

НЕПЕРЕРВНА ПРОФЕСІЙНА ОСВІТА: ЗАРУБІЖНИЙ ДОСВІД

CONTINUING PROFESSIONAL EDUCATION: FOREIGN EXPERIENCE

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IMPLEMENTATION OF PRINCIPLES OF INTERDISCIPLINARY LINKS IN PROFESSIONAL TRAINING IN EU COUNTRIES

The article deals with the conceptual foundations and the search for effective ways of developing the system of higher education in Ukraine. It has been determined that the general tendency of professional training of specialists in the countries of the European Union is the applied interdisciplinary approach. An interdisciplinary approach is analyzed in the process of studying humanitarian disciplines. The quality of professional training depends on the relationship between teaching disciplines, as well as the ability of the teacher to call and support the subjects of learning interest in such relationships. The concept of «integration» is specified, the meaning of «interdisciplinary connections» is substantiated. The strategic directions of updating the learning process based on the application of the principles of interdisciplinary connections in the process of studying a foreign language are determined.

Key words: interdisciplinary connections; integration classes; students' cognitive activity; interdisciplinary integration.

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Introduction. The geopolitical location of Ukraine, the neighbourhood with the countries of European Union, the development of political, economic, cultural and other contacts with the countries of the European continent, as well as the process of integration into the EU require the study of EU experience in the field of vocational training of specialists.

The high level of requirements for a specialist necessitates a comprehensive study of conceptual foundations and the search for effective ways of developing the system of higher education in Ukraine. In this area, the important international documents are implemented, as well as the priority of the norms of international treaties of Ukraine (Law of Ukraine On Higher Education» (Part XIII «International Cooperation», 2014).

One of the common tendencies of professional training in EU countries is the application of interdisciplinary links. This is especially true for the study of a foreign language in higher education institutions, since

knowledge of a foreign language makes it possible to study certain disciplines using information from English sources. Thus, knowledge of a particular field is also based on the degree of knowledge of a foreign language, which gives access to the modern achievements of world science.

The purpose of the article is to summarize the practical experience of the EU countries regarding the implementation of interdisciplinary connections in the professional training of specialists in foreign language classes as well as outline concrete ways to improve the professional training of specialists on the basis of interdisciplinary.

The essence and importance. The analysis of the main general objectives and tasks of the European language policy, recommendations on the study of foreign languages in higher education institutions, as well as recommendations aimed at improving the training of foreign language teachers show that European education policy in the field of modern languages endeavour to: facilitate the free movement of people and ideas within Europe; mutual understanding

of all citizens of Europe; qualitative and quantitative increase of the level of European cooperation; prevent prejudice and intolerance towards people of other cultures and nationalities; strengthening democratic structures and norms (The German-language framework for professional communication for higher education institutions in Ukraine, 2014).

Integration processes in education are considered and analyzed in the work of many scholars: H. Biletska, K. Volynets, O. Volobuyeva, I. Kozlovska, D. Kolomiets V. Moshtuk, M. Sova and others. The researchers define and substantiate the philosophical foundations of the integration of knowledge in education; pedagogical conditions, didactic and methodical foundations of integration, etc. Theoretical and methodological aspects of didactic integration are considered by S. Goncharenko, R. Gurevich, S. Klepko, Y. Sobko and others. The search for ways to solve the problem of integrating knowledge and integrated studies is carried out by T. Tchorzhevskaya, M. Artsyshevskaya, V. Sydorenko, S. Tkachenko and others.

In our time, the quality of professional training depends on the relationship between teaching disciplines, as well as the ability of the teacher to call and support the subjects of learning interest in such relationships. In view of this, the question arises about the use of interdisciplinary links in order to intensify the independent cognitive activity of students in foreign language classes.

Today, there are academic disciplines that are designed on interdisciplinary basis (linguistics, psycholinguistics, linguistic studies, etc.), where one can observe the emergence, evolution and prospects of a particular discipline).

As noted by academician V. Ilchenko (2008) in his article in «Encyclopedia of education» (2008), an integrative approach leads to the integration of the content of education, that is, the expedient combining its elements into integrity. The integrative approach can be the integrity of knowledge of different levels – the integrity of knowledge about reality; about nature; from one or another educational branch; subject, course, section, topic. Integrative approach is realized when studying integrated courses or separate subjects from the educational field, where the integrity of knowledge is formed by integrating them on the basis of common for all subjects of concepts, the application of methods and forms of teaching, control and correction of academic achievements of students leading the learning process to «the unification of knowledge».

By definition A. Babenko, (2016), integration is the interpenetration of elements that are separated, but have a genetic affinity: internal connections of sciences, arts, knowledge and ideas about the world and man, etc. Pedagogical integration is a kind of scientific integration, which, however, is carried out within the framework of pedagogical theory and practice, provides an explanation, prognostication of concrete manifestations of integration in the pedagogical process. Pedagogical integration – it is advisable to organize the connection

of the same type of parts and elements of content, forms and methods of teaching within the educational system, which leads to the self-development of the individual. That is, integration is a qualitatively different way of structuring, presenting and assimilating the program content, enabling systematic presentation of knowledge in new organic relationships and having a significant impact on the development of personality.

