

ISSN 2709-7986 (online)

# EDUCATIONAL CHALLENGES

Electronic Scientific Journal

Volume 25  
Issue 1

2020  
Kharkiv

**H.S. Skovoroda Kharkiv National  
Pedagogical University**

**ISSN 2709-7986 (online)**

# **EDUCATIONAL CHALLENGES**

**Electronic Scientific Journal**

**Volume 25  
Issue 1**

**2020  
Kharkiv**

## • EDUCATIONAL CHALLENGES •

• Electronic Scientific Journal •

2020

Volume 25, Issue 1

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**Key title:** Educational Challenges**Frequency:** twice a year.

ISSN 2709-7986 (online)

↳ **Publisher:**

H. S. Skovoroda Kharkiv National Pedagogical University.

↳ **Official website:**<http://educationalchallenges.org.ua/>✉ **Publisher's Address, Editorial Board's Address:**

Kostikova Ilona, H.S. Skovoroda Kharkiv National Pedagogical University, Alchevskiyh str., 29, Kharkiv, 61002, Ukraine.

✉ **Contact e-mail:**[educationalchallengesjournal@gmail.com](mailto:educationalchallengesjournal@gmail.com)

↳ The journal was founded in 1996, the title "Pedahohika ta psykholohiya" = "Pedagogy and Psychology" [ISSN 2312-2471 (print), e-ISSN 2313-2361].

↳ All authors have **ORCID.ORG** digital object identifier.↳ **Archives of previous issues:**<http://journals.hnpu.edu.ua/index.php/pedagogy>↳ All articles have **DOI**.

↳ In 2020 the title is changed to "Educational Challenges" (e-ISSN 2709-7986(online)).

↳ The journal language is **English**.↳ All articles are free for users to access, read, download and print under a **Creative Commons Attribution-NonCommercial 4.0 International License**.

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## EDUCATIONAL CHALLENGES

From the Editor-in-Chief

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### DEAR COLLEAGUES!

**T**he necessity to create a new journal appeared in spring 2020 after the lockdown of all universities and schools. According to UNESCO, in spring 2020, 91% of university students and schoolchildren around the world had to adopt online learning. That was the first global lockdown of universities and schools since World War II. The experience of online learning in spring 2020 has shown that education would never be the same.

Let's imagine what education can be like. In my opinion, the best educational mode a university can provide is hybrid or blended learning. Students can learn face-to-face at the university guided by a teacher as well as partly online at home or absolutely offline. This combination of online and offline education can make universities very flexible.

It seems to me that the function of a University teacher can change dramatically. A University teacher can be a facilitator who encourages and coordinates teaching and learning. Many teachers realized that it was necessary to use digital technologies free to make online learning as interesting and interactive as possible. In my opinion, it is necessary to use various interactive tasks such as quizzes, role-playing games, projects etc. more often. It helps motivating and engaging all students for online learning.

From my point of view, the system of assessment and testing should be also revised. Undoubtedly, teachers can use online tools and instruments. For example, one of the convenient testing tools is a Google form. This tool counts points, builds graphs and has much more useful functions. Mobile learning becomes a trend. Today, mobile learning is changing the whole education. Modern learning sites are already focused on adapting their content for mobile learning.

Undoubtedly, education is becoming global. For example, in spring 2020, during online learning, some reputable and well known universities offered training courses for free, for instance, Coursera courses became popular. Educational online sites, resources and platforms are developing rapidly, their quantity and quality have increased extremely. For example, Zoom had ten million users at the beginning of online learning and two hundred million at the end of the lockdown. Learning

*Passport as a global online educational platform for learners launched by UNICEF and Microsoft became popular too.*

*Thus, forced lockdown and online learning in spring 2020 showed that all teachers had to master information and communication technologies and digital literacy very quickly. Online learning has demonstrated that both teachers and students have undergone a considerable transformation. They had to adapt to the new system of getting information and instruction, practice new interactive tasks, projects, tests and meet the educational challenges of the newly adopted e-learning format. I think, it proved that it was high time we have stepped towards the teaching and learning of the future.*

*Editor-in-Chief, Prof. **Ilona Kostikova***

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<https://doi.org/10.34142/2709-7986.2020.25.1.01>


## ENGLISH LANGUAGE LEARNING THROUGH GAMES

Received: 25 March 2020 / Accepted: 15 June 2020

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### ABSTRACT:

Nowadays there are controversial views regarding the acquisition, learning of languages by children. It is commonly agreed that language is learnt through imitation, especially as per behavioral theories. This implies that both first and second or foreign languages are learnt in the same way. They say, learning languages irrespective of whether they are first, second, third or nth follows the same steps.

The **purpose** of the study is to point the main ideas of English language learning using games. The objectives are to study the problem of teaching learning English as a foreign language, to study trends in teaching a second or foreign language, to study related to a language games and different language games used in the classroom for teaching English as a foreign language; it was also examined the impact of language games on classroom interaction

The **methodology** includes literature review related to the topic; methods of analysis, classification, and comparative analysis.

The most important **results** are understanding how children learn a language, basics of EFL teaching-learning, comparing monitor and input hypothesis, some theories such as accommodation theory, multiple intelligence, different types of interaction through language games.

It is **concluded** that it is necessary to make EFL learning enjoyable, playful and stress free. The best way to do this is to introduce the new language through games. When using games for educational purposes in a classroom setting is accepted as fruitful and beneficial, you can begin to devise language games of different types. Games for teaching EFL have a number of advantages in addition to the teaching language elements.

### KEY WORDS:

English, Acquisition, Language Game, Interaction, Classroom.

## INTRODUCTION

Nowadays there are controversial views regarding the acquisition, learning of languages by children. It is commonly agreed that language is learnt through imitation, especially as per behavioral theories. This implies that both first and second or foreign languages are learnt in the same way. Learning languages irrespective of whether they are first, second, third or nth follows the same steps.

The **purpose** of the study is to point the main ideas of English language learning using games. The objectives are to study the problem of teaching learning English as a foreign language, to study trends in teaching a second or foreign language, to study related to language games and different language games used in the classroom for teaching English as a foreign language; it was also examined the impact of language games on classroom interaction.

## THEORETICAL FRAMEWORK

There are linguists who believe that learning a second or foreign language is never the same as acquiring the first language (L<sub>1</sub>) because the knowledge of L<sub>1</sub> will always interfere with learning a second language (L<sub>2</sub> or foreign language (FL) (House, 1997, Cameron, 2001). At the time of learning the SL, children are slightly more mature because they have already learnt one language. It is necessary to go deep into this matter and understand how children react to a new language, how they think about it, process it and acquire it.

Language learning theories are based on philosophical approaches. Approach refers to “theories about the nature of language and language learning that serve as the source of practices and principles in language teaching” (Richards, & Rodgers, 1986, p.16). The very first theory proposed was the Nativist theory. According to this theory, language acquisition is a biological matter.

There is a Language Acquisition Device (LAD) fitted in the human brain that enables human beings to acquire the language /

languages to which he is exposed. According to this theory, there exists a universal grammar that is common across all languages and part of the genetic make-up. This theory was proposed by the famous linguist Noam Chomsky.

No doubt, different methods of teaching a SL in a classroom setting are based on relevant theories. Conventionally, the grammar-translation method was widely used in classrooms. SL was taught through S<sub>1</sub> by translation. Rules of grammar were explained and learners computed the rules and constructed sentences. The grammar translation method emphasizes written work and does not include spoken communication or listening (Kim, 2008).

The teacher dominated the class and one-way transfer flowed from the teacher towards the students. Students were passive learners and not actively involved in the learning process. The method turned out to be dull, mechanical and meaningless. Students had to memorize long lists of words and rules of grammar. The focus was on form rather than function. Students were unable to use language for communicative purposes. The greatest advantage of grammar-translation method is accuracy but it was decontextualized. This method was replaced by the Communicative Approach.

I support the idea that Communicative Language Teaching (CLT) comprises both a means to teaching language and the aim of teaching (Daisy, 2012). CLT is based on Hymes’s concept of communicative competence which is an extension of Chomsky’s concepts of linguistic competence and performance. It is not enough for the learner to be competent in linguistics or grammar alone to use language in a given cultural social context. Therefore, the situation in which language must be used becomes relevant for language teaching.

Howatt (1984) stated that “The Communicative Language Teaching stresses the importance of providing learners with opportunities to use English for

communicative purposes and attempts to integrate such activities into a wider program of language teaching” (p. 27).

In the light of this approach, both instructional and learning goals are aimed at communication. It assumes that language does not occur without a social context. Based on this concept, therefore, both language teaching and learning should be accomplished in its context. Learning emphasizing communicative competence is now commonplace in the world. CLT emphasizes fluency at the cost of accuracy.

### **METHODOLOGY**

The method of literature review related to the topic was used. I have reviewed articles, books, websites etc. about the various theories of language learning, studies on the use of games for teaching language and studies about English as a second or foreign language. This includes a review of the main language learning theories. Methods of analysis, classification, and comparative analysis were used in the paper.

### **RESULTS**

To my mind, it is important to find out how children learn a language. Since the need to learn other languages besides the mother tongue has emerged, a lot of literature has been written about second language learning. Most researchers agree that second language learning can never be the same as first language acquisition. This is the chief difference they make in the terminology that while a first language is acquired, a second language is learnt.

This is so because when the first language is acquired, the mind is a blank slate, whereas the knowledge of the first language is bound to affect the learning of another language. Yet, some researchers believe that learning the first and second languages follows the same pattern.

The process of first language acquisition cannot be alike to the learning a second language. While the former is an

unconscious process, the latter is mostly a conscious and deliberate effort. Hence, it is necessary to understand how children acquire the first language and how they learn a second language. The process of language learning in both the cases is important.

### **EFL Teaching-Learning**

In the late nineties some new methods of language teaching were introduced, mostly as a reaction to the Grammar-Translation method. This led to Total Physical response (TPR) in later years. No single method is suitable for every learning situation. For different settings, different methods have to be adopted and integrated.

Gradually researchers saw the need to teach spoken language and phonetics for achieving correct pronunciation. Conversational dialogues took the place of word lists and grammar rules. The deductive approach gave way to the inductive approach. Meanings were taught through associations in the target language instead of translation. This led to the Direct Method or Naturalistic Method.

Translation was forbidden and students could learn at their own pace. “These principles provided the theoretical foundations for a principled approach to language teaching, one based on a scientific approach to the study of language and of language learning. They reflect the beginnings of the discipline of applied linguistics – that branch of language study concerned with the scientific study of second and foreign language teaching and learning”. (Richards & Rogers, 1986, p. 8)

In the 21st century we see a rise in communicative methodology. The aim is to develop communicative competence. The interactive approach is recommended by school boards and universities. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for

language acquisition will be used, and this will allow them to learn to use the language.

For example, practising question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication. Classroom activities guided by the communicative approach are characterised by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials.

Dolle and Willems (1984) investigated the role of teachers in communicative approach. They observed that although the teaching process becomes interactive, there are greater demands from the teachers. The verbal and non-verbal behaviour of teachers gains importance. Whong (2013) argues that CLT has been broadly accepted as an appropriate approach to language teaching. Language pedagogy has shifted from 'structure' to 'meaning'. The writer has presented ten characteristics of CLT and explored them from a linguistic point of view.

The conclusion is a call for a renewed focus on the understanding of language for language teaching expertise. Guangwei (2002) attempted to import CLT in the Chinese context but it failed to make the expected impact. The Chinese culture of learning proved to be the most important potential constraint. The researcher argues that CLT and the Chinese culture of learning are in conflict in several important respects, including philosophical assumptions about the nature of teaching and learning, perceptions of the respective roles and responsibilities of teachers and students, learning strategies encouraged, and qualities valued in teachers and students.

The socio-linguistic theory of language learning is based upon the CLT approach. The purpose of playing language games in the classroom is to initiate interaction and communication among learners. Hence, this

approach is important in this study. It directly influences the socio-linguistic theory.

In a recent survey of sociolinguistics and language teaching, McKay and Hornberger (1996) divide the field into four related areas: 1) studies of language and society—how large-scale social and political issues affect language use in a particular society, 2) studies of language variation – how the “same” language varies from speaker to speaker, from place to place, and from situation to situation, 3) studies of language and interaction – how language is used in face-to-face communication, and 4) studies of language and culture – how particular cultures privilege some kinds of language over others.

Language acquisition and use take place in a social context. Hence, SL researchers must understand the relationship between the two. In Iraq, English is not the native language. Hence, cultural variations and cross-cultural issues are bound to arise. From this point of view also, the socio-linguistic theory is more relevant to this study.

The Acquisition-Learning Hypothesis states that there are two independent systems of second language performance; acquisition is the result of a subconscious process similar to children's mother language acquisition and requires life-like second language interaction, which gives more importance to communication and not accuracy.

On the other hand, learning occurs through formal instruction and is a conscious process, which leads to knowledge of the target language. Learned knowledge makes it possible for learners to read and listen more so that acquisition can take place. The Natural Order Hypothesis suggests that second language learners seem to acquire the characteristics of the target language in the same natural order as the first language. Contrary to intuition, the rules which are easier to state and to learn are not necessarily the first to acquire. It is

observed that the natural order is independent of the order in which rules have been learned in class and may not be the same.

### **Monitor Hypothesis**

The Monitor Hypothesis states that a learner's learned system acts as a monitor to what language is being produced by the learner. That is, while only the acquired system is able to produce spontaneous speech, the learned system is used to check what is being spoken. This checking or monitoring occurs before or after the interaction is made, but not simultaneously. The Monitor Model thus predicts faster initial progress by adults than children, as adults use their monitor when producing statements in the target language before having acquired the ability for natural performance, and adults will input more into conversations earlier than children.

### **Input Hypothesis**

The Input Hypothesis states that only understandable input will produce acquisition of the target language. It is implied that learners must be exposed to input that is higher than their actual level of knowledge of the target language in order to produce a result in the acquisition of the target language. In some instances where learners do not possess that higher level of input, the development and improvement of the target language will not occur. The Affective Filter Hypothesis affirms that the learner's emotional state acts as flexible filters that freely permit or obstruct input necessary to acquisition. It is said that adolescence and puberty are not effective periods for second language acquisition due to the hormonal changes that occur during that development period.

### **Accommodation Theory**

The Accommodation theory implies the way learners may adapt their speech in multilingual settings. This theory suggests the way learners adjust their way of interacting with people of different culture with different languages in order to facilitate communication. It also states that is the way

the learner's social group identifies itself in the target language community. If these two groups do not have a positive effect on one another, or they do not connect and identify themselves with each other, there will be a consequence in the acquisition of the second language. When learning a new language, learners need to feel that they are part of this new culture and that they feel a cordial welcoming from the new group. If none of these intentions are met then learners will not have an effective and productive learning acquisition process.

Social identity is another sociolinguistic issue that has a great impact in second language competence. Social identity is the way in which learners understand themselves in relation to others, and how they view their past and their future. Structural inequalities can limit learners' exposure to the target language as well as their opportunities to practice it. The input that learners acquire could be received from different sources such as the teacher, textbooks, individuals, radio, television, newspapers, magazines, etc. And if these resources are not accurate in their language transmission, then the input might not be logical to the learners, and the learners' intake will be erroneous, which will result in the failure of language competence.

In conclusion, numerous linguists believe that there is a 'Critical Period' in which humans can acquire language. The theory proposed by Lenneberg about a limited time in which language can be acquired is supported by large amounts of research. Although many challenge this hypothesis with the theory of 'Universal Grammar', both are unproven.

Studies have determined that invalid conversational interaction affects the acquisition of second language, which in result could decrease the pace of language acquisition. Invalid interaction is the product of inaccurate input, which could cause a decline in the learners' participation and motivation to produce language properly. The role of instruction has been

examined as the role of focus on the grammatical forms of language in instruction.

Many factors such as internal or external factors can modify the way learners acquire and learn the target language; the above stated factors can obstruct second language acquisition competence.

However, learners can manipulate and be capable of attaining the knowledge of the second language if their perspective of the target language is adjusted. Learners with low motivation and low language confidence will have high filters which will obstruct the achievement of second language acquisition. There are other variables in second language acquisition process. Aptitude refers to the ability and capacity that a learner has towards the language. It also refers to the attitude the learner possesses towards the target language, how the learner feels, the posture he (she) has towards the target language.

Age has also an influence in second language acquisition, as it is stated above adolescents might have an increase difficulty level when it comes to acquisition of language due to the hormonal changes, but at the same time they perceive language faster than adults due to their neurological development. As for adults, they become more appropriate for the study of a second language because of their maturity, but at the same time, their learning process struggles due to their developmental age.

### **Multiple Intelligence**

The theory of Multiple Intelligence (MI) was proposed by Howard Gardner who said that there are eight kinds of intelligences. One of the set of intelligences is linguistic intelligence. It involves sensitivity to spoken and written language and an ability to use language to attain certain goals. Human beings born with linguistic intelligence are able to express themselves effectively, poetically and rhetorically. They can use language as a means to remember information.

Children who possess linguistic intelligence can be identified while they are engaged in games. Children engaged in the games will also experience special satisfaction and a sense of fulfillment when they are linguistically occupied in tasks and challenging activities.

### **Classroom Interaction**

The utterances of teachers and students influence the nature of classroom interaction. For many learners in Iraq, the only exposure that learners, particularly EFL learners get is in the EFL classroom and the only source is the English teacher. Hence, the teacher plays a vital role in the classroom (Moon, 2000). Several studies have been conducted on teacher talk in the English classroom and its impact on classroom interaction.

Such a class is obviously teacher dominant. Students look upon the teacher as the only authority and source of the language. They show trust and faith in the teacher irrespective of the latter's knowledge and experience. As an example, ten types of functions of teacher utterances were identified. Most of the discourse content was made up of teacher explanation, teacher direction and teacher questioning. Nunan (1989) points out that questioning is the most common type of discourse through which teacher maintains control over classroom interaction.

Some questions are display questions that are questions to which the person asking the questions knows the answers. Some questions are referential to which the person asking questions does not know the answers. Display questions are more frequent in language classrooms (Brock, 1986, Johnson, 1995). But in the world outside, referential questions form a major part of conversation.

Hence, the concern is to investigate how far the questioning in classroom interactions influence language learning. There are several types of questions that initiate verbal responses in a classroom and constitute classroom interaction. There are

open questions, yes/no questions or cued responses. (The teacher makes a statement, then repeats it omitting the important word and the students say the omitted word in chorus).

### **Interaction amongst pupils**

Pupil-pupil interaction is another kind of classroom interaction. Many researchers have studied the various patterns of interactions amongst students and the extent to which they affect language learning. A study conducted in primary school, Mroz et al. (2000, p 385) found that “pupils are being called upon to display their knowledge through responding to teacher-initiated dialogue and questions.” Hardman et al (2003) discovered the most common patterns of learner talks in a study conducted in England. They found that most students spoke only when they had to answer a question.

They also found that only 15% of the responses were more than 3 words and only 8% were sentences of more than 10 words. The key question is whether such scanty use of target language can lead to language learning. Young learners initiate very little talk. Sometimes, they ask questions for clarifying doubts or for seeking permission. In order to maintain class discipline, they cannot talk amongst themselves (Orafi, 2008). They prefer to answer in chorus, especially if they are shy but then it hampers their cognitive as well as linguistic development. Choral responses prevent them from interacting with language concepts (Pontefract, & Hardman, 2002).

