specialists in Ukraine are defined and characterized. Also, the obstacles for the perception of the experience of theological faculties of Germany are identified. The directions and methods of overcoming the indicated obstacles of the higher education institutions of the Federal Republic of Germany are characterized. In our opinion, the existing experience can become the basis for borrowing individual elements in Ukraine. For the first time, the classification of recommendations on borrowing the experience of theological faculties is presented, the characteristics of each level is given, and practical activities in each direction are formulated. A study of the organizational and pedagogical activities of the theological faculties of the Federal Republic of Germany helps to use their elements in the practical activities of education institutions of Ukraine and allows us to determine practical recommendations for the future.

REFERENCES

1. Eckpunkte für die Studienstruktur in Studiengängen mit Katholischer oder Evangelischer Theologie/Religion Beschluss der Kultusministerkonferenz vom 13.12.2007.

2. Englert, R. (2002). Ziele religionspädagogischen Handels. In Bitter G., Englert R., Miller G., Nipkow K. E. Neues, *Handbuch religionspädagogischer Grundbegriffe*, (ss. 53-58). München: Kösel Verlag.

3. Empfehlungen zur Weiterentwicklung von Theologien und religionsbezogenen Wissenschaften an deutschen Hochschulen (2010). Wissenschaftsrat Köln.

4. Hermisson, S., Rothgangel, M. (2016). *Theologische Ausbildung und Spiritualität*. Göttingen: Vienna University Press bei V & Runipress.
5. Katholische Theologie und Kirchliches Hochschulrecht. Einführung und Dokumentation der kirchlichen Rechtsnormen (2011) / hrsg. vom Sekretariat der Deutschen Bischofskonferenz. 2., vollst. überarb. Aufl. Bonn.
6. Könemann, J., Sajak, C., Lechner, P. (2016). *Einflussfaktoren religiöser Bildung. Eine qualitativ-explorative Studie*. Simone: Springer, Wiesbaden.
7. Ladenthin, V., Rekus, J. (2008). *Werterziehung als Qualitätsdimension von Schule und Unterricht*. Münster.
8. Ladenthin, V. (2015) *Wozu religiöse Bildung heute? Sieben Versuche, an der Endlichkeit zu zweifeln*. Würzburg.
9. Lohrer, J. (2012). *Call for Papers: Tagung – Religionslehrerbildung in der Krise?* RPIvirtuel. 28.02. URL: <http://info.blogs.rpi>virtuell.net/2012/02/28/call>for>papers>ta>gung>religionslehrerbildung>in>der>krise>.
10. Ott, B. (2007) *Handbuch Theologische Ausbildung – Grundlagen, Programmentwicklung, Leitungsfragen*. R. Brockhaus Verlag, Wuppertal.
11. Rötzer, A. (2003). *Die Einteilung der Wissenschaften – Analyse und Typologisierung von Wissenschaftsklassifikationen*.
12. Danylenko, L. I., Polishchuk, I. V. (2013). *Perspectives and challenges of European integration processes for Ukraine: teaching method. materials*. K.: NASM. Retrieved from: http://academy.gov.ua/NMKD/library_nadu/Navch_Posybniky/b9495ad9-9223-471a-8685-46d10342551e.pdf.
13. Nesterovych, V. F. (2009). The role and place of lobbying in the European integration of Ukraine. *Bulletin of the Ministry of Justice of Ukraine*, 3, 32-42.
14. Rasyvalov, D. P. European Integration Strategy of Ukraine. In L. V. Huberskyi (Ed.), *Ukrainian Diplomatic Encyclopedia: In 2 vols*. Vol. 1. K.: Knowledge of Ukraine.
15. Terentiev, D. A. (2012). *Factors of formation personal identity: the problem areas*. Retrieved from: <https://studylib.ru/doc/2638143/factory-stanovleniya-lichnostnoj-identichnosti>.

Information about the author:

Yurii Taraban,

Postgraduate Student

Sumy State Pedagogical University

named after A. S. Makarenko,

87, Romenska str., 40002, Sumy, Ukraine

ORCID ID: orcid.org/0000-0001-8895-3751

Publishing house “Liha-Pres”
9 Kastelivka str., Lviv, 79012, Ukraine
44 Lubicka str., Toruń, 87-100, Poland

Printed by the publishing house “Liha-Pres”
Passed for printing: January 27, 2020.
A run of 150 copies.