O. Volobueva (2015) drew attention to the fact that each academic discipline has its own particular subject of study, and therefore contains a special system of concepts around which the facts relating to this discipline are grouped. The subject of learning must have concepts and relationships, as well as the skills and knowledge of this knowledge system.

Among foreign researchers, A. Barry, G. Born, G. Weszkalnys (2008) devoted their studies to the interdisciplinary (interdisciplinary) approach. In their collective work, they point out that interdisciplinary research will lead to the convergence of science and technology with the needs and concerns of citizens and consumers. The contemporary emphasis on interdisciplinarity can certainly be understood in these terms. Interdisciplinary research is expected to bring science and technology closer to the needs and concerns of citizens and consumers, reducing the risks of public resistance, uninformed criticism or indifference and stoking the engines of innovation. In this light, the contemporary enthusiasm for interdisciplinarity can be seen as driven by a political and economic strategy of «empowering pacification».

These researchers looked at the prospects and reevaluation of the interdisciplinary approach. Scientists have come to the conclusion that that interdisciplinarity has been closely associated with the logics of innovation and accountability, it is not reducible to them. It is necessary to take into account the specifics of the interdisciplinary field. After all, the expansion of «interdisciplinary» aims to replace «disciplinary purity» as a means of protecting academic autonomy (Sova, 2009).

S. M. Drake and R. C. Burns (2004) use terms such as multidisciplinary, interdisciplinary, and transdisciplinary. The essential difference between the three approaches is determined by the existing level of division between subjects that cover a certain sphere. Scientists believed that three approaches fit into the evolutionary continuum.

A new vision of an interdisciplinary approach is demonstrated by C. Lyall, J. Tait, L. Meagher, A. Bruce, W. Marsden (2011). Research funding organisations have invested major sums of money in academically oriented interdisciplinary research. Experience with these major programmes and other funding initiatives dedicated explicitly to interdisciplinary research may help to shape research evaluation but, with an increasing number of initiatives that cut across the remits of individual research councils in the UK, a new vision is required to promote organisational learning for interdisciplinarity. Research Councils UK might consider:

- the establishment of an interdisciplinary reviewers' college (consisting of individuals expert in a range of interdisciplinary areas) to address the common challenge of finding reviewers who are sympathetic to interdisciplinary research and understand how to evaluate it both rigorously and appropriately;

- establishing shared administrative resources for interdisciplinary investments with dedicated administrators experienced in the particular requirements of interdisciplinary research and research training;

- facilitating the development of a cadre of early career and more senior interdisciplinary researchers by hosting community-building events across different interdisciplinary capacity-building schemes and investments.

An Interdisciplinary Funders Forum similar to the UK Strategic Forum for the Social Sciences or the former Environmental Research Funders Forum could promote shared learning developing an Interdisciplinary Portal analogous to the current RCUK Knowledge Transfer Portal to co-ordinate and consolidate access by the research community to information about funding, training and other forms of support dedicated to interdisciplinarity and its evaluation (Barry, Born, Wieszkalnys, 2008).

So, we see that scholars from different parts of the world are investigating interdisciplinary issues. It should be noted that in addition to the term «interdisciplinary connections», the terms «interpersonal relations», «many discipline», «multidisciplinary», «trans disciplinary» are also used in scientific articles.

Standards-based approaches further erode the boundaries of these categories. The multidisciplinary integration may be somewhat different as the procedures of these disciplines are dominant. Current thinking, however, suggests that even intra-disciplinary projects should include math and literature / media to be rich and energetic. Interdisciplinary approaches offer excellent standard-setting, when teachers approach them through the process of lagging behind. Despite the fact that teachers can organize a transdisciplinary curriculum around a real context, the reality of coverage of standards and assessment in various subject areas quickly returns them to disciplines (Drake, Burns, 2004).

It should be noted that today there is no single view of the scientists regarding the definition of the term «interpersonal relations». Researchers note that the effect of interdisciplinary connections is not limited to the training framework.

The application of the integrated approach in foreign language classes includes an interdisciplinary approach. Such an approach facilitates the perception of material, the achievement of synthetics and integrity of knowledge (Shevchuk, 2007, p. 54–55).

To create integrated programs it is possible to combine:

- related humanities;

- foreign languages and their cultural environment.

Thus, the faculty of foreign philology teaches both professional subjects and psychological and pedagogical disciplines (pedagogy, university studies, etc.). Interdisciplinary integration can take place at different levels, but principles such as integrity, systematic, structural, multilevel, and compliance with all spheres of social and cultural life should be adhered to (Sova, 2009, p. 169–177).