When learners are confined to the role of respondents, they get little scope for producing lengthy language utterances (Tsui, 1995). There is a need to maximize and improve the quality of speech among students. When students talk, they understand the syntax of language and are able to enhance their communicative competence (Boyd, & Maloof, 2000). Teachers must create interaction opportunities in the classroom.

### **Pupil-teacher interaction**

Pupil-teacher interactions have definite patterns. Pupil-teacher interactions take place in a classroom for specific purposes. The chief purpose is feedback or evaluation. Teachers are not only anxious but also required to test the achievement level of students. The success of students reflects the performance of teachers. It is satisfying for teachers to know that they have succeeded in their attempts to teach the students. Hence, teachers constantly ask questions in the classroom. Most of this questioning is for the purpose of formative assessment. Sometimes, questions are asked for fixing concepts or for understanding the existing level of students for planning remedial teaching.

Another type of interaction between teachers and students is instructions. Teachers often give instructions regarding projects or assignments and students respond to the instructions. Rarely, there is narration or story telling but during these sessions, students are mostly silent listeners. There is more scope for interaction during brainstorming sessions, group activities and complicated projects. In situations where the learners-controlled talk as in role play, storytelling, information gaps, or interviews and games a variety of sentence structures were observed. Conversely, when the teacher has control of talk, students restricted themselves to single word responses, short phrases and gestures (Cathcard, 1986).

Praising students or reprimanding them occasionally is another reason of communication. Interaction between teachers and students is related to academic matters. The education system in Iraq or in most countries for that matter does not provide possibility for teachers to interact with students on a personal level and one-to-one basis.

However, when games are played, the topics need not be related to the syllabus. Teachers must explain rules of the game, students can ask for explanations, there is

free exchange of speech, cheering, congratulating, and appreciating etc. which are closer to real life interaction.

Many studies have reported that classroom interaction can have positive effects on language learning. Active participation in interaction is associated with learning (Ellis, 1990).

### Games in Education

Games pervade the lives of children. The fact that children like to play games so they can be utilized for educational purposes is not a new concept. Providing education through games (Kostikova et al., 2019) is similar to play-way method that is generally practised at the pre-primary stage. Play can be described as an activity that is pursued for sheer enjoyment, with no particular objectives or end – result in mind.

As far as children are concerned, the motive of play is fun. Besides the fact that it gives joy to players it has no other advantages; hence, it is often considered as a waste of time by adults. When children play, a lot of development takes place on their part unknowingly. Play leads to motor and physical development; it fosters imagination and creativity and provides ample opportunities to interact with the environment. Free play places no burden on the students.

As children grow older, they switch over to games. Since games have rules and specific objectives, children find them more meaningful. In games, the thoughts and actions of the children are focused towards achieving a goal.

Children can be kept active in the classroom in many ways. Special activities (Kostikova et al., 2020) are designed to keep the students involved in an interesting way. However, games are a better option for several reasons.

- Games are fun. Children enjoy them and find them interesting.
- Games keep children actively involved in the learning process.
- Games facilitate self-learning.
- Games help to build relationships

- Games provide scope for communication

- Games include other cognitive processes besides language learning like problem solving, decision making, analysis etc.

- Games promote social development as they include team work, leadership development etc.

- Games teach moral values like honesty, loyalty and faithfulness and selflessness. Participants are expected to be loyal and faithful to their teams.

- Many games involve physical activity and lead to physical fitness and gross / fine motor development, eye-hand coordination etc.

- Games help to shape the character of students through needs like dedication, commitment, responsibility etc. Each participant has a definite role to play in the game and he/she is expected to play it well. Hence confidence building is another advantage.

- Games are played amongst peers. Shy students are likely to open up in small groups among their classmates and overcome personality disorders. Shy students develop the courage to communicate in the foreign language because they do not feel conscious that they may commit grammatical errors.

- Children often assume roles in games, especially in the make-believe games. Role playing can have a cathartic effect upon students. This helps them develop mental balance and stability. It also complements emotional development.

- Language students are exposed to a variety of situations while playing games and provide varied experiences.

- Games can be combined with other teaching methods.

- Expanding cities and increasing traffic has brought restriction on games. There is lack of open spaces in urban areas for games. If games are organized in schools, students will not have to compromise with them.

- Games are always a better option than sitting at home and watching TV or videos or playing games on mobile phones or social networking.

- According to Piaget, children's games reflect society. Children learn the rules and regulations of society through games.

Thus, games have so many benefits besides being healthy, sportive language learning media.

Just as games have a number of advantages that are listed above, games can be an unpleasant experience in some situations. Games are played by children by forming groups on their own. Leaders emerge from the groups. Some leaders may be dominating and over powering.

All children may not be democratic. Sometimes, some children are left out of games or not given equal opportunities. They are denied the full scope they deserve. Judgment may become partial and biased. Hot arguments take place leading to physical fights. Quarrels and conflicts are an inevitable part of games. Rivalry may develop, progress and become dangerous. If games are not monitored and controlled by some authority, such problems may arise.

### DISCUSSION

To discuss the research problem, I state that reviewing previous studies constitutes an important step in any research initially. I conducted a review by referring to books, journals, newspapers and websites to understand the research done till date on the topic. The research problem enabled researchers to understand the precise position on the path of EFL teaching-learning. It also helped researchers to select appropriate data collection tools for the study. Different researchers have different points of view.

They are helpful to understand at what point I can stand in the domain. It is necessary to know the different perspectives. It gives an idea of the methods used for EFL teaching learning in different parts of the world. It increases the confidence of a

researcher that his assumptions are correct and he may safely precede with the study.

The research of small and big studies introduces a researcher to different tools and techniques for data collection that will prove to be useful for this study. It also enables a researcher to identify the gaps in knowledge that need to be filled up. The suggestions and recommendations made by other researchers lead me to my ideas that need to be addressed in the domain of EFL learning teaching in non-native English-speaking nations.

### CONCLUSIONS

A review of literature related to this study has enabled to understand the position of this study clearly. The review has helped to set the theoretical background for this study. Most researchers have noted the trends in pedagogical practices for teaching English as a second or foreign language. The changed role of a teacher, from teacher to facilitator has led to activity-based learning.

The paper reviews some theories of language learning before proceeding to games. Studies related to trends in teaching English as a foreign language form the basis of this study. They are studies in detail. A large number of studies about the use of language games for ESL and EFL form the core part of this paper.

Learning a second or foreign language is tiring, stressful to young learners. It creates stress or burden on their minds. There is a fear of using the new language. It is necessary to make EFL learning enjoyable, playful and stress free as I stated. The best way to do this is to introduce the new language through games.

When using games for educational purposes in a classroom setting was accepted as fruitful and beneficial, researchers began to devise language games. The paper concludes that researchers all over the world have experimented with language games and implemented them successfully.

It has been found that language games can be used for teaching all aspects of language and language skills. It is necessary to select games for classes wisely and implement them systematically. I underline that teachers have opined that games bring

zeal in EFL learning and make learning active and participative on the part of learners. There are language games of different types. Games for teaching EFL have a number of advantages in addition to teaching language element.

**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

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## НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ДОПОМОГОЮ ІГОР

### АНОТАЦІЯ / ABSTRACT (in Ukrainian):

Сьогодні існують суперечливі погляди щодо засвоєння, вивчення мов дітьми. Існує поширена думка, що мова вивчається шляхом наслідування, особливо відповідно теорій поведінки. Це означає, що і перша, і друга або будь-яка інша іноземна мова вивчаються однаково. Вважається, що вивчення мов незалежно від того, чи є вона першою, другою, третьою чи наступною, йде тим же кроком. Мета дослідження – розкрити основні думки вивчення англійської мови за допомогою мовних ігор. Завдання дослідження – вивчити питання навчання англійської мови як іноземної, дослідити тенденції у викладанні другої чи будь-якої іншої іноземної мови, вивчити різні мовні ігри, що використовуються на уроці для викладання англійської мови як іноземної; також у дослідженні було вивчено вплив мовних ігор на взаємодію в класі. Була використана методика огляду літератури, дотичної до даної теми. У роботі використані методи аналізу, класифікації та порівняння. Найважливішими результатами є розуміння того процесу, як само діти вивчають іноземну мову, основи навчання англійської мови як іноземної, порівняння різноманітних гіпотез вивчення іноземних мов, деяких теорій, таких як теорія акомодатії, множинного інтелекту, різних типів взаємодії за допомогою мовних ігор. Висновок

полягає в тому, що, найважливіше, навчання англійської мови як іноземної необхідно зробити приємним, грайливим та нестресовим. Найкращий шлях це зробити – вивчати нову мову через гру. Коли використання ігор для навчальних цілей в класі сприймається як плідне і корисне, можна починати застосовувати мовні ігри. Мовні ігри бувають різного типу. Ігри для викладання англійської мови як іноземної мають ряд дидактичних переваг, окрім суто мовних і мовленнєвих.

**КЛЮЧОВІ СЛОВА:**

англійська мова, засвоєння, мовна гра, взаємодія, клас.

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**CITE THIS ARTICLE AS (APA style):**

Al-Karawi, M. (2020). English Language Learning Through Games. *Educational Challenges*, 25(1), 9–20. <https://doi.org/10.34142/2709-7986.2020.25.1.01>

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<https://doi.org/10.34142/2709-7986.2020.25.1.02>

## **PEDAGOGICAL EDUCATION IN THE CONTEXT OF NON-FORMAL EDUCATION: HISTORICAL ASPECT**

Received: 7 June 2020 / Accepted: 10 July 2020

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### **ABSTRACT:**

The **purpose** of the article is to study the organization of pedagogical education of adults by the Society 'Knowledge' in Ukraine in the second half of the XX-early XXI century in the context of non-formal education.

The research **methodology** was conducted on the basis of general scientific, historical-pedagogical, terminological and prognostic methods.

The **results** are the experience of pedagogical education of adults both positive and negative in the context of non-formal education. The tendencies, as well as directions and forms of the organization of pedagogical education of adults on an example of Society 'Knowledge' are revealed and presented. It was found out that the leading directions of pedagogical education of this Society in the studied period were lecture activities organized in different forms. In particular, 'Lectures and schools for parents', which raised the issues of upbringing children of preschool and school age. There were people's pedagogical universities for additional education of teachers on children's upbringing. A network of 'Young Mother Schools' was opened, which also raised issues of education and development of preschool children. 'Women's clubs' were also organized, where scientific and educational pedagogical activity among women was carried out. A network of research and educational centers was launched, the activities of which were aimed at providing educational services, retraining, obtaining additional professions, courses, seminars, excursions, exhibitions, distance learning courses and webinars, etc. Distance learning software was developed and used for the Adult Distance Learning System, particularly in the field of education.

The **conclusions** are the organization of pedagogical education of adults by the Society 'Knowledge' during the second half of XX – early XXI century is divided into two periods: the Soviet (1949 – 1990) and the period of independent Ukraine (1991 – 2018). The experience can be taken into account when reforming education in different countries, in particular non-formal education.

### **KEY WORDS:**

*Additional Profession, Courses, Distance Learning, Education, Non-Formal Education, Adult Education.*

## INTRODUCTION

In the context of the profound transformation of civil society, which has been particularly active in recent decades in a number of countries, civil society is playing an important role, in particular, in the development of non-formal education. Thanks to public associations, non-formal education is becoming more widespread and accessible. They contribute to its globalization and increase international competition in the market of educational services; internationalization of educational space, etc.

At the same time, their participation is provided by the Memorandum on Lifelong Learning (A Memorandum on Lifelong Learning, 2000), the Memorandum of Cooperation between Civil Society Associations in Support of Education Reform' (A Memorandum of Cooperation between Civil Society Associations, 2019), the 'National Doctrine of Education Development' (№ 347/2002) (On the national doctrine of education development, 2002) and the 'National Development Strategy of Ukraine until 2021' (№ 344/2013) (On the National Strategy for the Development of Education in Ukraine until 2021, 2013).

One of the leading ideas of modernization of education is its development on the principle of continuity, creation of a single system of continuing education, which will be an organic complex of state and public (non-state) institutions. One of the main goals of these legal documents was to create a viable system of non-formal education to achieve high educational levels, provide opportunities for continuous spiritual self-improvement of the individual, the formation of intellectual and cultural potential as the highest value of the nation.

Also in today's conditions, the strategic state tasks are to reform the education system, in particular non-formal, which involves the education of conscious citizens; overcoming the monopoly position of the

state in the field of education through the creation of non-governmental educational institutions and organizations, in particular, public associations; creating conditions for raising the professional level and retraining of the specialty; deepening and achieving a new level of language skills; introduction of modern pedagogical technologies and scientific and methodological achievements.

Since there is not much experience in the organization of adult education in the context of implementing the principles of non-formal education, which is shown by the example of public societies, the study and consideration of the experience of implementing adult pedagogical education by the Knowledge Society in Ukraine becomes relevant.

Thus, the **purpose** of the article is to study the organization of pedagogical education of adults by the Society 'Knowledge' in Ukraine in the second half of the XX – early XXI century in the context of non-formal education.

The study and analysis of historical and pedagogical and modern world literature shows that researchers have paid attention to certain theoretical and practical aspects of adult education, such as: G. Foley, Malcolm S. Knowles, Elwood F. Holton, P. Jarvis, A. Asimaki, G. Koustourakis, K. Padron, M. Celil Smith, Th. Pourchot, Sh. Walters, K. Watters, K. Jonson, Sh. Walters, K. Watters, Wildemeersch, G. Fraser, K. Johnson, T. Fristrup, S. Grut, R. Smis and others. However, the issue of organization of pedagogical education of adults by public societies is not reflected in the scientific space.

Moreover, the issue of organization of pedagogical education of adults by the 'Knowledge' Society in Ukraine is not reflected in the scientific space. Particular attention was paid to theoretical and applied aspects of non-formal adult education, which are covered in the works of famous Ukrainian scientists, such as: I. Dychkivska, N. Pavlyk, O. Vasylenko, V. Bakhrushin, O. Anishchenko, O. Banit, N. Zinchenko,

O. Volyarska, N. Doroshenko, S. Zinchenko, L. Sigaeva, L. Lukyanova, S. Priyma, N. Terekhina, T. Tkach, P. Hodkinson, R. Dave and others. However, the issue of organizing non-formal adult education by the public educational Society 'Knowledge' in Ukraine was not considered in the scientific field.

### **THEORETICAL FRAMEWORK**

The analysis of this problem shows that according to the Law of Ukraine 'On Education' (№2145-VIII of 16.01.2020) (Law 'On Education', 2020), non-formal education is education, which is usually obtained through educational programs and does not provide for the award of state-recognized educational qualifications by level of education, but may result in the award of professional and / or partial educational qualifications.

According to the UNESCO Education Glossary, non-formal education is learning that takes place alongside the basic (formal) education system and can also complement formal education. However, it can be provided in the workplace and through the activities of public associations (UNESCO Education Glossary).

In terms of the topic of the article, the definition of interpretations of the terms 'public society (organization)' and 'Knowledge Society of Ukraine' becomes relevant.

Civil society (organization) is one of the forms of public association of people, which are united by a common idea, goal, program of action to achieve these ideas and goals in the field of science, culture, education, economy, etc.

The 'Knowledge' Society of Ukraine is an all-Ukrainian public society that disseminates knowledge among various segments of the population, namely the improvement of legal culture and education of citizens, scientific, educational and informational and educational activities to meet scientific, economic, social, cultural,

environmental interests of society. (Regulations, 2018).

As a public institution, this Society dates back to 1947 as a scientific and educational society for the dissemination of scientific and political knowledge (Regulations, 1947). During the Soviet era, the 'Knowledge' Society promoted scientific and political knowledge among the population of the USSR (Bondar, 2019).

The leading activity of the 'Knowledge' Society during this period was the lecture propaganda of Marxist-Leninist ideology, the explanation of the domestic and foreign policy of the Soviet state among the population (Central State Archive of Supreme Authorities and Government of Ukraine, F.4618, des.1, 1947-1989). The Society paid great attention to the decisions of the congresses and plenums of the CPSU in its public and educational activities. At the same time, a significant number of lectures were devoted to the promotion of the achievements of Soviet and world science, in particular in pedagogy, psychology, economics, law, science, agriculture, mechanization, automation and more (Central State Archive of Public Associations of Ukraine, F1, des.30, c.3247).

At the same time, from the very beginning of its activity, the leading place among the lecture propaganda was occupied by adult education, which was a certain innovation in the classical teaching methods (Central State Archive of Public Associations of Ukraine, F1, des.30, c.3247).

Since 1990, the 'Knowledge' Society has dissociated itself from any party and state subordination, is an independent organization with a commercial structure and the pursuit of democratic principles of Ukraine's development (Archive of the Knowledge Society of Ukraine, 1990-2018).

### **METHODOLOGY**

The study used a general scientific method that facilitated the analysis, comparison, systematization of archival materials and scientific literature; historical

and pedagogical method – provides the development of the structure of the study, contributed to the justification of the content of non-formal adult education by the Society 'Knowledge'; comparative – was the basis for comparing the content of the organization of adult pedagogical education in the Soviet period (1949 – 1990) and the period of independent Ukraine (1991 – 2018).

It is provided a definition of traditions and innovations in the directions and content of adult pedagogical education during a certain period; terminological analysis, which provided the definition of basic concepts in accordance with the subject of research; prognostic, which made it possible to outline the prospects for using at the present stage the experience of the 'Knowledge' Society of Ukraine in the organization of adult education.

## RESULTS

The study of archival materials of the Central State Archive of the Supreme Authorities and the Government of Ukraine, the Archive of the 'Knowledge' Society of Ukraine and the State Archives of the Kharkiv region allows us to state the fact that the 'Knowledge' Society has experience in organizing adult pedagogical education from the very beginning. Ukraine. The organization of pedagogical education of adults by the 'Knowledge' Society can be divided into two periods: the Soviet period (1949–1990) and the period of independent Ukraine (1991 – present).

Thus, in 1949–1950, 'Lecture halls for parents' (32 lecture halls) and 'Schools for parents' in Ukraine were organized at secondary schools. There were also pedagogical radio lectures, parent conferences, question-and-answer evenings, and debates. In these lecture halls, schools and during the events there were active lecture activities among parents by teachers-lecturers on the topics of upbringing of preschool and school age children.

Topical topics were: healthy lifestyle, hygiene, physiology of children; the question of the responsibility of the pernicious example of adults in alcoholism, smoking; communist upbringing of children; promotion of working professions for school graduates, etc. In general, lecture pedagogical activity was carried out in industries, schools, clubs, parks, etc. (Central State Archive of Supreme Authorities and Government of Ukraine. F. 4618. des. 1).

At the same time, folk pedagogical universities became widespread. Their purpose was additional teacher training, which provided for a two-year program in pedagogy, which included topical issues of education, development of children in extracurricular activities, as well as the content, forms and methods of educational work (Koropatnyk, (2006).

Later, in the 1960s, the 'Schools of the Young Mother' were added to the above-mentioned areas of organization of pedagogical education of adults. These schools reveal the issues of education and development of preschool children. 2,300 such schools were opened. They worked at secondary schools, clubs, parks, which conducted scientific and educational propaganda on the issues of communist upbringing of children, their health and development. Also important topics were improving the quality and effectiveness of maternity and childhood care. Classes in these schools were conducted by teachers and doctors who had significant experience (Central State Archive of Supreme Authorities and Government of Ukraine. F. 4618. des.1).

Another separate area of pedagogical education was 'Women's Clubs'. Their appearance dates back to the late 1960s. These clubs worked on weekends, where women lecturers of the 'Knowledge' Society conducted scientific and educational pedagogical activities among working class women. The lectures raised the issues of responsibilities and tasks of women in the

family, the participation of father and mother in raising children, the role of women in society (Central State Archive of Supreme Authorities and Government of Ukraine. F. 4618. des.1).

Since the 1980s, the organization of adult pedagogical education by the 'Knowledge' Society has declined somewhat and acquired a predominantly journalistic character. There were separate columns in magazines, newspapers and brochures on pedagogical topics (Goncharenko, Kuserets, Nedolny, 1983; Ivashko, 1985; Levchuk, 2012).

As a result of the reorganization and 'decommunization' of the Society, in 1991, the above areas of pedagogical education of adults have declined and lost relevance (Archive of the Knowledge Society of Ukraine, 1990-2018). This fact is due to the fact that the activities of pedagogical areas of education closely bordered on the promotion of the socialist way of life and the education of all segments of the population in its spirit.

Instead, after the reorganization and determination of a democratic course of activity, the 'Knowledge' Society developed a new effective direction of adult education, launching a network of research and educational centers (REC), Pedagogical education also took a prominent place in their activities (Kuserets, 2018). The peculiarity of the REC, in particular the pedagogical direction, was the promotion of national ideas, the Ukrainian language, culture, science (Archive of the Knowledge Society of Ukraine, 1990-2018).

Thus, REC 'Ukrainian studies', 'Ukrainian Center for Spiritual Culture', 'Spiritual Revival of Ukraine 'Sophia of Kiev' have experience in pedagogical education of adults in the field of patriotic education, as well as providing educational services for retraining specialties, courses with the possibility of providing state certificates, as well as organizing seminars, conferences, webinars, thematic exhibitions, excursions,

etc (Archive of the Knowledge Society of Ukraine, 1990-2018).

Also, the Center for Translation and Language Studies and the Kyiv Planetarium are aimed at mental education and the formation of the worldview of adults (Archive of the Knowledge Society of Ukraine, 1990-2018).

A network of paid seminars, retraining courses for legal professionals, and legal education consulting services were established at the International Policy Center for Conflict Studies and Negotiations (Archive of the Knowledge Society of Ukraine, 1990-2018).

The main forms of work of scientific and educational centers on the basis of the Society 'Knowledge' were lectures, talks, consultations, thematic evenings, round tables, clubs, exhibitions, tours and more.

During the second period, the 'Knowledge' Society sought not only to use effective and efficient forms of information and educational needs of the population, but also developed new technologies for knowledge dissemination – telecommunications and computer networks, software. Thus, since 1999, the 'Knowledge' Society has developed software for the operation and provision of distance learning educational services.

Thus, on the basis of this software, in 2007 the Distance Learning System for Adults was launched. Providing the opportunity to use the following services: organization of the pedagogical process on its own server or the customer's server (creation and adjustment of the customer's individual interface); creation of distance courses, webinars on pedagogical issues; creation of video illustrations to educational materials with the use of video lectures by authors and teachers, fragments of documentaries and thematic TV programs; creation of Web-TV-channel of educational character; preparation for replication of distance learning courses on electronic media (Archive of the Knowledge Society of Ukraine, 1990-2018).

It should be noted that pedagogical education organized by the 'Knowledge' Society during the second period was carried out with the cooperation and support of state authorities and institutions (Presidential Administration, Ministry of Education and Science of Ukraine, Ministry of Internal Affairs of Ukraine, Ministry of Health, Ministry of Ecology, Ministry of Finance), Ministry of Fuel and Energy, Ministry of Transport, National Academy of Sciences of Ukraine, GS Skovoroda Institute of National Academy of Sciences of Ukraine, Taras Shevchenko National University of Kyiv, Vadym Hetman Kyiv University of Economics, Institute of State and Law of the Academy of Sciences of Ukraine, etc.). The 'Knowledge' Society also established cooperation with the countries of the European Union, the United Arab Emirates, and the United States on the organization of adult pedagogical education. In particular, in 2001–2005, the Coordinating Committee for Aid to Ukraine (USA) provided sponsorship assistance for the development of licensed programs in 'Ukrainoznavstvo' research and education center, and granted a state license to the Ministry of Education and Science of Ukraine.

The Scientific and Educational Center 'Ukrainoznavstvo' on the basis of the Society 'Knowledge' organized refresher courses for national staff in Ukrainian studies. Teachers of universities, technical schools and educators from different regions of the country improved their skills at these courses. The topics of the courses were devoted to current language issues and the history of Ukraine. Leading scientists were involved in the lectures, among them – I. Bilas, T. Hunchak, J. Kalakura, P. Kononenko, E. Sverstyuk, V. Sergiychuk, Y. Shapoval and others.

In the same years, the 'Knowledge' Society promoted the idea of mass continuing adult education. Training and production complexes were actively created at the regional and district levels. For example, in the city of Skole, Lviv region,

until 2001, the training and production complex 'Impulse' was created, in which students increased the level of knowledge of 25 modern professions and specialties, such as: investment manager, broker, image maker, realtor, broker, auditor, declarant, advertising agent, etc.

Within the second period, popular science literature became an important component in the organization of pedagogical education of adults, such as magazines: 'Knowledge and Work', 'Science and Society', 'Man and the World', 'Tribune', 'In the World of Mathematics'. 'Man and Law', 'World of Science', etc. There was close cooperation with the libraries of Ukraine, which took place in printed and electronic formats, in particular in the organization of book exhibitions, presentations of new publications, meetings with authors.

## DISCUSSION

In our opinion, public associations can serve as a platform for testing, implementing innovative methods and tools for organizing non-formal education. In particular, to promote the adaptation of education to the new realities of the XXI century, where non-formal education, as stated in the Memorandum of Continuing Education, is designed to become the main political program of civil society (A Memorandum on Lifelong Learning).

In our opinion, the 'Knowledge' Society is a positive example of the organization of non-formal education, namely in the implementation and development of the organization of pedagogical education of adults.

At the same time, we share the opinion of N. Terekhina (2014) that the development of adult education in the mid-twentieth century was due to political and economic realities: the revival of public education, the restoration of educational institutions, and the fight against illiteracy of the adult population.

However, in our opinion, the pedagogical education of adults, which was

organized by the Society 'Knowledge' in the middle – late twentieth century. Provides not only pedagogical education of adults in matters of education, children's education, organization of life, family relations, the role of man or woman in the Soviet system, but also had the characteristics of a platform for ideological propaganda.

According to O. Anishchenko (2016), in the 1990s non-formal education (lifelong learning) in Ukraine was introduced on the principle for the development of knowledge of society in a market economy, and in the third millennium is an urgent human need due to personal preferences, interests and capabilities; intellectual orientation; communicative orientation; typo-logical orientation; health-saving orientation related to the state of health of the individual' (Pukhovska, 2011) believes that non-formal education contributes to the unification of educational resources of the community and society, the formation of social partnership as a component of civil society.

We share these beliefs, as the data of our study show that in the late twentieth – early twentieth century. The 'Knowledge' Society itself became a full-fledged component of civil society, which introduced the multifaceted functions and tasks of non-formal adult pedagogical education and became one of its founders in the principles of formation and development. In particular, scientific and educational centers for educational services on the basis of the 'Knowledge' Society and the organization of distance learning became a good example.

Taking into account the experience of the 'Knowledge' Society, it can be argued that the public society is a link in the implementation of educational needs, in particular in distance learning, using modern educational technologies. Also taking into account the experience of the researched Society, we state that the public society is a platform and example for additional pedagogical education of adults,

retraining of specialists, organization of seminars, courses with a generally accepted document on education (certificate), as well as professional consultations and online webinars.

During the second period, the 'Knowledge' Society through sociopolitical transformations in the state freed itself from the role of propagandist of communist ideology and became a strategically important platform for forming the intellectual component of the new society, in particular through pedagogical education of adults.

### CONCLUSIONS

The study revealed that the organization of pedagogical education of adults by the Society 'Knowledge' during the second half of XX – early XXI century is divided into two periods: the Soviet (1949 – 1990) and the period of independent Ukraine (1991 – 2018). During the Soviet period, pedagogical education of adults was directed in the following areas: lectures and schools for parents, folk pedagogical universities, and schools for young mothers, women's clubs.

Pedagogical education in this period bordered on the propaganda of the socialist way of life. During the period of independent Ukraine, the characteristic feature of pedagogical education of adults was the focus on the development of democratic and national principles of Ukraine, such as: promotion of national ideas, the Ukrainian language, culture, patriotic, intellectual, education and formation of adult worldview.

During the second period, pedagogical education was organized mainly in scientific and educational centers. Also during this period there was an organization of distance education for adults. These studies can be taken into account when reforming education in Ukraine, in particular non-formal education.

Also, the distance form of education can be an example to follow and a means to

use in today's environment caused by COVID-19. Public-educational activity of the Society 'Knowledge' of Ukraine in the organization of pedagogical education of adults, promotes mass and accessibility of non-formal education in Ukraine. Promotes its globalization and intensification of international competition in the market of educational services; internationalization of educational space; is a platform for a wide

exchange of domestic and foreign professional experience, taking into account the needs of the labor market.

#### ACKNOWLEDGMENTS

The author expresses gratitude for the support from the Department of General Pedagogy and Higher School Pedagogy of H. S. Skovoroda Kharkiv National Pedagogical University, Ukraine.

**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

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### ДОСВІД ПЕДАГОГІЧНОЇ ОСВІТИ ДОРΟΣЛИХ У КОНТЕКСТІ НЕФОРМАЛЬНОЇ ОСВІТИ: ІСТОРИЧНИЙ АСПЕКТ

#### АНОТАЦІЯ / ABSTRACT (in Ukrainian):

Мета статті – вивчення організації педагогічної освіти дорослих Товариством «Знання» в Україні другої половини ХХ-початку ХХІ століття в контексті неформальної освіти. Методологію дослідження проведено на основі загальнонаукового, історико-педагогічного, термінологічного та прогностичного методів. Як результат у статті представлено досвід педагогічної освіти дорослих як позитивний так і негативний у контексті неформальної освіти. Виявлено і представлено тенденції, а також напрями і форми організації педагогічної освіти дорослих на прикладі Товариства 'Знання'. З'ясовано, що провідними напрямками педагогічної освіти цього Товариства в досліджуваний період була лекційна діяльність організована за різними формами. Зокрема, 'Лекторії та школи для батьків', де порушувалися теми виховання дітей дошкільного і шкільного віку. Діяли народні педагогічні університети для додаткової освіти вчителів із питань виховання дітей. Було відкрито мережу Шкіл молоді матері, де також порушувалися питання виховання й розвитку дітей дошкільного віку. Також було організовано 'Жіночі клуби', де проводилася науково-просвітницька педагогічна діяльність серед жінок. Започатковано мережу науково-просвітницьких центрів, діяльність яких спрямовувалася на надання

освітніх послуг, перекваліфікацію, отримання додаткової професії, проходження курсів, семінарів, екскурсій, виставок, дистанційних курсів та вебінарів тощо. Було розроблено програмне забезпечення для дистанційного навчання, яке використовувалося для системи дистанційного навчання дорослих, зокрема в освітній галузі. Висновки: організація педагогічної освіти дорослих Товариством «Знання» протягом другої половини ХХ – початку ХХІ століття поділяється на два періоди: радянський (1949 – 1990) та період незалежної України (1991 – 2018). Отриманий досвід може бути врахований при реформуванні освіти в Україні, зокрема неформальної.

**КЛЮЧОВІ СЛОВА:**

дистанційне навчання, додаткова професія, курси, навчання, неформальна освіта, освіта дорослих.

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**CITE THIS ARTICLE AS (APA style):**

Bondar, T. (2020). Experience of Adult Pedagogical Education in the Context of Non-Formal Education: Historical Aspect. *Educational Challenges*, 25(1), 21–30. <https://doi.org/10.34142/2709-7986.2020.25.1.02>

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<https://doi.org/10.34142/2709-7986.2020.25.1.03>


## DEVELOPING PHILOLOGY TEACHERS' INCLUSIVE COMPETENCE IN POSTGRADUATE EDUCATION

Received: 19 March 2020 / Accepted: 2 June 2020

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### ABSTRACT:

*This research focuses on the phenomenon of philology teachers' inclusive competence development as a part of their professional competence.*

*The **purpose** of the research is to substantiate scientifically the concept of inclusive competence development, to develop and experimentally test the system of philological disciplines teachers' inclusive competence development in the system of postgraduate education.*

*The following **methodology** tools were used as analysis, classification, and pedagogical experiment.*

*As a **result** of this study the pedagogical conditions for philological disciplines teachers' inclusive competence development were singled out and theoretically substantiated. The first, stimulation of motivation of philological disciplines teachers to professional activity in the conditions of inclusive educational environment. The second, updating the content of educational programs of advanced training courses for teachers of philological disciplines in view of the provisions of inclusive education. The third, combination of traditional and innovative forms and methods of teaching teachers of philological disciplines in postgraduate pedagogical education institutions for the implementation of inclusive education in general secondary education institutions. The last, involvement of language and literature teachers in team interaction with specialists of different profiles for the implementation of the tasks of inclusive education through these subjects in general secondary education institutions. It was experimentally proved that the introduction of the model of developing philological disciplines teachers' inclusive competence in postgraduate education helps to increase their motivation to teaching languages and literature in the context of inclusion, interest in teaching children with special educational needs together with peers in general secondary education, acquisition and application of inclusive knowledge, developing inclusive skills, as well as significantly affects the level of languages and literature teachers' professional competence in general.*

It was **concluded** that the prepared scientific and methodological support positively influences on the stimulation of the process of philological disciplines teachers' inclusive competence development.

**KEY WORDS:**

*Competence, Inclusive Competence, Inclusive Competence Development, Philology Teachers' Inclusive Competence, Postgraduate Education.*

**INTRODUCTION**

At the present stage of innovative development of education in Ukraine, the state outlines qualitatively new requirements for the teacher's personality, his professional activity. Among such requirements a special place is occupied by the teacher's implementation of the basic principles of state policy in the field of national education, namely: the priority of education, its democratization, humanization and humanitarianization, equal access to education, integrity, multiculturalism, changeable and open nature of education, indivisible training and education.

This requires a high level of education, culture, qualifications of teachers, whose professional activity is the basis for the transformation of Ukrainian society at both individual and social levels.

The implementation of these principles is fully facilitated by the implementation of the basic principles and ideas of inclusive education in general secondary education. Inclusive education has now become a global trend, which to some extent reflects the civilizational level of society in a country. Increasing the number of children with psychophysical development is a problem not only on the Ukrainian but also on a global scale.

Acquisition of high-quality general secondary education of such children is one of the main and integral conditions of their successful socialization, ensuring full participation in the life of society, self-realization in various types of professional and social activities.

However, the problem of teachers' unwillingness to work with children with special educational needs, psychological barriers and teachers' professional stereotypes is acute. In this aspect, the development of inclusive competence of teachers, in particular philological disciplines, as a component of their professional competence becomes especially important.

It is languages and literature that have great opportunities for the implementation of humanistic principles in mastering the educational material, forms and methods of preventive activities, for educating the spiritual needs of students, stimulating activity and self-development of the individual.

Given the new requirements for teachers in the modernization of education, the essential role in creating conditions for the development of inclusive competence of teachers of philological disciplines should be played by institutions of postgraduate pedagogical education.

There is no doubt about the need to develop inclusive teacher competence; it has been introduced only recently, so teachers-practitioners can master inclusive knowledge and skills in postgraduate education.

Due to this, the gap between the acquired professional training of philologists in higher education institutions, which does not involve the formation of inclusive knowledge and skills, and new requirements justified by the development of science and society, the need to develop inclusive competence of teachers in postgraduate education (Kazachiner, 2019).

Today in Ukraine there are prerequisites for theoretical and practical solution of the outlined problem, this is confirmed by thorough scientific works, which characterize the position of modern psychological and pedagogical science on the patterns of education of children with special educational needs and without them in works by T. Booth, A. Dakada, Zh. Milenovich, M. Rouse and others.

The problem of forming inclusive competence of teachers and people who work with children with psychophysical development has been the subject of scientific research by M. Barnes, R. Motschnig-Pitrik, A. Santos and others.

Various aspects of the training of teachers of philological specialties were studied by the authors of scientific and pedagogical research in works by G. Dudeney, N. Hockly, J. Loescher, R. Petkutė, J. Richards, M. Sprat and others.

The **purpose** of the research is to substantiate scientifically the concept of inclusive competence development, to develop and experimentally test the system of philological disciplines teachers' inclusive competence development in the system of postgraduate education.

### **THEORETICAL FRAMEWORK**

Since the worldwide paradigm has shifted from exclusive to inclusive education, the roles and responsibilities of regular education teachers have undergone a drastic change (Agbenyega, & Deku, 2011; Alhassan, 2012; Hornby, 2010; Naicker, 2009). Teachers are required to simultaneously meet the needs of typically developing children and those of their peers with special needs in regular classrooms (Allday, Neilsen-Gatti, & Hudson, 2013; Berry, 2010; Forlin, & Sin, 2010; Kim, & Rouse, 2011).

Consequently, inclusive education requires a unique set of competencies from teachers, which was traditionally not in their repertoire (Blanton et al., 2011; Chireshe, 2013; Oliver, & Reschly, 2010). Several

researchers (Agbenyega, & Deku, 2011; Florian, & Spratt, 2013; Forlin, 2010; Vaughn, & Bos, 2012; Westwood, 2008) and peak-bodies that are involved in the education of children with special needs (e.g., *The Council for Exceptional Children* [CEC]) expresses some key competencies which are necessary for effective instruction of children with special needs to benefit from education in regular classrooms.

Such competencies include the knowledge and skills of teaching strategies and approaches that meet the needs of all children in regular classrooms (Ainscow, & Goldrick, 2010; Florian, 2009; Forlin, & Sin, 2010; Hornby, 2010).

These skills enable teachers to plan flexible instruction and to recognize the reality of differences between and in children, while yet being able to adapt learning goals, content, and the environment to the needs of individuals and the whole class (Agbenyega, & Deku, 2011; Ainscow, & Goldrick, 2010; Florian, Young, & Rouse, 2010).

Consistent with this premise of pedagogical competencies, a common core of minimum fundamental knowledge and skills for entry into professional practice was developed and validated by the CEC.