It is worth noting that interdisciplinary connections in the process of learning a foreign language activate an independent cognitive activity of students in classes in a foreign language. So, English curriculums include topics such as «Education in Great Britain», «Education in the USA», «Education in the United States». At the same time, studying the discipline «University Studies», there is an increase in students' interest in working with English-speaking sources in the study of topics (for example, the topic «Implementation of the Bologna process in the system of higher education of Ukraine». «Trends in higher education in the countries of the European Union and Ukraine»), when writing abstracts, performing independent work and other creative types of works. Thus, there is an interconnection not only within the discipline itself, but also on the interdisciplinary level. It positively influences activation of independent cognitive activity of students at the study of certain disciplines. Thus, there is coordination between the initial programs in the foreign language and the humanities, and hence the principle of integration is implemented.

Conclusions. The general tendency of professional training of specialists in the countries of the European Union is the applied interdisciplinary approach. Therefore, considering the problem of applying the principles of interdisciplinary connections in the process of learning a foreign language, it should be noted that the above principles are becoming increasingly popular in the countries of the EU. The principle of interdisciplinary integration is the main mechanism for optimizing the structure of the model of knowledge and the system of educational disciplines, which transforms the whole system of training into the theoretical, technological and methodical means of constructing models of professional activity.

The effectiveness of the application of interdisciplinary connections in the study of a foreign language is determined by the level of formation of intellectual skills and abilities to work with sources of information, the level of development of the skills of self-organization of cognitive activity (planning, implementation and self-control training). Further research requires the following aspects: preparation of teachers of higher educational institutions for working with students using the principles of interpersonal relations; organizational and methodical questions of improvement of independent cognitive activity of students; comparative-pedagogical analysis of the system of higher education in foreign countries.

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РЕАЛІЗАЦІЯ ПРИНЦИПІВ МІЖПРЕДМЕТНИХ ЗВ'ЯЗКІВ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ В КРАЇНАХ ЄС:

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У статті розглядаються концептуальні засади та пошук ефективних шляхів розвитку системи вищої освіти в Україні. Встановлено, що загальною тенденцією професійної підготовки фахівців в країнах Європейського Союзу

є застосування міждисциплінарного підходу. Існуючі навчальні дисципліни, розроблені на міждисциплінарній основі, де спостерігається зародження, еволюція і перспективи певної дисципліни. Кожна навчальна дисципліна має свій особливий предмет дослідження, і тому містить спеціальну систему понять, навколо яких групуються факти, що відносяться до цієї дисципліни. Предмет навчання повинен мати поняття і відносини, а також навички та знання цієї системи знань. Якість професійної підготовки залежить від взаємозв'язку між навчальними дисциплінами, а також від здатності викладача викликати і підтримувати інтерес до предмета навчання. Міждисциплінарний підхід аналізується автором в процесі вивчення іноземної мови. У статті уточнюється поняття «інтеграція», обґрунтовується значення терміна «міждисциплінарні зв'язки». Інтегративний підхід призводить до інтеграції змісту освіти, тобто до доцільного поєднання її елементів у цілісність. Інтегративним підходом може бути цілісність знань різних рівнів – цілісність знань про реальність; про природу; з тієї чи іншої освітньої галузі; на рівні предмету, курсу, розділу, теми. Інтегративний підхід реалізується при вивченні інтегрованих курсів або окремих предметів з освітньої галузі, де цілісність знань формується шляхом інтеграції спільних для всіх суб'єктів понять, застосування методів і форм навчання, контролю і корекції академічних досягнень студентів. Зазначається, що мультидисциплінарна інтеграція може бути різною, в залежності від дисциплін, що інтегруються. Припускається, що навіть внутрішньодисциплінарні проекти повинні включати іноземну мову. Автором визначено стратегічні напрями оновлення навчального процесу на основі застосування принципів міждисциплінарних зв'язків в процесі вивчення іноземної мови.

Ключові слова: інтеграційні заняття; міждисциплінарна інтеграція; міждисциплінарні зв'язки; пізнавальна діяльність студентів.

РЕАЛИЗАЦИЯ ПРИНЦИПОВ МЕЖРЕДМЕТНЫХ СВЯЗЕЙ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ В СТРАНАХ ЕС

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В статье рассматриваются концептуальные основы и поиск эффективных путей развития системы высшего образования в Украине. Установлено, что общей тенденцией профессиональной подготовки специалистов в странах Европейского Союза является применяемый междисциплинарный подход. Междисциплинарный подход анализируется в процессе изучения иностранного языка. Качество профессиональной подготовки зависит от взаимосвязи между учебными дисциплинами, а также от способности преподавателя вызывать и поддерживать интерес к предмету обучения. Уточняется понятие «интеграция», обосновывается значение термина «междисциплинарные связи». Определены стратегические направления обновления учебного процесса на основе применения принципов междисциплинарных связей в процессе изучения иностранного языка.

Ключевые слова: интеграционные занятия; междисциплинарная интеграция; междисциплинарные связи; познавательная деятельность студентов.

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