These standards, which the CEC modified in 2012, include learner development and individual learning differences, learning environments, curricular content knowledge, assessment, instructional planning and strategies, professional learning and practice, and collaboration. Regular teachers require a certain level of proficiency in the skills in the CEC common core, although these skills may not be important for them (Kuyini, Yeboah, Das, Alhassan, & Mangope, 2016).

Similarly, other researchers reveal that important skills for teachers in inclusive classrooms include peer tutoring, cooperative learning, curricular modification and adaptation, mastery learning and applied behavior analysis, the use of classroom aids, instructional technology,

and support for children using other children (Mastropieri, & Scruggs, 2010; Oliver, & Reschly, 2010; Philpott et al., 2010). Studies also show that regular teachers need to utilize instructional strategies, such as individualized and adaptive instruction and activity-based learning, to facilitate teaching and learning of children with special needs (Apelgren, & Giertz, 2010; Friend, & Bursuck, 2012; Majoko, 2005).

Some scholars indicate that teachers need competencies in professional knowledge, assessment, instructional techniques, and behavior management to include children with disabilities in regular classrooms (Das, Kuyini, & Desai, 2013; He, & Cooper, 2011; Majoko, 2017).

Teachers furthermore need skills in instructional strategies, such as differentiated instruction, multilevel instruction, collaborative skills, co-teaching, and activity-based learning, to include children with special needs in regular classrooms (Apelgren, & Giertz, 2010; Sledge, & Pazy, 2013).

Strategies such as cooperative learning and peer tutoring have been found to result in improved child outcomes. For instance, peer tutoring has been established to increase opportunities to respond, enhance activity comprehension and minimize problem behaviors (Marchand-Martella, & Martella, 2002); improve child on-task behavior, mathematics performance, reading performance, and social interactions of children with disabilities in regular classrooms (Fuchs, Fuchs, & Burish, 2000).

Cooperative learning strategies have been established to improve intergroup relations, enhance learning, develop problem-solving skills, and improve social and academic skills of children with special needs in regular classrooms (Jenkins, Antil, Wayne, & Vadasy, 2003; Salend, 2001).

With respect to improvement of social skills because of cooperative learning interactions, the research showed increased frequency, duration, and quality of social interactions among children with disabilities

(Friend, & Bursuck, 2012; Jenkins et al., 2003).

Collaboration is also a key competency for teachers in inclusive education (Forlin, & Sin, 2010; Mastropieri, & Scruggs, 2010; Naicker, 2009). Teachers require, among other aptitudes, competence in collaboration that can harness their own problem-solving and creative thinking as they share ideas with peers, because children with special learning needs require a diversity of teaching approaches (Berry, 2010; Donnelly, & Watkins, 2011; Flecha, & Soler, 2013; Florian, 2012).

The scientists note that teaching and learning require effective teaching strategies that deviate from the individualized planning frame, which is associated with separate special education teaching, to an instruction that adapts learning goals and content, as well as learning environment, through an engagement with the entire class and by simultaneously recognizing differences of and in children (Ainscow, & Goldrick, 2010; Allday et al., 2013; Black-Hawkins, & Florian, 2012; Pantic, 2015).

Preparation of the modern teacher, able to implement inclusive education is extremely relevant and challenging for higher pedagogical school. It is a content-ideological, moral and spiritual training of professionals in the Humanities; the ability to work independently and creatively; it is advisable to choose and apply technologies which are appropriate for use with specific educational groups, whether children with physical and intellectual disabilities, children from different social groups live in the city or village.

Despite the fact that the willingness of teachers to implement inclusive education is considered in psychological and educational research as a key success factor in the formation an inclusive process, now in science there is no single approach to the definition of the above concepts.

Relevance of a comprehensive study of readiness of teachers to work in inclusive education is determined by the

requirements of social development and the importance of the teacher's role in the inclusion of children with disabilities in the development of educational activities.

In foreign studies teachers' readiness to work with children with disabilities mainly investigated to identify the teachers' attitudes towards inclusive education and the extent of its impact on the social interaction of students with special needs in the schools (De Boer, Pijl, Minnaert, Cagran, Schmidt et. al., 2011).

These studies generally show a negative attitude of teachers of secondary schools towards inclusive education, the presence of which, in large part, due to the lack of knowledge about the personal characteristics of teachers of children with disabilities and the lack of special skills for their training.

The social order of society to prepare teachers to work in inclusive education, the need to include children with disabilities in the development of a comprehensive school environment and the lack of qualified teachers for inclusive education led to the emergence of large number of scientific studies on the identification of the impact of programs of training of teachers in higher education institutions, their willingness to implement inclusive education in works by C. Forlin, C. Dhambers, S. Pijl, L. Florian, H. Linklater, M. Zalizan, E. Samartseva, Y. Shumilovskaya, N. Bystrov and others.

Much of today's research focuses on the identification of the list of competencies and skills that are essential to future teachers to work with children with disabilities development. In this case, the basic qualities of the teacher working with children with disabilities, found empathy in works by E. O'Corman, Sh. Drudy, P. Agavelyan, E. Ryazanov, and others; teaching optimism, humanity in works by E. Hoffman, M. Nazarova, E. Seguin; love for children in works by E. Grachev, L. Serbin; patience in works by R. Agavelyan, E. Grachev, J. Demoreel, P. Kovalevsky, L. Orsha; the activity of the teacher, in

collaboration with a child with disabilities development in works by R. Agavelyan, I. Sergeev and others in the research stated the need to create a culture of spiritual teachers and professional personal readiness (Movkebaieva, 2013, 549-550).

Considering the teacher as the most important factor of inclusive education process, he has obligation to create appropriate and stimulating environment for learning. In dealing with professional demands on creating opportunities for easily SEN students learning, teacher has to possess specific professional and personal competences.

Personal competences could be observed through the attitudes and motivation for teaching SEN students in regular schools settings and professional competencies through the SEN student characteristic knowing, recognizing abilities for and ways of learning (Bukvić, 2014, 1586-1587).

Based on the analysis of definitions of inclusive competence, we interpreted the inclusive competence of philology teacher as an integrative-personal unity, which determines the ability to perform professional functions in the organization of language and literature education of children with special educational needs together with peers in general secondary education (Kazachiner, 2018).

This competence should be manifested in the knowledge, skills, abilities and personal qualities of a teacher of philological disciplines in relation to:

- education of general culture of schoolchildren, ensuring their awareness of the history and cultural heritage of their national community and the Ukrainian people in the global context;
- instilling in children love for the Motherland; a desire to master different languages; an interest in folk traditions, customs, rituals, oral folk art and the work of poets and prose writers from around the world;

- forming the students' tolerance and respect for people of different nationalities, as well as for people who have different features of psychophysical development;
- forming communication culture, speech behavior; taking into account the peculiarities of language and speech material acquisition by children with different special educational needs in comparison with students of typical development;
- identification, correction and prevention of possible difficulties in learning, as well as adaptation and modification of educational materials in languages and literature;
- application of forms, means, methods and techniques, diagnostic and corrective methods of children's speech development;
- formation and development of students' ability to express evaluative judgments in the process of perception the artistic texts.

Effective philological disciplines teachers' inclusive competence development in postgraduate education is possible in the presence of the following pedagogical conditions:

- 1) stimulation of motivation of philology teachers to professional activity in the conditions of inclusive educational environment;
- 2) updating the content of educational programs of advanced training courses for teachers of philological disciplines in view of the inclusive education's provisions;
- 3) a combination of traditional and innovative forms and methods of training philology teachers in institutions of postgraduate pedagogical education for the implementation of inclusive education in general secondary education;
- 4) involvement languages and literature teachers in team interaction with specialists of different profiles for the implementation of the tasks of inclusive

education through these subjects in general secondary education institutions.

### METHODOLOGY

The general hypothesis of the study is based on the assumption that the process of philological disciplines teachers' inclusive competence development in postgraduate education will be effective and manageable under the conditions of introduction in modern theoretical, methodological and conceptual bases; author's model of the system, pedagogical conditions of philological disciplines teachers' inclusive competence development in postgraduate pedagogical education institutions.

To test the research hypothesis, 400 teachers of Ukrainian language and literature, foreign literature and Russian, and the foreign (English) language were involved in the pedagogical experiment.

The work was carried out during 2013-2018 on the basis of postgraduate pedagogical education institutions (Municipal Institution "Kirovohrad Regional Institute of Postgraduate Pedagogical Education named after Vasyl Sukhomlynsky", "Vinnytsia Academy of Continuing Education", "Dnipropetrovsk Regional Institute of Postgraduate Pedagogical Education", Poltava Regional Institute of Postgraduate Pedagogical Education named after V. Ostrogradsky, Odesa Regional Institute for Teacher Training), general secondary schools (Kharkiv gymnasium № 86, secondary school № 38, Kharkiv) and higher education institution (H.S. Skovoroda Kharkiv National Pedagogical University) in three experimental groups.

In group E1 (100 teachers) philological disciplines teachers' inclusive competence development took place only during the traditional training in full-time form.

In group E2 (150 people) teachers were acquainted with the basic theoretical knowledge on inclusive education, the conditions for teachers to acquire inclusive skills, including reflective were created.

In group E<sub>3</sub> (150 teachers) during lectures, practical, seminar classes, pedagogical practice, participation in a thematic special course (full-time form of study), seminars, master classes, “round tables”, webinars, workshops, etc. (correspondence-distance form of study), intercourse period) teachers are fully provided with theoretical knowledge, practical skills (including reflexive), as well as personal qualities necessary for teaching students languages and literature in inclusion conditions.

The educational and methodological support for philological disciplines teachers' inclusive competence development in postgraduate education was prepared and implemented (Kazachiner, 2020): educational and methodical manual “Inclusive competence of foreign language teachers”, author's thematic special courses “Inclusive educational approach in teaching foreign languages”, “Pedagogical support of schoolchildren in foreign pedagogy”, “Author's methods of teaching foreign languages”, “Teaching a foreign language in primary school”, “Preparation of secondary school graduates for external independent assessment in English”); educational publications (“Motivation of students' learning activities at the foreign language lessons”, “Teaching a second foreign language from the 5th grade”, “Didactic games at the English lessons”; as well as “Using test technologies at the English lessons”, “Organization of work in the summer language camp”, “Developing students' phonetic and phonemic hearing at the English lessons”, “Inclusive approach to teaching a foreign language”, “Teaching English to gifted students”, “Innovative pedagogical technologies in teaching a foreign language”, “Improving the quality of English lessons: primary school”; and also “All English lessons in a Kindergarten”, “All English lessons. 5th grade”, “All English lessons. 6th grade”, “Fairy Tale English lessons in primary school”), methodical recommendations “Diagnosis, correction

and prevention of students' difficulties in learning a foreign language”.

Such diagnostic tools as author's questionnaires were worked out: “Attitudes towards inclusive education”, “Research of attitudes towards children with mental and physical disabilities”, “Questionnaire for studying the values of a philologist”, “Modern inclusive school teacher through the eyes of students, colleagues and parents”.

The questionnaire for assessing the knowledge and skills of philology teachers in teaching languages and literature in the context of inclusion, diagnostic map of pedagogical assessment and self-assessment of philology teachers' readiness for self-development in the direction of inclusive education, a diagnostic map of methodical preparation of philological disciplines teachers for teaching students languages and literature on the basis of inclusion, adapted version of the method “Incomplete sentence” offered by N. Samsonova were applied as well.

## RESULTS

At the *ascertaining stage* of the experiment the state of philological disciplines teachers' inclusive competence development in pedagogical theory and practice is studied.

At the *ascertaining stage* of the pedagogical experiment, 15 teachers (15%) had a high level of inclusive competence in the experimental group E<sub>1</sub>, 25 teachers (16.7%) in the E<sub>2</sub> group, and 30 teachers (20%) in the E<sub>3</sub> group; 31 teachers (31%) had a sufficient level in the experimental group E<sub>1</sub>, 48 teachers (32%) in the E<sub>2</sub> group, and 43 teachers (28.3%) in the E<sub>3</sub> group; 38 teachers had an average level in the E<sub>1</sub> experimental group (38%), 48 teachers in the E<sub>2</sub> group (32%), 53 teachers in the E<sub>3</sub> group (35.3%), 16 teachers had a low level in the E<sub>1</sub> experimental group), in group E<sub>2</sub> – 29 teachers (19.3%), in group E<sub>3</sub> – 24 teachers (16%).

The *formative stage* of the pedagogical experiment was aimed at introducing into the educational process of postgraduate, general secondary and higher education institutions an experimental model of the system of philological disciplines teachers' inclusive competence development.

Conducting lectures in the experimental groups E<sub>1</sub>, E<sub>2</sub>, E<sub>3</sub> made the teachers familiar with the content of the current educational program of advanced training courses "Inclusive education: problems and prospects of teaching English to children with special needs".

During the presentation of the topic "Peculiarities of teaching students who have difficulties in learning a foreign language", the teachers were introduced to the various causes of learning difficulties, classifications of types of difficulties in learning a foreign language, as well as measures to prevent their occurrence.

Lectures aimed at acquainting philological disciplines teachers with the tasks of national-patriotic education at the language and literature lessons, which included the presentation and analysis of activities and tasks aimed at implementing the tasks of civic, family, multicultural education of students, as well as acquainting them with culture and customs, the traditions of the country whose language is being studied.

During the processing of the material on the use of health-saving technologies proposed for distance learning, teachers received information about the types and approaches to their use in the educational process of teaching languages and literature.

During the organization of *seminars*, teachers were recommended educational videos (fragments of the international forum "Learning to live together" in November 16, 2017, in Kharkiv, "Short version of the film "Inclusion", "11 most unusual children in the world", "Not how we think. How people with Down syndrome live", materials of distance courses.

They are "Education For All: Disability, Diversity and Inclusion", "Dyslexia and Foreign language Teaching", "The Right to Education", "Teaching for Success: Learning and Learners", "Teaching for Success: Lessons and Teaching", "Teaching for Success: The Classroom and the world"), which were about different children with psychophysical development, as well as forms, methods and techniques used in working with them.

The teachers had the opportunity to share their own experience of working with special children. Thanks to the use of "microphone" and "brainstorming" technologies, forms, methods and techniques suitable for working with different categories of children with special educational needs have been selected.

The teachers also watched episodes from the film "Stars on Earth" in India, in 2007, the content of which was to highlight the features of working with a dyslexic child. After viewing the fragments, a discussion in groups of what was seen was organized.

*Practical classes* in the experimental groups E<sub>1</sub>, E<sub>2</sub>, E<sub>3</sub> were organically linked with topics related to the didactics of modern quality language and literature lessons. In addition to general questions, the teachers focused on the need to consider the presence of different categories of children with special educational needs in the classroom when planning, conducting, analyzing, and self-analyzing a lesson.

Accordingly, the teachers were offered to watch videos of language and literature lessons in inclusive classrooms. The teachers outlined the effective forms, methods and techniques used by their colleagues in teaching students with special needs, observed the work of assistants in the classroom.

A separate stage of the practical classes was the involvement of students in the working out fragments of language and literature lessons, taking into consideration the presence of children with special educational needs in the classroom.

The *thematic special course* “Teaching students languages and literature in inclusive educational environment” was offered to teachers of languages and literature of experimental groups E2 and E3. The special course was aimed at expanding and deepening the knowledge acquired during lectures, seminars and practical classes.

The program of this special course provided teachers with knowledge of the main trends in the process of teaching philological disciplines in an inclusive educational environment, as well as mastering skills: to plan language and literature lessons and their fragments on the basis of inclusion, involving art therapy and game techniques; to adapt the teaching material of language and literature lessons depending on the specifics of teaching children with special educational needs together with students of typical development.

In addition, *periodic regional and district educational and methodological seminars* for teachers of Ukrainian language and literature, foreign literature and Russian, foreign (English and German) languages “Teaching students languages and literature in an inclusive educational environment” were provided. The purpose of the seminars was to outline the priority tasks and areas of activity of philology teachers in teaching children with special educational needs in an inclusive educational environment.

During *the pedagogical practice* the teachers had the opportunity to view and analyze video lessons of Ukrainian language and literature, foreign literature and Russian language, foreign (English) language in inclusive classrooms using observation matrices; to plan fragments of lessons applying inclusive pedagogical technologies, and examine textbooks on positions of realization in them of tasks of inclusive education concerning teaching philological disciplines.

*The round tables* were aimed at discussing topical issues related to the organization of the implementation of inclusion ideas in the practice of general secondary education. This form of education is realized during the work of the temporary creative team “Teacher’s Roadmap for Inclusive Education”. The teachers of the experimental groups E2 and E3 took part in the work of the temporary creative team.

*Workshops and trainings* “Diagnostic and corrective methods of children’s speech development”, “Children’s books about children with disabilities”, “Inclusive practices in teaching languages and literature”, etc. were also held with the involvement of employees of the specialized center for children with special needs “Lado” in Kharkiv, Ukraine in the experimental groups E2 and E3.

*The brain-ring* “Development of language and literature teachers’ professional competence” was organized, usually as a result of teaching at advanced training courses in the experimental groups E2 and E3. The game consisted of 5 rounds: 1<sup>st</sup> round – “Pedagogical Dictionary”, 2<sup>nd</sup> round – “Experts in Pedagogy”, 3<sup>rd</sup> round – captains’ competition, 4<sup>th</sup> round – crossword puzzle “Teaching languages and literature”, 5<sup>th</sup> round – “Associations”. Each round necessarily included questions and tasks related to the specifics of inclusive education.

*Directed development of personal qualities* occurred in the experimental group E3. During the classes concerning to teachers’ acquaintance with the technologies of inclusive education, as well as the system of working with students who have difficulty in learning languages and literature, the teachers were invited to outline and discuss the ways of solving pedagogical situations that contributed to development of such qualities as kindness, tolerance, tact, humanity, responsibility, love for children, attentiveness, sociability, tolerance, empathy, patience, pedagogical optimism, pedagogical tact, demanding essence,

principledness, artistry, sense of humor, observation, endurance, organizational skills, etc.

At the control stage of the experiment, the initial diagnosis of teachers' inclusive competence development was conducted.

At the control stage of the pedagogical experiment, 16 teachers (16%) had a high level of inclusive competence in the experimental group E1, 30 teachers (20%) in the E2 group, 40 teachers (26.7%) in the E3 group, and a sufficient level in the experimental group. E1 had 38 teachers (38%), in group E2 – 71 teachers (47.3%), in

group E3 – 85 teachers (56.7%), the average level in the experimental group E1 had 35 teachers (35%), group E2 – 31 teachers (20.7%), in group E3 – 20 teachers (13.3%), 11 teachers (11%), in the experimental group E1, in group E2 – 18 teachers (12%), in group E3 – 5 teachers (3.3%) had a low level.

The probability and reliability of the study results were determined according to the levels (high, sufficient, average, low) using the Pearson test  $\chi^2$ . The dynamics of philological disciplines teachers of the experimental groups E1, E2, E3 inclusive competence development is given in Fig. 1.

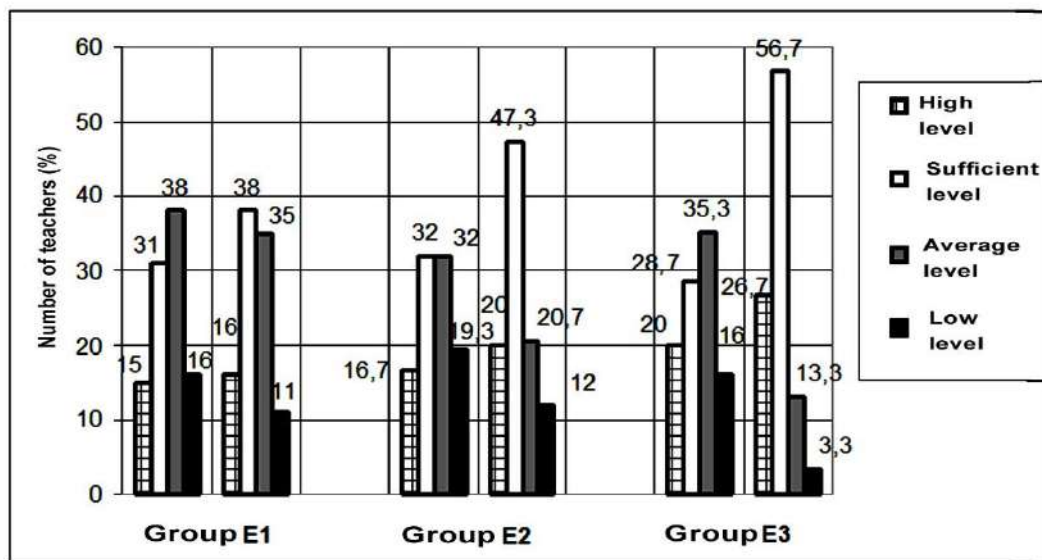


Fig. 1. The dynamics of philological disciplines teachers' inclusive competence development in the postgraduate education at the pedagogical experiment's ascertaining and control stages

Thus, it is experimentally proved that the introduction of the model of philology teachers' inclusive competence in postgraduate education helps to increase their motivation to teaching languages and literature in conditions of inclusion; increase interest in teaching children with special educational needs together with peers in general secondary education classes; acquisition and application of inclusive knowledge; development of inclusive skills, as well as significantly affects the level of languages and literature teachers' professional competence in general.

## DISCUSSION

Currently in Ukraine there is a network of secondary schools, which create certain conditions for inclusive education for people with special educational needs and without them, and, accordingly, there are requirements for training in higher education and retraining in postgraduate education to perform a set of tasks of inclusive education, upbringing and correction of student development.

However, certified subject teachers, referring to all the directives addressed to school administrations by state institutions, do not have the appropriate level of inclusive competence. Given this, the

urgency of the problem is relevant and timely.

The implementation of the obtained results into the practice of education institutions convinces that they have theoretical value and real practical significance.

In addition to the fact that 400 teachers of Ukrainian language and literature, foreign literature and foreign language were involved in the pedagogical experiment to test the research hypothesis, it took place on the basis of 5 institutions of postgraduate pedagogical education, 3 institutions of general secondary and higher education in three experimental groups without the so-called, control group.

And it is the last two features that are, in our opinion, particularly attractive because they make it possible to track the effectiveness of the author's idea in three possible variations and confirm the correctness of the experiment.

### CONCLUSIONS

The generalization of the results of the theoretical research and the experimental work made it possible to formulate conclusions. The study of the peculiarities of the organization of inclusive education in general secondary education shows that its content is to ensure equal access to education in general secondary education and its acquisition by every child; recognition that every child is capable of learning; emphasizing the need to familiarize society with appropriate conditions for this.

However, in modern general secondary education institutions, the problem of teachers' unwillingness to work with children with special educational needs, psychological barriers and stereotypes of professional activity that hinder the effective implementation of inclusive education is acute. In addition, the issue of developing inclusive competence of teachers of philological disciplines in the system of

postgraduate education has not yet been the subject of special study.

Despite the positive experience in the development of inclusive teacher competence, accumulated in different countries around the world, the implementation of this process in our country has many problems.

Inclusive competence of teachers of philological disciplines is an integrative-personal unity, which determines the ability to perform professional functions in the process of organizing language and literature education of children with special educational needs together with peers of typical development in general secondary education.

The following pedagogical conditions for philological disciplines teachers' inclusive competence development were singled out and theoretically substantiated: activation of motivation of teachers of philological disciplines to professional activity in the conditions of inclusive educational environment; updating the content of educational programs of advanced training courses for teachers of philological disciplines in view of the provisions of inclusive education.

As well as combination of traditional and innovative forms and methods of teaching the teachers of philological disciplines in postgraduate pedagogical education institutions for the implementation of inclusive education in general secondary education institutions; involvement of language and literature teachers in team interaction with specialists of different profiles for the implementation of the tasks of inclusive education through these subjects in general secondary education institutions.

Educational and methodological support for the development of inclusive competence of teachers of philological disciplines in postgraduate education was prepared and implemented: author's thematic special courses, educational and methodical manuals, educational

publications, methodical recommendations and diagnostic tools for testing the research hypothesis.

The effectiveness of the author's model of the system of philological disciplines teachers' inclusive competence development in postgraduate education has been experimentally proved: in the experimental group E1: high level – increase +1%, sufficient level – +7%, average level – 3%, low level – 5%; in the experimental group E2: high level – increase +3.3%, sufficient level – +15.3%, average level – 11.3%, low level – 7.3%; in the experimental group E3: high level – increase +6.7%, sufficient level – +28%, average level – 22%, low level – 12.7%.

Thus, the study confirmed the hypothesis that the process of philological disciplines teachers' inclusive competence development in postgraduate education will be effective and manageable under the conditions of implementation into the educational process of postgraduate pedagogical education institutions: modern theoretical, methodological, conceptual foundations; author's model of the system, pedagogical conditions for philological

disciplines teachers' inclusive competence development. The positive influence of the prepared scientific and methodological support on the stimulation the process philological disciplines teachers' inclusive competence development is revealed.

All this serves as a basis for the conclusion that the goals of scientific research have been achieved, the outlined tasks have been completed.

The study does not cover all aspects of the declared issue. Promising for further study can be the problems of ensuring the developing the inclusive competence of teachers of all categories in vocational and postgraduate education, working out and implementation of scientific and educational support of this process taking into consideration the specifics of professional activities of teachers and subjects of social sciences, physics, mathematics, chemistry, biological and other profiles; working out and implementation of diagnostic and analytical tools for assessing the levels of teachers of various specialties' inclusive competence development in vocational and postgraduate education.

**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

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**РОЗВИТОК ІНКЛЮЗИВНОЇ КОМПЕТЕНТНОСТІ ВЧИТЕЛІВ ФІЛОЛОГІЧНИХ  
ДИСЦИПЛІН У ПІСЛЯДИПЛОМНІЙ ОСВІТІ**

**АНОТАЦІЯ / ABSTRACT (in Ukrainian):**

Роботу присвячено дослідженню феномену інклюзивної компетентності вчителів філологічних дисциплін як складника їхньої професійної компетентності. Мета дослідження полягає в науковому обґрунтуванні

концепції розвитку інклюзивної компетентності, розробленні й експериментальній перевірці системи розвитку інклюзивної компетентності вчителів філологічних дисциплін у системі післядипломної освіти. Використовувались такі засоби методології: аналіз, класифікація, педагогічний експеримент. Результати дослідження: виокремлено й теоретично обґрунтовано такі педагогічні умови розвитку інклюзивної компетентності вчителів філологічних дисциплін: активізація мотивації вчителів філологічних дисциплін до професійної діяльності в умовах інклюзивного освітнього середовища; оновлення змісту освітніх програм курсів підвищення кваліфікації вчителів філологічних дисциплін з огляду на положення інклюзивного навчання; поєднання традиційних та інноваційних форм і методів навчання вчителів філологічних дисциплін у закладах післядипломної педагогічної освіти щодо реалізації інклюзивного навчання в закладах загальної середньої освіти; залучення вчителів мов і літератури до командної взаємодії з фахівцями різного профілю для реалізації завдань інклюзивного навчання засобами цих предметів у закладах загальної середньої освіти. Було експериментально доведено, що впровадження моделі системи розвитку інклюзивної компетентності вчителів філологічних дисциплін у післядипломній освіті сприяє підвищенню рівня їхньої мотивації до навчання мов і літератури в умовах інклюзії, інтересу до навчання дітей із особливими освітніми потребами разом із однолітками типового розвитку в класах закладів загальної середньої освіти, набуттю та застосуванню інклюзивних знань, розвитку інклюзивних умінь, а також суттєво впливає на підвищення рівня професійної компетентності вчителів мов і літератури в цілому. Висновок: виявлено позитивний вплив підготовленого науково-методичного супроводу на стимулювання процесу розвитку інклюзивної компетентності учителів філологічних дисциплін.

**КЛЮЧОВІ СЛОВА:**

інклюзивна компетентність, інклюзивна компетентність учителів філологічних дисциплін, компетентність, післядипломна освіта, розвиток інклюзивної компетентності.

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**CITE THIS ARTICLE AS (APA style):**

Kazachiner, O. (2020). Developing Philology Teachers' Inclusive Competence in Postgraduate Education. *Educational Challenges*, 25(1), 31–45. <https://doi.org/10.34142/2709-7986.2020.25.1.03>

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<https://doi.org/10.34142/2709-7986.2020.25.1.04>

## IMPLEMENTATION OF DISTANCE LEARNING IN UKRAINE

Received: 1 June 2020 / Accepted: 2 July 2020

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### ABSTRACT:

The pandemic has put the higher education of Ukraine to new challenges. The **objectives** of the article are to describe implementation of distance learning in Ukraine, illustrate the personal learning systems and their levels, provide practical examples of content of personal learning systems.

**Theoretical and methodological base** of the research of distance learning consists of activity approach that is grounded on the psychological theory of activity and the concept of personally oriented learning, directed at formation and development of students' subjectivity, with due regard to their individual abilities.

**Results** are the following. Studying during the lockdown has essentially speeded the implementation of various forms and technologies of distance education, actualised the tasks to modernise its organisation, search for efficient methods of managing the process of studying, has provoked the necessity for teachers to improve their level of mastering information and communication technologies.

The concept of development of distance education in Ukraine has emphasised that it creates conditions for realisation of the system of continuous "life-long learning" and provides individualisation of studying by mass education. Meanwhile this organisation should be built as a pedagogical system that consists of the elements (goals, principles, content, methods and forms of the educational activity) and is realised by information and communication technologies. In S. Kuznets Kharkiv National University of Economics distance learning is supported by PNS

(personal learning systems) that consist of content, interactive and autonomous levels. The content of the given levels is characterised and supported by practical examples.

**Conclusion:** implementation of distance learning in such a form enables renewal of content, forms and methods of studies according to current demands of the society in innovative development; individualisation of the educational process with due regard to demands of those who study as well as optimisation of the whole educational process.

**KEY WORDS:**

*Distance Learning, Higher Education, Life-Long Learning, Methods of Studying.*

**INTRODUCTION**

The quarantine period has introduced significant changes into students' studying and teachers' work. The situation of the pandemic COVID-19 has appeared to be a challenge because of a sudden and forced transition to "WORK FROM HOME" regime that has provoked re-organising and re-structuring the educational process. Thus, both teachers and students of local as well as foreign educational institutions have faced the necessity to adapt to new forms of studying and teaching, moreover in very short terms. The lack of social activity has implied additional psychological burden and stress for students. They have to work longer hours on their own; lectures, practical classes and consultations have been changed by webinars, on-line conferences etc.

So, the pandemic has put the higher education of Ukraine to new challenges. Studying during the quarantine has essentially speeded the implementation of various forms and technologies of distance education, has actualised the tasks to modernise its organisation, search for efficient methods of managing the process of studying, has provoked the necessity for teachers to improve their level of mastering information and communication technologies.

The purpose of the article is to describe implementation of distance learning in Ukraine, illustrate the studying base and its

levels, provide practical examples of certain culture-specific information.

**THEORETICAL FRAMEWORK**

In the concept of development of distance education in Ukraine it is emphasised that distance learning creates conditions for realisation of the system of continuous "life-long learning" and provides individualisation of studying by mass education.

Information and communication technologies should not be perceived as the ultimate goal but rather as solution on the way to reduce barriers and increase communication (Bozkurt, 2014). Among the advantages of computer technologies applied in the classroom are: self-paced instructions; text, graphics, audio and video materials; high levels of interactivity; written records of discussions and instructions; inexpensiveness and world-wide access; increase in diversity of students; greater collaboration (Jonassen, 2011; Moore, 2003; Traxler, 2018). Thus, distance learning opens new possibilities and ways for training the youth. They concern enlargement of access to all levels of education, realisation of possibilities of its obtaining for a large amount of young people, including those who cannot study at higher educational institutions by traditional forms due to lack of financial or physical abilities, professional engagement, remoteness from big cities, prestigious educational institutions etc,

provided by cloud computing, in particular (Holubnycha L., Kostikova I., Kravchenko H., Simonok V., Serheieva H., 2019). Moreover, such a form of education requires renewal of the content of studies and methods of teaching subjects and enlarging knowledge (Concept of Development of Distance Education in Ukraine, 2000).

Distance learning presupposes a new organisation of the educational process where teachers and students interact remotely. Meanwhile, this organisation should be built as a pedagogical system that consists of the elements (goals, principles, content, methods and forms of the educational activity) and is realised by information and communication technologies.

Distance educational resources enable direct communication of students with a teacher (online), continuous quality control of mastered knowledge, realisation of the individual approach in studies, adaptation of the educational material to a personal learning rate of each student. Studies can take place at any comfortable time that gives the possibility to combine it with work, doing tasks by individual schedule and timetable, which is the most convenient for all participants of the educational process.

### **METHODOLOGY**

Theoretical and methodological base of distance learning consists of activity approach that is grounded on the psychological theory of activity (L. Vygotskyi, O. Leontiev, S. Rubinstein and others) and the concept of personally oriented learning (Y. Bondarevska, I. Bekh, I. Ziaziun, I. Yakimanska and others), focused on formation and development of students' subjectivity, with due regard to their individual abilities.

Scientists have proved that quality increase in individual educational activity influences directly the professional self-development of a future specialist. Intensification of its role in modern conditions assumes re-considering of approaches to its organisation and

management, generating new forms of communication between a teacher and students. They have to provide psychological and pedagogical conditions in order to form scholastic skills, the flair for self-education, skills to apply knowledge in a creative way in the process of self-realisation in the professional activity and permanent adaptation to changing conditions of the modern world.

Self-organisation always implies active position of a personality as a subject of their activity. To I. Zymniaia's point of view, an individual work of a student who is a subject of the educational activity means aim-directed, inwardly motivated, structured by a subject activity, that consists of acts of its implementation and correction concerning the process and result. In the scientist's opinion, unsupervised work demands from those who study a high level of self-consciousness, reflexiveness, self-discipline, responsibility; it has to bring pleasure for a student from the process of self-perfection and self-actualisation. So, in such a determination, the most crucial are psychological determinants of individual work: self-regulation, self-actualisation, self-organisation, self-control etc. I. Zymniaia considers the individual work to be a specific type of the educational activity, the highest form of self-education (Zymniaia, 2003).

In that respect the case is about the urgency of acquiring by students a self-educational competence that according to S. Bodnar's research is a qualitative characteristic of a personality. It provides for understanding the necessity of professional and personal self-development, formation of the ability for individual organisation of cognitive and research activity aiming at improvement of professional knowledge and acquisition of skills and habits concerning practical application in the sphere of professional activity. Self-educational competence creates grounds for flexible reaction to social and economic transformations in the society and increase

in a personal level of competitive ability at Ukrainian and foreign labour markets (Bodnar, 2014).

The scientists' works (Bykov, Kukharenko, Syrotenko, 2008; Stephanenko, 2008) deal with the basic principles of the system of distance learning: flexibility, modularity, responsiveness, adaptability, consistency, creativity and transparency. It is based on mostly individual obtaining of the necessary amount and quality of knowledge, and presupposes combination of a wide range of traditional and innovative information technologies. The use of these technologies allows students to form skills and habits which will further determine a person's success in any sphere of his activity. Among them, there are:

- skills to plan activity on one's own;
- skills to take decisions, make a choice and be responsible for it;
- skills to work in information space (select the necessary information, structure and apply it to make decisions in a certain situation);
- skills to present the results of activity using the information technologies;
- habits of self-education.

## RESULTS

Due to implementation of quarantine, the period of distance learning has set in the whole world. S. Kuznets Kharkiv National University of Economics, Ukraine (S. Kuznets KhNUE) has not been an exception either. Its distance learning is supported by PNS (personal learning systems) placed on the platform MOODLE. PNS was created in 2009 with the aim to monitor and coordinate students' work, provide qualitative content of the educational environment, equal access of participants of the educational environment to qualitative educational and methodical materials (notwithstanding their place of living and form of studying), creating conditions for personalisation of studying. Its resources presuppose blended learning (both on-line and off-line).

PNS consists of three levels: content, interactive, autonomous.

The content level is characterised by filling the course with the educational materials, available for a mixed form of studying, structuring the educational material etc.

Let us consider the course "Professional Foreign Language". As cross-cultural competence creates the basis for mutual understanding being a part of our daily lives, the course is considered through the perspective of cross-cultural communication (Kolbina, Oleksenko, Tsyypina, Yevdokimova-Lysohor, 2019).

The aim of the course is to form students' ability to communicate efficiently both in written and oral forms, skills to apply a foreign language in various types of professional activity within the topics stipulated by professional requirements, in particular the ability to extract the necessary information from a foreign source.

In this type of PNS level students and teachers are divided by space and time, that allows them concentrate on the content form of a written text.

Thus students can use content pages and reference books to organise study resources effectively and develop their individual study plans.

At this level students get aware of the fact that though professional communication between representatives of different cultures is realised by general "laws", it has its own peculiarities. Foremost students learn that each national culture accumulates its own ways of activity, attitudes between people embodied in certain habits, traditions, rituals, behaviour and communication. Thus to find their bearing in a multicultural world students familiarise themselves with a system of categories which reflect a person's attitude to the surrounding world, manifestations of time (past – present –future, synchronism – sequence of acts), way of living (active – passive), space (private – official sphere), attitudes (competition – cooperation), etc.

For example time perception differs from culture to culture.

In monochromic cultures (countries of Western Europe, the USA, Canada etc) time is considered to be a limited resource (it goes fast, ends soon and is considered to be irreversible). So the time is valued highly that results in people's accuracy, their habits to plan all types of activity, focus on the result and efficient work, following agreements and terms. Representatives of the monochromic cultures demand the same from their partners.

In polychronic cultures (countries of Latin America, Middle East, the majority of post-Soviet republics etc) time is referred to as an unlimited resource that can be used as one pleases. It leads to people's doing several acts simultaneously, not always finishing the things which are planned, refocusing the activity, being late, changing the dates of meetings, being irresponsible, etc. Representatives of such cultures value personal relations higher than the set plan of actions.

The interactive level of personal learning systems presupposes adding interactive elements of communication, such as semi-automatic assessment of the completed tasks, testing online, in-coming and out-coming questionnaires, efficient application of communication tools, current control of students' performance.

This PNS level plays a significant role in studying professional foreign language, as formation of skills of professional communication in a written form is mostly wide-spread, such as business correspondence and documentation. At this level students perceive that written texts unlike oral ones are more substantive in juridical terms. They are distinguished by consistency and accuracy of utterances. In the process of composing written messages students have time to think over sentences, sort out the appropriate words, grammar constructions etc.

At the interactive level students are proposed to analyse certain cultural

blunders illustrating how crucial cultural awareness is in international business today. The examples of cultural blunders are as follows:

1. The agreement between a Spanish and Mexican firm concerning the sales of a huge amount of corks for champagne to the latter, failed. The Spanish firm dyed them wine-colour.

2. Soviet traders could not sell the car 'Zhiguli' abroad.

3. A golf-ball manufacturing company packaged golf balls in packs of four for convenient transportation to Japan. The deal failed.

4. A US telephone company tried to market its products and services to Latinos by showing a commercial in which a Latino wife tells her husband to call a friend and say they would be late for dinner. The commercial failed.

5. Polish trade mark 'Uroda' which specialises on the women's clothes failed in Russian-speaking countries.

6. In Latin America advertising of cigarettes "Marlboro" was extremely unsuccessful.

7. General Motors had a perplexing problem when they introduced the Chevy Nova in South America. Despite their best efforts, they weren't selling many cars.

Keeping in mind cross-cultural dimensions students choose the answers which fit best to the following:

1. During a negotiation process in Italy two members of the Italian team are constantly answering telephone calls. Why does it happen?

- a) It means that they do not take much interest in your proposal.

- b) To make foreigners feel discomfort and reveal their 'weak sides' is a well-known tactics.

- c) They may be answering the phone calls of their top managers, not to do which would be impolite.

2. Western partners ask a young Japanese manager the questions that are

within the range of his competence. He answers them but looks downwards. He...

a) hides something and chooses the answer to defend himself.

b) shows his respect to the guests.

c) takes no interest in the conversation and wants to stop it as soon as possible.

3. What statements given below describe high context communication?

a) The most important part of information is explicitly expressed.

b) Interlocutor possesses the most of information and it is not necessary to inform him / her.

c) Little information is presented in a decoded main part of the message.

d) a and b.

e) b and c.

4. Which of the following statements describe a typical behaviour in low context cultures?

a) There are wide information channels between family members, friends and colleagues.

b) There is a line between private life, social relations and other day-to-day aspects.

c) Every time people get into cooperation with others, they need detailed introductory information.

d) In day-to-day communication no detailed introductory information is needed.

5. What statements may describe a representative of monochronic cultures?

a) They are low context and need information.

b) They are used to short-term relations.

c) The speed of their actions depend on the relationship.

d) They can easily switch to another activity.

e) They can handle many different activities at a time.

6. What statements may describe a collectivist society?

a) A person identifies him / herself as a member of a community.

b) A person identifies him / herself with the personal qualities and achievements.

c) People value their personal well-being higher than the well-being of the group.

d) Group well-being is above everything.

7. What statement out of the given below may describe neutral cultures?

a) To reveal one's emotions openly is natural.

b) Emotions must be restrained.

c) To show anger, anxiety or any other strong emotion at work is not professional.

d) If a partner doesn't show emotions he hides his real feelings behind 'the mask of deceit'.

e) Emotions distort objectivity.

By working with the interactive level it is of a paramount importance for students to understand the assessment requirements and marking criteria in order to manage time efficiently, prepare for tests effectively and self-assess appropriately. The following types of assessment can be used within the interactive level: formative (is done during the course and provides the immediate evidence of students' results) and summative (is done at the beginning and end of the course in order to ensure that students have met the course goals and objectives). The summative assessment is divided into assessment on entry and end-of-course assessment.

The autonomous level presumes the interactive level added by the elements that provide not only mixed education but full on-line learning, such as tasks with self and inter-assessment, audio and video materials, working with glossary etc.

The peculiarity of this level of PNS lies in the fact, that communication is realised in conditions of personal contacts of partners of the educational process. Among the advantages of this form are a fast exchange of information, reliable feed-back due to a direct contact which enables regulating and correcting the process of communication

(asking questions, specifying messages, expressing agreement or disagreement, etc). The difficulties of using the autonomous level are connected with the necessity to find exact adequate words immediately by formulating a message, a probability to miss some important details, forget a part of the received information or misunderstand the essence of the message in the process of its perception.

Students make presentations or give talks on study-related topics; describe charts and diagrams; compare and contrast tables; summarise or paraphrase ideas from articles, research projects; record and present research findings; proof-read and revise their works. Among the criteria are: considering audience and purpose, ordering ideas logically, using appropriate presentation strategies and conventions, sticking to point, considering different points of view, expanding and developing ideas, summarising etc.

They are proposed to make talks on the following:

1. What kind of cultural problems can arise when a company starts working internationally?
2. What does cultural 'divide mean'?
3. In what way do you think working internationally has changed in recent years?
4. How do Asian working styles contrast with Western ways of working?
5. What are the pros and cons of life-time employment and promotion by seniority?
6. How do managerial approaches differ? What do they depend on?
7. What personal skills and qualities are important when you want to work successfully with business partners from other cultures?

In their talks students make a conclusion that being aware of the peculiarities of time perception by representatives of other cultures, taking them into account in the process of international collaboration as well as the ability to change a personal time pace

adapting it to the time pace of a business partner. It is more important precondition of a successful interaction in the process of cross-cultural professional interaction. Besides, future specialists are to get to know the characteristic features of the national manifestation of personal freedom and a person's identity in a professional activity as well as attitude towards authority, competition etc.

So, among the advantages of the concerned personal educational systems are: self-organisation and the ability of self-learning, flexible studying hours, filling gaps as for writing techniques as teachers have the possibility to provide a qualitative feedback in comments to students' works. It provides the possibility to exchange personal experience and practical materials.

### DISCUSSION

The study has been grounded on the communication and activity approach which is realised through a set of interconnected acts, which are conscious, aim-directed and motivated in character (Atanov, 2007; Rubinshtein, 2004, et al.); and personality-oriented approach providing a subject's activity and autonomy as for students' own educational activity (Bekh, 2003; Yakimanska, 2000, et al.).

The research has proved that the stages of the pedagogical technology studied in (Kolbina T. V., Oleksenko O. O., 2019) are invariable, and can be applied efficiently in distance learning as well. Three PNS levels help students to gain knowledge and competences on the basis of efficient comprehensive usage of educational innovative information technologies. Thus the efficiency of managing the pedagogical process is improved significantly.

Moreover the studied levels facilitate students' transition from management of their educational activity by teachers (the content level) through co-management (the interactive level) to self-management (the autonomous level).

## CONCLUSIONS

The efficiency of using distance technologies in education depends significantly on the level of teachers' preparation for realisation of distance learning, scientific and methodological support together with maintenance, as well as on students' readiness to study under conditions of distance learning.

In order to guide students in values of different cultures it is expedient to implement certain culture-specific information into the course "Professional Foreign Language". The content, interactive

and autonomous levels of KhNUE PNS provide implementation of innovative technologies of studies and modern methods of organisation of the educational process in higher educational institutions. It enables renewal of content, forms and methods of studies according to current demands of the society in innovative development; individualisation of the educational process with due regard to demands of those who study as well as optimisation of the whole educational process.

**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

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## УПРОВАДЖЕННЯ ДИСТАНЦІЙНОГО НАВЧАННЯ В УКРАЇНІ

### АНОТАЦІЯ / ABSTRACT (in Ukrainian):

Пандемія поставила вищу освіту України перед новими викликами. Мета статті – описати досвід упровадження дистанційного навчання в Україні, проілюструвати персональні навчальні системи (ПНС) та їхні рівні, надати практичні приклади наповнення рівнів ПНС. Теоретико-методологічну основу дослідження щодо дистанційної освіти складає діяльнісний підхід, що ґрунтується на психологічній теорії діяльності і концепції особистісно орієнтованого навчання, що спрямована на становлення і розвиток суб'єктності студентів з урахуванням їхніх індивідуальних властивостей. Результати дослідження: навчання під час карантину суттєво пришвидшило впровадження різних форм і технологій дистанційної освіти, актуалізувало завдання модернізації щодо його організації, пошук ефективних методів управління процесом навчання, змусило викладачів невідкладно підвищувати свій рівень володіння інформаційно-комунікаційними технологіями. У Концепції розвитку дистанційної освіти в Україні наголошено, що дистанційна освіта створює умови для реалізації системи безперервної освіти “через все життя” і забезпечує індивідуалізацію навчання в умовах масовості освіти. У той же час організація має будуватися на педагогічній системі, яка складається з елементів (цілі, принципи, зміст, методи і форми освітньої діяльності) і реалізується через інформаційно-комунікаційні технології. У ХНЕУ ім. С. Кузнеця дистанційне навчання підтримується персональними навчальними системами, які складаються з контентного, інтерактивного і автономного рівнів. Схарактеризовано зміст указаних рівнів і надано практичні приклади щодо їх наповнення. Висновки: упровадження дистанційного навчання у такий спосіб дозволяє здійснити оновлення змісту, форм і методів навчання відповідно до сучасних потреб суспільства в інноваційному розвитку; індивідуалізувати й оптимізувати процес навчання з урахуванням потреб здобувачів вищої освіти.

### КЛЮЧОВІ СЛОВА:

вища освіта, дистанційне навчання, методи навчання, освіта «через все життя», персональні навчальні системи.

### CITE THIS ARTICLE AS (APA style):

Kolbina, T., & Oleksenko, O. (2020). Implementation of Distance Learning in Ukraine. *Educational Challenges*, 25(1), 46–54. <https://doi.org/10.34142/2709-7986.2020.25.1.04>

<https://doi.org/10.34142/2709-7986.2020.25.1.05>


## EUROPEAN EXPERIENCE OF THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN INITIAL EDUCATION OF THE ENGLISH LANGUAGE TEACHERS

Received: 3 April 2020 / Accepted: 26 May 2020

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### ABSTRACT:

*The article deals with the analysis of the peculiarities of the use of information and communication technologies in the process of initial education of future English language teachers in the countries of the European Union. The topicality of the problem is based on the current trends in development of education, in particular extensive use of online technologies and tools in the process of English language learning and English language teacher education.*

*The **purpose** of the article is to study European experience of the use of information and communication technologies in initial education of the English language teachers and single out the most important and topical of them in order to outline the possibilities of their use in initial education of teachers of English in a broader context.*

*The **methodology** of the research is realized with the use of such methods as analysis, synthesis, generalization, analogy and interpretation of empirical data and theoretical concepts; observation and study of practical experience of higher educational institutions in Poland and Portugal as well as interview with teachers and students of the above mentioned institutions.*

*As a **result** the importance of the development of information and technological competences in future teachers of English is grounded, the role of information and communication technologies in initial teacher education is determined. Various information and communication technologies used in the educational process, in particular off line technologies and tools as well as online technologies and resources, are presented and analyzed. Attention is also given to the use of E-learning and implementation of massive open online courses into initial teacher education of the English language teachers.*

*The **conclusion** about variability of information and communication technologies is made.*

### KEY WORDS:

*Competence, English Language Teacher, Information, Information and Communication Technologies, Initial Teacher Education.*

## INTRODUCTION

The development of modern society greatly depends on the development of technology. According to Yu. Burovytska (2016, p. 23), “information society encourages a person to exist in a technological environment in which today’s experience is significantly different from yesterday’s experience, and knowledge that has been relevant until recently, today may lose its importance or even be rejected”.

The 21st century is predominantly the age of information and technology, where practically every aspect of daily human activity is linked to science and technology. A huge and constant flow of information is intertwined with almost all aspects of social activity. R. Suleymanov and E. Shapirova (2013, p. 139) indicate that “information technologies are introduced into various spheres of life, which leads to their active use by the vast majority of members of society in their daily activities.

Nowadays, the use of up-to-date information and communication technologies (ICT) in education has become one of the most important and sustainable trends in the world educational processes, which is considered a natural manifestation of information character of all the spheres of human activity”.

At present, information and technology are widely used in the field of education in order to make the educational process of high quality and interesting for both students and teachers (Baishakhi, p. 2). In UNESCO reports (2011; 2012) regarding the development of world education, it is stated that students and teachers must have wide access to various technologies and the Internet during the educational process.

Thus, students can access the knowledge and information through mass media, the Internet and social networks and messengers, such as Facebook, Twitter, WhatsApp, LinkedIn, Wechat and others. Teachers need to have the knowledge and skills to use new technological tools in order to help their students reach high academic

achievements, consequently ICT play an important role in initial education of teachers.

And in particular teachers of English, as without proper knowledge and mastery of ICT, a modern teacher cannot carry out a proficient educational activity and ensure the appropriate level of development of students’ competencies (Naik, 2013, p. 2).

The quality of teacher education development at the present stage of the progress of society depends on the degree of integration of ICT into the curriculum of teacher professional education. According to UNESCO findings, ICT is a scientific, technological and engineering discipline, and interactive management techniques used to process information, its application and association with social, economic and cultural issues (2011, p. 4).

We believe that information and communication technologies play an immense role in initial education of future teachers of English, as the ability to use the modern methods of their application in educational process is a key component of professional competence of contemporary teachers.

Current trends in the initial education of teachers in the EU are as follows: the use of interdisciplinary approach, e-learning, simulated teaching, micro teaching, programmed instruction, team teaching, teacher research etc. (Kaufman, 2015). Successful implementation of these trends implies that ICT serve as a tool for access to the world of information and help future teachers to be aware of innovative tendencies in education and professional methods, as well as competently use them for their own professional development.

## THEORETICAL FRAMEWORK

In general, ICT play an important role both in the process of initial education of teachers and during their professional activity and continuous professional development. In particular (Baishakhi, 2016, p. 4-5; Dash, 2009):

- ICT help teachers to interact quickly with students and other teachers;
- they help teachers in preparing for teaching the subject, provide possibilities for feedback;
- ICT provide teachers with access to educational institutions of various types in order to improve their professional level and skills and realize their continuous professional development;
- they help to use software and hardware in the educational process effectively;
- ICT contribute to the improvement of pedagogical mastery, innovation in educational activities, general effectiveness of classes;
- they provide the opportunity to use various tools, such as text processing, databases, spreadsheets, task compilation, testing, etc.;
- ICT play an important role in students' achievements assessment;
- they provide an opportunity to create educational environment in order to meet the needs of students;
- ICT help teachers to motivate students and increase their interest in learning;
- they are useful for the development of learning simulation situations, which are an important aspect of initial education of future teachers;
- higher educational institutions that provide education of future teachers can create and modify their curricula with the help of ICT implementation;
- with the help of ICT, educational institutions can develop professional networks and share their experience of future teachers initial education organization and realization.

Based on the theoretical framework above the **purpose** of the article is to study European experience of the use of information and communication technologies in initial education of the English language teachers and single out the most important and topical of them in order to outline the possibilities of their use in

initial education of teachers of English in a broader context.

### METHODOLOGY

The research implies two main stages: data collection and data interpretation with following discussion of the results. Both stages are realized with the use of such methods as analysis, synthesis, generalization, analogy and interpretation of empirical data and theoretical concepts; observation and study of practical experience of higher educational institutions in Poland and Portugal as well as interview with teachers and students of the above mentioned institutions.

### RESULTS

Present the information obtained in a clear manner, specifying the main findings, without any interpretation. It is necessary to include the interpretations to the results, identifying the answers to the research questions, with the appropriate triangulations.

Given the significant role of ICT in modern education, future teachers of English in the process of initial education must master ICT both technically and pedagogically. A recent survey conducted in the EU countries, (Empirica, 2006, p. 95) showed that more than 90% of teachers use personal computers to prepare for lessons (it should be mentioned that there are significant differences in this figure between the EU countries, ranging from 95% in the UK to 35% and 36% in Greece and Latvia, respectively).

And 74% of teachers additionally use them as teaching equipment during lessons. The survey also found out that primary school teachers tend to be less competent in the use of ICT than secondary school teachers. However, the survey did not provide any sufficient information on the extent to which ICT are used for specific pedagogical purposes.

A study conducted by ETUCE (European Trade Union Committee for

Education) (*Teacher Education in Europe*, 2008) has brought the conclusion that in some EU countries ICT are only formally included in teacher education curricula due to the lack of financial resources, available for their implementation. ETUCE as a Pan-European organization recognizes the importance of encouraging and supporting teachers in developing their professional ICT skills, as only highly qualified teachers can use their professional knowledge and skills to identify the most effective pedagogical application of ICT for the benefit of their students.

At the same time, teachers must retain their key role in the educational process, as ICT are not a substitute for teachers. Therefore, ETUCE strongly recommends that higher educational institutions of the European Union provide teachers with appropriate opportunities to receive adequate professional education in the sphere of the use of ICT in educational activities, as well as encourage further training and professional development in this field, which can be facilitated, in particular, by developing educational research in order to analyze different pedagogical methods of the use of ICT (*Teacher Education in Europe*, 2008, p. 25).

The framework of information and technological competences developed by UNESCO (2011) stipulates that it is not enough for teachers to have only information competence and be able to form it in their students. Rather, they should be able to motivate students to learn to work together, to solve problems together and creatively through ICT, so that they can become effective citizens and members of society.

This framework applies to all aspects of the teacher's work and covers three successive stages of a teacher's development in the process of his / her professional education. The first is "technology literacy", which allows students to use ICT to learn more effectively. The second is "deepening knowledge", which gives students the

opportunity to gain in-depth knowledge of the subject and apply it to solve complex professional problems. Third is the "knowledge creation", which allows future teachers to create new knowledge necessary for the development of a more harmonious, prosperous and successful society (UNESCO, 2011, p. 3).

As we can see, the information competence of a teacher is primarily the basis for further deepening of knowledge in the field of ICT and its creative implementation in the educational process. Such an approach expands the traditional understanding of the use of information and communication technologies in the process of initial teacher education, and it is reflected in the practices of using ICT by higher educational institutions, training future teachers of English, in the EU.

European experience of the use of ICT in education differs little from the world wide experience, due to the global nature of development and spread out of the above mentioned technologies, as well as the universality of their application in education (Tondeur et al., 2016). For the time being there are many different ICT used in the educational process. These technologies are used in various fields of education, including initial teacher education. Let's dwell in more detail on the basic ICT and tools used by European higher educational institutions in the process of initial education of the English language teachers.

First of all, ICT used in the educational process can be roughly divided into two groups: non-web based technologies and web based technologies (Asik et al., 2019; Raval, 2014).

The first group includes:

- television;
- feature and documentary cinematography;
- language laboratories;
- laptops, tablets, multimedia projectors.

*Television*

Television is a useful and the most financially affordable means of learning English. The immediacy and contemporary character of television programs used in the process of education of future teachers of English ensure that students have the opportunity to immerse themselves into the actual and real world of native speakers. Television in this context provides complete audio-visual modeling, dynamics and achievement of high degree realism (Chaib, 2003).

#### *Feature and documentary cinematography*

Watching feature and documentary films as a part of educational process attracts students, increases their interest and allows them to remember better and implement in productive activities the material they have learnt. Films are commonly used to demonstrate facts, traditions and cultural information about the countries whose language is learnt, as well as to develop students' communication skills in the process of completing a variety of tasks after watching films.

#### *Language laboratories*

The language laboratory is one of the most underrated non-web based tools. Raval (2014) states that the use of language laboratories in the educational process is not a tribute to the past as many people tend to believe nowadays, so many higher educational institutions are still keeping this practice. A number of European higher educational institutions continue to modernize their laboratories to ensure the appropriate level of practical training for future English language teachers.

The current trend in the selection of material for studying in the laboratory is the use of not only audio but also video, flash games, the Internet and other available software and tools. The language lab can be multifunctional in terms of speech activity, as students can both listen to audio recordings and hear different accents and pronunciation options, as well as speak and record their voices for further listening.

Students' pronunciation can be improved by listening to and repeating standardized material. The language laboratory is focused exclusively on the result and enriches the process of learning English.

#### *Laptops, tablets, multimedia projectors*

In this context, we mean the traditional way of using these technical teaching tools – to present information during lessons in the classroom. Using a laptop and a projector requires time for preparing the material in advance, but this type of ICT provides a quality format for classroom activities.

They are an important means of visualizing the content of the lesson for a large audience, and also they allow teachers to use images, diagrams, etc., and it saves time and effort of the teacher in the classroom. These teaching tools are easy to use, they allow students to perceive information visually and actively.

The second group includes:

- online classes, such as Flipgrid;
- YouTube;
- e-mail;
- e-learning systems, such as Moodle;
- online blogs;
- video communication programs, such as Skype;
- mobile phones with Web 2.0 applications;
- massive open online courses (MOOC).

#### *Online classes, such as Flipgrid*

Flipgrid is a social learning platform that allows teachers to ask questions that students answer in video format. Students can then respond to each other by creating a “network” of discussion. Online classes are becoming increasingly popular in secondary schools in various EU countries, so this type of ICT is reflected in the training programs for future English language teachers. It should be mentioned, however, that the use of this technology is not systematic and largely depends on the educational context and the academic subject.

#### *YouTube*

YouTube is a platform where one can find and share authentic videos that can also

be used for educational purposes. The teacher can use available for viewing videos on relevant topics as well as create a special channel where to upload certain materials for specific categories of students and educational purposes. The use of YouTube resources helps to make the educational process in a particular classroom global, as this platform can offer wide access to videos of experienced teachers who demonstrate their most creative and effective achievements for the public.

*E-mail*

E-mail is also a fairly traditional form of using ICT, mainly in extracurricular activities. Students can communicate with native English speakers using e-mail, creating a personal e-mail account that is usually free of charge. Teachers and students in Europe often prefer to use Gmail (Google) services because, in addition to e-mail, they can use Hangouts, Google Drive, Google Meet etc., which are integrated with a Google account.

Also, teachers can send home assignments by e-mail, and students can send their homework to teachers and receive it back, checked and corrected. In addition, teachers in the same way can provide clarifications, feedback, recommendations for improving each student's work.

*E-learning systems, such as Moodle*

In the majority of higher educational institutions of the EU, students have access to various e-learning systems (Moodle, Claronline, ATutor, SharePointLMS, Live@EDU, eFront, etc.).

These systems contain, in particular, electronic versions of academic subjects in accordance with the curriculum. When compiling the content of such versions of subjects, the peculiarities of the course, its theoretical or practical orientation are taken into account, the main and additional material is filled in, tasks for control and self-control are selected, etc.

Working in such e-learning systems is quite well received by students, as it allows them to learn more at a convenient time and

have access to additional information, but it also has disadvantages, such as unfair test tasks completion without restrictions in time. In general, the following advantages of e-learning can be outlined (Demyda et al., 2011, p. 101):

- free and flexible study schedule;
  - the opportunity to study simultaneously in different places, on different courses and in different educational institutions;
  - implementation of an individual approach and independent choice of learning pace and content of educational material;
  - the possibility of getting education for people with special needs;
  - creation of virtual communities of teachers, students, administrators of education through the use of modern ICT;
  - coverage of more students of different age groups compared to other forms of education.
- Among the disadvantages of e-learning, in addition to the one mentioned above, the following can be put forward (Demyda et al., 2011, p. 101–102):
- the need for appropriate hardware and software, access to information and the use of distance learning resources;
  - significant costs for designing and creating an e-learning system, organizing training courses and purchasing the necessary equipment;
  - development of e-learning courses is quite a time and effort consuming process;
  - high requirements for setting tasks, administration of the educational process in the e-learning system;
  - impossibility of providing a creative emotional atmosphere of the educational process through direct contact between teacher and student;
  - the problem of user authentication when testing knowledge and skills;

- improper development of students' psychological factors that determine their preparedness to learn remotely, including independence, self-awareness, self-discipline, etc.

Thus, the realities of modern life encourage higher educational institutions of the EU countries to use e-learning systems actively. We came to the conclusion that the vast majority of higher educational institutions that provide initial education of the future English language teachers have implemented various e-learning systems and are working hard to improve their functionality and accessibility for teachers and students.

#### *Online blogs*

A blog is a personal or professional log for general public that is frequently updated. Blogs allow to upload and hyperlink files, and this is suitable for students' personal logging. A. Basal (2004) indicates that blogging becomes communicative and interactive when participants take on several roles in the blog creation process as readers / reviewers who comment on and respond to other authors' posts, and as bloggers / readers, who, when returning to their own publications, respond to remarks and criticism from readers. The latter can comment on what they have read, which makes the blog interactive. However, blogs can be posted at secure platforms or comments can be restricted if necessary.

#### *Video communication programs, such as Skype*

With the help of video communication programs, such as Skype, Viber, WhatsApp, Zoom, Google Meet, etc. students can communicate with their teachers and peers who are remote from them. Students also have the opportunity to communicate with native English speakers and improve pronunciation, develop their communicative and cultural competences (Parab Vitthal, 2015).

Furthermore, teachers can use similar programs to organize webinars and in-class conferences, e.g. native speakers can be

involved in the educational process through video communication programs during practical classes of English.

Such classes are usually held in the form of webinars, when students have the opportunity to come across interesting and useful information on the topic under discussion, ask questions and discuss newly acquired knowledge in small groups.

This type of work gives the students additional motivation to learn English, opportunity to introduce the knowledge, skills and abilities acquired during the study of theoretical disciplines into the productive practice.

It should be mentioned that this form of work is not implemented in all the higher educational establishments and is episodic rather than systemic, as it is often preferred to invite native speakers to communicate with students live when there is such a possibility.

In addition, not all higher educational establishments have the appropriate technical capacity to organize such webinars and academic staff does not always have a sufficient level of information competence to organize and conduct such webinars and conferences. At the same time, despite the above mentioned obstacles, we can observe an increase of interest in this type of practical classes from teachers and lecturers, who become the initiators of such work in their educational institutions.

#### *Mobile phones with Web 2.0 applications*

In this context, the value is not in the mobile phones themselves as a means of transmitting information, but the mobile applications installed in them, in particular Web 2.0 tools. Such applications can be used in different ways in both initial and postgraduate education of the English language teachers, as technologies are rapidly evolving and the variability of such applications is constantly changing. However, the future teachers of English must be prepared to use Web 2.0 tools in their professional activities.

Web 2.0 tools are emerging as interactive web platforms and they are technologically superior to other tools, which include e-mail, chats, and discussion forums (Raval, 2014). While traditional tools users appear to be predominantly passive recipients of information, Web 2.0 users can be active online partners, editors, co-authors, and consumers of information.

Some research (Stevenson & Liu, 2010; Anwaruddin, 2013) emphasize that the use of Web 2.0 tools can contribute to the effective learning of English; in addition, other studies have shown (Albion, 2008; Bustamante & Moeller, 2013) that the use of integrated Web 2.0 tools has significant potential in the process of future English language teachers education.

Among all the Web 2.0 tools the most noteworthy are such free of charge and available options as:

- *Facebook group*. Such a group is usually created for a certain number of participants, for example, a single class or a group of students by interest. A group can also be created for a team of teachers who work in similar conditions or who are engaged in some action research. Participants use the group to discuss various issues and achievements, respond to the problems of their peers / colleagues, and rapid dissemination of information among a large number of participants, etc.;
- *Google account / website*. Creating a website on the Google platform or using the free web service Google Classroom helps to simplify the development, distribution and evaluation of tasks online;
- *Google Drive*. Students of a certain group can use the Google Drive to report their progress or issues in a spreadsheet created for sharing. In addition, the teacher can share with students or colleagues audio and video materials, presentations, handouts, using Google Drive;
- *Online portfolio*. Such a portfolio is created and maintained by the teacher to store information and data primarily about web platforms and other educational tools used to teach students, weekly reports to the school administration, their own observations of student progress, etc.;
- *VoiceThread*. This web platform allows teachers to use various forms of multimedia, turning them into a space of collaboration by adding video, voice and text comments;
- *Vocaroo*. This application is an online dictaphone that can be used by the teacher, for example, to develop and test listening skills, as well as to study the phonetic aspects of the English language;
- *SoGoSurvey*. This cloud-based application, designed to create, distribute and analyze surveys, forms, quizzes and assessments, can be used by teachers in a variety of contexts, both in educational activities and in research;
- *SpiderScribe*. This Web 2.0 tool gives a teacher the opportunity to involve smart maps and online brainstorming technology in the educational process, which allows to organize the work in the classroom by combining notes, files, calendar events, etc. in free-form smart maps that students can collaborate on and share online;
- *Glogster*. The teacher can use this cloud platform to create presentations and organize interactive learning. It allows users, mostly students and teachers, to combine texts, images, video and audio to create an interactive web poster called "glog" which can be placed on a virtual canvas;
- *Storybird*. This resource gives students the opportunity to take online courses, solve a variety of tasks, and receive feedback from readers in order to improve their writing skills, which

makes it extremely relevant in teaching writing;

- *Wordle*. The teacher can use this application to create “word clouds” from any text. Clouds allow to pay more attention to words that appear more often in the source text, so using this app improves students’ writing skills;
- *Kidblog*. This platform provides teachers with the tools to securely publish students’ written works online. Teachers can see and check all the activities going on around the texts within the authors’ community and make publicly available edits and comments.

The presented above list of Web 2.0 tools is not exhaustive, as there are a large number of them, and development of technology is causing the steady emergence of new ones.

However, the list includes those Web 2.0 tools that are important for initial teacher education and further continuous professional development of the English language teachers, provided that they have a sufficient level of motivation, preparedness to use these technologies in educational activity and the properly formed information competence.

#### *Massive open online courses (MOOC)*

Since 2012, a number of MOOCs appeared in the Internet, introduced by a large scope of online educational platforms such as Edx, Coursera, FutureLearn and others. In spite of the fact that these courses were designed as a distance form of education and were conceived as a replacement for traditional higher education, their elements can be easily integrated into the educational process, in particular in the initial education of the English language teachers.

Thus, courses such as “Teaching English Online”, “Working with translation”, “Conversational English skills” contain information that adds up to the content of respective subjects, provide further

acquaintance with the English language and culture, as well as communication with peers from other countries that also study such courses.

We managed to find out how MOOCs are integrated into the English language teacher initial education programs in the EU and what is the potential for their use in development of professional competence of future teachers. For example, at the University of Porto, Portugal, “Teaching English Online” course from the Futurelearn.com platform (Teaching English Online) is integrated into the English Teaching Methods course as a part for self-study.

In today’s job market, English language teachers who are able to work online have a better chance of employment or additional earnings, so this is a response to the challenges of the time. There is also an intention to introduce such a course in the training curriculum for future teachers of English. The structure of the MOOC provides for the study of the following topics:

- general characteristics and context of teaching English online;
- how to plan and conduct lessons on the development of communication skills online;
- how to plan and conduct communicatively oriented lessons online;
- how to continue your professional development as an online teacher.

This MOOC is designed for self-study for the period of 4 weeks, so the students have enough time to cover all the material and complete their individual tasks, which they receive before starting the course.

Based on the performance with individual tasks, they prepare problem mini-lectures and presentations, which are held for the student audience with further discussion of the key and problem issues. The biggest attention is given to those aspects of teaching English online that differ

from traditional ones. Consequently, such topics are studied in more detail:

- general characteristics and context of teaching English online, in particular:
  - strategies for developing communication and interaction online;
  - working on audience management in the online classroom;
  - key skills needed for effective online learning;
  - tips for finding students and online learning channels.
- how to plan and conduct communicatively oriented lessons online, in particular:
  - establishment of the educational context;
  - peculiarities of practical use of the language in the online classroom;
  - pronunciation practice.
- how to continue your professional development as an online teacher, in particular:
  - receiving feedback;
  - assessment and reflection on your own teaching activity;
  - connection to online teaching communities.

As we can see, students are supposed to self-study in this MOOC the topics, which complement the content of the course of “traditional” methods of teaching English, broaden their scope and allow future teachers of English to be more competitive in today’s world.

We analyzed the main ICT used in the process of initial education of the English language teachers in the EU countries. Their diversity is quite significant, most of them can be used in postgraduate teacher education and their continuous professional development. The presented above list of ICT used in the process of initial education of the English language teachers is not exhaustive.

Universities and other higher educational institutions that train teachers are actively working to expand the list of

technologies, their variability and applicability to the initial education of the English language teachers, as their mastery in the future is becoming more closely linked to information and technological competencies, which makes the role of teachers in such conditions even more important.

### DISCUSSION

To discuss the research problem it is necessary to say that living in the modern constantly changing world requires from a person properly developed information and technological competencies, which he / she acquires throughout life.

This question is especially important for teachers, who must not only have these competencies, but also be able to use them in their own educational activities to help their students achieve quality learning outcomes. Modern process of teaching English is difficult to imagine without ICT, so the development of information and technological competencies of the future English language teachers is an important component of their training programs in the process of initial education.

### CONCLUSIONS

It was found out that ICT used in the process of initial education of the future English language teachers are divided into two groups: non-web based technologies, including television, feature and documentary cinematography, language laboratories, laptops, tablets, multimedia projectors, and web based technologies, in particular, online classes, such as Flipgrid, YouTube, e-mail, e-learning systems, such as Moodle, online blogs, video communication programs, such as Skype, mobile phones with Web 2.0 applications, massive open online courses, etc.

The variety of these ICT has a complex application in the process of initial education of the future English language teachers. Thus, among the main directions of their application in higher educational

institutions, we distinguished the following: development of program maintenance of classroom activities; approbation of electronic teaching tools; work with test programs; use of online resources, including MOOCs, educational platforms, and databases; work in the e-learning systems, etc.

The presented list of both ICT and directions of their application is not exhaustive, as the rapid development of technologies changes their variability and accessibility in the educational process, which motivates the school teachers and

lecturers of higher educational institutions who train future teachers to constant self-improvement in the process of continuous professional development.

The conducted research is not exhaustive and opens perspectives for further study of the variety of ICT and the experience of their use by different higher educational institutions that can be used in the process of initial and postgraduate English language teacher training as well as in their continuous professional development.

**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

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**ЄВРОПЕЙСЬКИЙ ДОСВІД ВИКОРИСТАННЯ ІНФОРМАЦІЙНО-  
КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ У ДОДИПЛОМНІЙ ОСВІТІ ВЧИТЕЛІВ  
АНГЛІЙСЬКОЇ МОВИ**

**АНОТАЦІЯ / ABSTRACT (in Ukrainian):**

У статті представлено аналіз особливостей використання інформаційно-комунікаційних технологій у процесі додипломної освіти майбутніх учителів англійської мови в країнах Європейського Союзу. Актуальність проблеми ґрунтується на сучасних тенденціях розвитку освіти, зокрема широкому використанні онлайн технологій та інструментів у процесі вивчення англійської мови та професійної

підготовки вчителів англійської мови. Мета статті – вивчити європейський досвід використання інформаційно-комунікаційних технологій у додипломній освіті вчителів англійської мови та виділити найважливіші й найактуальніші з них, щоб окреслити можливості їх використання у додипломній освіті вчителів англійської мови в більш широкому контексті. Методологія дослідження реалізується із застосуванням таких методів, як аналіз, синтез, узагальнення, аналогія та інтерпретація емпіричних даних та теоретичних положень; спостереження та вивчення практичного досвіду закладів вищої освіти Польщі та Португалії, а також інтерв'ю з викладачами та студентами вищезазначених закладів. У результаті дослідження обґрунтовано важливість розвитку інформаційної і технологічної компетентностей майбутніх учителів англійської мови, визначено роль інформаційно-комунікаційних технологій у додипломній освіті вчителів. Представлено та проаналізовано різні інформаційно-комунікаційні технології, що застосовуються в освітньому процесі, зокрема офлайн технології і засоби та онлайн технології і ресурси. Також приділено увагу використанню дистанційного навчання та впровадженню масових відкритих онлайн курсів у додипломній освіті вчителів англійської мови. Зроблено висновок про варіативність використання означених технологій.

**КЛЮЧОВІ СЛОВА:**

компетентність, вчитель англійської мови, інформація, інформаційно-комунікаційні технології, додипломна освіта вчителів.

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**CITE THIS ARTICLE AS (APA style):**

Komar, O. (2020). European Experience of the Use of Information and Communication Technologies in Initial Education of the English Language Teachers. *Educational Challenges*, 25(1), 55–67. <https://doi.org/10.34142/2709-7986.2020.25.1.05>

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<https://doi.org/10.34142/2709-7986.2020.25.1.06>


## **THEORETICAL ISSUES OF TRAINING FUTURE AGRARIANS IN HIGHER EDUCATION**

Received: 25 May 2020 / Accepted: 30 June 2020

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### **ABSTRACT:**

The article **purpose** is to introduce important theoretical items of training future agrarians in higher education institutions (HEIs) taking into account the views of modern scientists (Ukrainian and foreign) on professional education and training as well as outlining the priorities of higher agricultural education in Ukraine based on the experience of Great Britain.

The **methodology** is introduced by different methods (analysis, synthesis, observation, description) of the research.

There are research **results** in the paper. Literature on the study subject was analyzed and theoretical ground of agricultural education and training (namely the definitions of training, vocational education, vocational education and training, professional education, agricultural education, training future agrarians in HEIs), were clarified and generalized. The ideas about the nature of agriculture, its importance in modern society, and approaches to agricultural education were cleared up. It was pointed out that the aim and tasks of training future agrarians were correlated with the needs of sustainable agriculture, labor market and human resource development. The aim of the training of future agrarians in higher education is identified as the formation, development and practical application of a wide range of knowledge and skills which are mastered in different subject areas related to agriculture, taking into account such factors as climate change, sustainability, food safety requirements, etc., oriented the professional and personal development of human resources. The priorities in the field of higher agricultural education in Ukraine according to the current national and international tendencies were detected.

**Conclusions:** there is the interrelation between the agriculture and professional education and training in HEIs; the clarifying the principle terminology provides an important theoretical precondition for future agrarians training in HEIs; the outlined priorities of higher agricultural education in Ukraine focus on economic, social and individual aspects and take into account national and international achievements.

### **KEY WORDS:**

*Agricultural Education, Future Agrarians, Higher Education Institution (HEI), Professional Education, Training.*

## INTRODUCTION

Recent world events: environmental problems, economic and political crises, health care and epidemic concerns, unemployment rising, and the risk of malnutrition or even famine in some countries demonstrate to modern society its vulnerability in the sphere of food supply, food safety and food security.

The facts are: the global population will reach 9.6 billion people by 2050, according to the Food and Agriculture Organization (FAO); the steadily growing amount of resources are needed; climate changes have been impacting negatively on food production and its costs. So, there is a great challenge not only how to feed the increasing world population in the future, but how to do it in a sustainable, cost-effective and environmentally friendly way.

It is clear that it is necessary to look for ways that can permit the world to meet both the increasing demands it faces and physical, economic, and social constraints. Understandably, the appropriate development of agriculture can contribute a lot to these problems' solutions (Motes, 2010). The exit can be reached through rapid innovation and productivity growth, which is usually determined by the appropriate level of professional education and training of personnel involved in the agro-industrial sector. Special attention should be drawn to the professional training of specialists in higher education institutions.

Last but not least, internationalization, regionalization and globalization are the leading contexts that determine the dynamics of higher education and science today on the whole (UNESCO, 2009) and agricultural one in particular (Maguire & Atchoarena, 2003).

Under the conditions of internationalization, regionalization and globalization there is the phenomenon of transboundary higher education, which promotes academic values, upholds responsibility, and respects the basic principles of dialogue and cooperation,

mutual recognition and respect for human rights, diversity and national sovereignty (UNESCO, 2009).

So, in modern reality, it is necessary to study the broad framework that conditions training future agrarians, be this at the national or the international level. Society needs new professionals with increased levels of knowledge for the agricultural and food industries.

The specialists should be capable to respond in a timely and appropriate manner to a wide (but not complete here) range of challenges including pace and intensity of transformations in all spheres of life, ultra-rapid change of information, equipment and technologies, issues facing society in the field of environmental management and natural resource management, soil use and development, overcoming and preventing the negative effects of agricultural activities, safe food supplying, life quality improvement, etc.

In such circumstances, Ukraine faces a relevant target – to optimize higher agricultural education, its compliance with new requirements for training of modern professionals, and thus the study of foreign experience and transformation of approaches to training future agrarians in higher education in other countries, including Great Britain, which is one of the world leaders in providing educational services.

For example, Ukrainian educationalists address the analysis of principles and ways of joining higher agricultural educational institutions of Ukraine in the European educational space (Ishchenko, D. Kravchenko, Bendera & Zaviriukha, 2006); the problem of training bachelors of engineering in British universities (Bidiuk, 2000); multilevel training of agricultural specialists (Kanivets, 2010), an innovative approach to training agricultural managers in universities (Klochko, 2017); the training of economists of agricultural profile in Great Britain (Naidonova, 2015).

Keen attention of Ukrainian and foreign scholars in the problem of future agrarians training in HEIs determined the relevance of our study. However, the matter of interrelation of basic terminology and theoretical grounds of future agrarians training taking into account the international experience on the whole and Great Britain's, in particular, was not the issue of thorough consideration.

Under such conditions, there are important issues to be tackled in a comprehensive manner. They are: to interpret basic definitions dealing with training future agrarians, to highlight relevant ideas in agricultural education and training and their correlation to the industry's specifics, and to suggest how the use of these notions and approaches could benefit training future agrarians in Ukraine.

Therefore, the **purpose** of our study while taking into account the views of modern scientists (Ukrainian and foreign) on professional education and training as well as considering opinions about the nature and importance of agriculture for society is to outline the priorities of higher agricultural education in Ukraine based on the experience of Great Britain.

### THEORETICAL FRAMEWORK

The request to reform and to modernize higher and professional education in Ukraine leads to the search for new approaches to this activity, and hence the growing scientific interest in studying the experience of Great Britain, which is reflected in the relevant works of scholars.

Analyzing the key issues related to professional education and training, we referred to internationally recognized sources: "The greenwood dictionary of education" (Collins & O'Brien, 2003), "Encyclopedia of education" (Guthrie, 2003), "International dictionary of adult and continuing education" (Jarvis & Wilson 2005). The approaches regarding the training of specialists for the agricultural sector covered in the works of Ison (1990),

Wallace & Nilsson. (1997), Gibbon, Darnhoffer, & Dedieu, (2012), Morris (2004), Motes (2010), Movchan (2012), M. Mulder (2011), Zhuravska (2009) were taken into consideration.

"Subject Benchmark Statement. Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences" (2019) was a source of great importance for outlining the aim and tasks of training future agrarians in HES. The elaborations of mentioned above point out that agricultural education and training of future agrarians in HES have a number of peculiarities.

I suppose that clarifying basic terminology about future agrarians training in HEIs taking into account a diversity of viewpoints on the matter can provide the appropriate theoretical support and contribute specifying the priorities of higher agricultural education in Ukraine. The study is based on literature analysis of respective endeavors in agricultural education and training.

### METHODOLOGY

In keeping with the purpose of the paper, the set of theoretical methods has been used. Analysis and synthesis of pedagogical literature on the study subject were used for the contemplation of theoretical ground of agricultural education and training (both in Ukraine and in Great Britain), namely: clarify the definitions of training, vocational education, vocational education and training, professional education, agricultural education, training future agrarians in HEIs.

Observation, description, and generalization ideas about the nature of agriculture and approaches to agricultural education were applied to clear up the aim and tasks of higher agricultural education which are necessary for operating the named phenomenon as well as detecting the priorities in the field of higher agricultural education in Ukraine according to the current national and international tendencies.

## RESULTS

The analysis of scientific publications allows us to state that education and training are the most broadly meaningful pedagogical categories. In the English-speaking educational environment there are various terms used to define these phenomena, on the whole, and with regard to providing qualified labor resources for agriculture in particular. They are training; vocational education, vocational education and training (VET), professional education.

Training is considered, as a planned and systematic sequence of managed instructions, oriented to transfer skills, knowledge, information. It is often contrasted with education and used in relation to vocational training. In addition, the term "training" usually refers to the formation of learners' behaviors and habits. Also, training is seen as a planned and systematic program aimed at modifying or developing knowledge and skills through the learning experience (Jarvis & Wilson, 2005).

Vocational education is the development and improvement of human abilities necessary for work and employment, which in most cases are viewed as one of the aspects or subsets of education in the broadest sense.

Sometimes there is a significant difference between vocational training with applied and instrumental orientation and liberal education with an exceptional focus on the pursuit of knowledge for the sake of knowledge itself (for pure non-instrumental / non-applied reasons). However, in general, professional goals lie in the frame of education functioning because of the potential influence of work activities on the development of personality and the complex and intellectually motivating nature of professional skills of the highest level (Collins & O'Brien, 2003).

It is necessary to pay attention that training, vocational education and professional education are sometimes presented as a synonymous series of not identical but related terms with some

differences. On the one hand, vocational education is employment-oriented training, usually a form of the initial preparation for work. On the other hand, there is a complex term vocational education and training (VET), which was originally used for competence-oriented education to expand the prospects of professional training. Professional education in this notion series is a kind of vocational education for more prestigious professions and activities (Jarvis & Wilson, 2005).

Also, professional education is considered as a complex that combines different concepts. First, education is defined as a systematic process that seeks to change knowledge and skills by engaging learners in interaction with teachers or other sources of knowledge, using certain strategies to influence the learner's modified knowledge and skills. Secondly, professional in this context refers to activities based on a large complex volume of knowledge that is usually acquired in professional educational institutions (Guthrie, 2003).

Researches of Ukrainian and foreign scholars in the field of vocational education and training suggest that the defining trends in the world educational system are deepening its fundamentalization, strengthening the humanistic orientation, spiritual and cultural component of education, forming students' systematic approach to analyze complex technical and social situations, strategic thinking, upbringing social and professional mobility. The need to maintain high competitiveness in a dynamic labor market also requires instilling the willingness and skills for self-study, self-education and self-improvement during active working life (Movchan, 2012).

Moreover, modern higher education should perform several important tasks. They are to train highly qualified graduates and responsible citizens who are able to meet the needs in all spheres of human activity, providing access to appropriate qualifications through the introduction of training courses and programs that are

constantly adapted to current and future needs of society; to provide continuing education, offering learners the optimal range of it to their choice and combination with the possibility of self-development and social mobility, educating them on the basis of citizenship and active participation in society's life, with respect for human rights, sustainable development, democracy, peace, justice.

The tasks are also to provide society with the necessary knowledge to assist in the cultural, social and economic development through the encouragement and stimulation of scientific and technological developments and research in the field of social sciences and humanities and creative activities in the arts; to protect and strengthen social values to form the citizenship of the individual, thus expanding the prospects of humanism (Zhuravska, 2009).

Therefore, I consider training, professional training and professional education in HEIs from the standpoint of complexity and multidimensional nature of these concepts and look at them as a consistent, planned activity aimed at holistic, multifaceted and intellectually motivating development of a person as a whole along with individual's skills for various activities. The development is based on a large complex capacity of knowledge in a particular field, with a focus on work and employment.

Modern scientists pay much attention looking for an answer to the question of how broad the concept of modern agriculture is since the industry itself directly determines the formation of training areas. In other words, it is fundamentally important whether this industry is only the primary sector of the economy (agriculture and fisheries), linked to other systems; or the agri-food system is spoken as a whole including the secondary (processing) and tertiary (services) sectors.

I fully support the researchers' belief that all economic segments are closely linked and intertwined. Agricultural

production cannot be isolated from the financial system, insurance, logistics, packaging, public relations, quality control, and many other components and institutions within the economy and society (Mulder, 2011).

Modern agriculture involves far more than farms and farmers – it depends on enormous, highly sophisticated systems that move, store and process producers' output throughout an extensive value chain that extends to food products and final consumers (Motes, 2010).

Thus, such a broad definition of agriculture is the most relevant and sets requirements for modern agricultural education and training future agrarians in HEIs at the international and national levels in both Ukraine and Great Britain.

Researches focus increasingly on the complexity and diversification of modern agriculture, and the interconnectedness, interpenetration and interaction of agriculture and professional education. Modern agricultural systems require a much more central role of the agrarians to be capable to apply technology and information to control a wide range of diverse system's components.

Problems of global human impact on the biosphere and its role in meeting human needs are becoming steadily significant, this increases the importance of human responsibility for the environment. This is characterized as a change in the doctrine of agricultural education. The situation can be described in the reductionist-holistic and positivist-constructivist aspects and the dominant model of human-environment interaction has a mostly positivist position (Morris, 2004).

Given the spread of environmental trends in society, agricultural education is considerably influenced by the ideology of "sustainable intensification", which is described as a process in which the productivity of agricultural production increases without harmful effects on the environment and without increasing the

area of arable land. So agricultural training and education should prepare future agrarians for work in the conditions of sustainable agriculture, i.e. in socially accepted systems of production of crops and breeding of domestic animals, which are maintained in a stable and productive balance with the environment to minimize environmental and financial risks and not limit the choice of future agricultural practices (Curry, Ingram, Kirwan & Maye, 2012).

It is worth noting that modern agriculture tends to see its effectiveness depending not only on economic indicators – availability of resources, access to technology, management, investment, markets, supportive government policies but on a number of linkages provided by agricultural education and training in the field of human resources development.

Agricultural education is considered in terms of programs that prepare students for work and careers in agriculture, horticulture, agricultural mechanization, agribusiness, and related fields. (Collins & O'Brien, 2003).

Another approach to agricultural education and training for the industry claims that they cover the study of applied sciences (for example, biology, chemistry, physics, etc.) and business management principles. In addition, agricultural education focuses on the study of horticulture, forestry, environmental protection and management, natural resources, agricultural production and processing, mechanization, sales and service, economics, marketing, and leadership development (Jarvis & Wilson, 2010).

Agricultural education and training are often considered not only as the preparation of competitive human resources for the agricultural sector that would meet the needs of the state and industry, but also as part of the career development program (Lockaby, 1997).

On the one hand, agricultural education and training provide a wide range

of educational activities, the primary purpose of which is to achieve the development of human resources in all branches of agriculture.

On the other hand, agricultural education and training cover the learning needs relating to all parts of the renewable natural resources sector, including, for example, forestry, fisheries, wildlife, and land use management (Wallace & Nilsson, 1997).

According to the modern vision of preparing specialists for the industry, agricultural education and training should meet the interests of the modern generation of students, offer quality curricula addressed to science and society and in line with national and international legislation, and inspire and open opportunities for graduates in the field of further education, employment and personal and career development. In general, higher agricultural education should prepare graduates who are professionals in their field of study, research and application of knowledge.

Despite the variety of approaches to definition “agricultural education”, we consider it as a functioning dynamic system that provides planned activities aimed at comprehensive intellectual and motivating human development for professional employment, based on a large and complex body of knowledge in the field of agriculture in a broad sense, taking into account the fundamental physical, biological, economic and sociological principles of sustainable production and land use, society’s needs for safe food of good quality, global economic and environmental challenges, etc.

Thus, the training future agrarians in higher education can be defined as the process of future professionals’ acquisition of knowledge and high-level skills aimed at ensuring the functioning of diversified and technologically advanced agriculture, which is seen as a chain of production of goods and services “from farm to fork”.

Given the above, the training of future agrarians in higher education means the

formation, development and practical application of a wide range of knowledge and skills which are mastered in different subject areas related to agriculture, taking into account such factors as climate change, sustainability, food safety requirements, etc. – oriented the professional and personal development of human resources.

There is a range of tasks for future agrarians training in higher education. They are: mastering a wide body of knowledge in agri-food sector according to the selected specialty; expanding the boundaries of knowledge and promoting the development of learners' skills about the importance of agriculture in both the global and national society, in particular through the application of scientific and entrepreneurial principles, as well as problem-solving strategies.

The tasks are as well developing knowledge and skills on the interdependence and connection between agriculture and other types of entrepreneurship, closely related to the general economic and social structure of society; developing ability to use advances in science and technology to solve problems in food systems, environmental problems, etc.; developing generally important life skills.

Currently, the professional training of future agrarians is based on a number of principles. It is well known that the pedagogy of Great Britain is characterized by humanistic concepts, the founders of which are J. Dewey, A. Maslow, T. Allport, K. Rogers, and others, at the center of which is a person who is trying to develop, self-improve.

Furthermore, in recent times the role of more advanced ideas of cultural making and project education has been increasing as well as enhancing the ideas of humanization. "Humanization, as a value reorientation of human thinking and action from visual-material components to subject-humanistic ones, acts as a mechanism of transition from technocratic subject-centric to homocentric paradigm" (Zhuravska, 2009: 199).

So, in the context of humanization of higher agricultural education in Great Britain the following components are identified: ethical and humanistic, historical and correlation, philosophical and methodological, humanitarian and prognostic, ecological ones.

The ethical and humanistic component is expressed in the increasing attention to the problems of universal and socio-cultural importance, studying the moral and social obligations of future professionals as a result of their professional activities. Historical and correlation one is aimed at deepening the principle of historicism in teaching, taking into account the synchronous correlation relations and dependencies between the development of all activities and cognition in the history of human society.

The philosophical and methodological aspect ensures the identification and comprehensive philosophical analysis of various theoretical doctrines, ways to reconcile conceptual structures with reality, extensive use of methods to enhance the formation of the philosophical foundation of the worldview.

The humanitarian and prognostic component is used in the learning process to both natural sciences and humanities methods of cognition and research. The environmental component involves focusing on the environmental aspects of potential professional activities of future professionals, the development of civilization in general (Zhuravska, 2009).

It should be noted that a characteristic feature of training future agrarians in higher education in Great Britain is the principle of fundamentalization. In modern pedagogical science, this concept is given various subjective interpretations. Some researchers consider fundamentalization as profound training in a given area – "education in-depth".

Thus, the fundamentalization of professional agricultural education is reflected in the focus on training professionals capable to deal with a wide

range of issues beyond the problems of agriculture. In general, it is about the transition from disciplinary to interdisciplinary and transdisciplinary thinking and practice on the whole and in the field of higher agricultural education in particular (Gibbon et al., 2012).

From the point of view of interdisciplinarity, any problem is considered not in isolation, but in the context as part of a certain system. Interdisciplinary agricultural education focuses on the development of adaptive productivity based on adaptive learning; joint research involving farmers; constructivist epistemology; not simply solving the problem, but improving the situation; logic of motives.

Based on the fact that agricultural education is the foundation for research in the sector, interdisciplinary education promotes research leading to structural changes; discussion of potential opportunities and tasks within human intentionality; adaptive productivity and adaptive management, acceptance of multiple prospects; ambiguous conditional results, creation of teams, groups, coalitions, platforms, networks; coevolution of society and environments, etc.

Transdisciplinary agricultural education and training involve learning and solving problems based on the participation of different members of society to solve its complex. Due to the fact that solutions are developed in collaboration with many stakeholders, there is mutual learning, enriching the knowledge of all participants.

Thus, the integration of the natural sciences, the professional disciplines focusing on the productive sectors, and those which acquisition leads to the satisfaction of social, economic and environmental needs based on sustainable development is fundamental for future agrarians training in higher education (Subject Benchmark Statement, 2019).

The principle of the synthesis of “practices, theories and their application”

ensures the convergence of the training process. The first component of this triad involves acquaintance with the practice of rural management, animal husbandry, crop production and so on; the second is mastering the scientific, business and marketing principles that are the basis for practical activities, the third is the application of theoretical and practical knowledge for real business situations in solving specific problems.

Undoubtedly, the focus is on the personality of the student, who learns to think globally, holistically, creatively, appreciate diversity, behave responsibly, flexibly respond to changes in the agricultural sector (Ison, 1990)

The subjects of agricultural education are teachers, students, administration of higher educational institutions. The core components of professional training of future agrarians are the aim, tasks, content, forms, methods, tools.

Compiling the above, it is appropriate to note that the activities of higher education institutions for the training future agrarians take into account the trends of modern agriculture along with the context of current theoretical and methodological tendencies inherent in higher education at both international and national levels.

The analysis of international and British insight provides an opportunity to summarize and outline priorities in the field of future agrarians professional training in Ukraine’s HEIs paying attention to the individual, economic and social perspectives. The individual aspect covers the development of a person’s talent and skills; the economic one regards the labor market with a focus on employment and entrepreneurship for agri-food and innovation as well as knowledge and innovation translation; the social refers linkage, social transitions, sustainability and green goals.

So, priorities are international openness and mobility; expediency to focus the new paradigm of agricultural education

on the continuity of learning activities in the context of the internationally recognized concept of "lifelong learning"; data collection in order to implement best educational practices; tools of multifaceted transparency; people-centered teaching and learning; employment opportunities; the relationship of science, innovation, production, etc. But we understand that the list is not exhaustive.

This promotes an opportunity to improve the quality of agricultural higher education and brings the content of professional training for the industry in Ukraine's agricultural universities to internationally recognized standards.

### DISCUSSION

The analysis of modern scholars' works shows that issues of agricultural education and training are still valid.

I share the opinion that modern agriculture is a complex and widely diversified system covering a great number of branches and contexts meeting an increased demand for food and non-food products (AGCAS, 2012; Stokes, 2014). At the same time, it is not enough to consider agriculture only from the point of economic activity. Modern researchers emphasize the diversity of aspects in which humans benefit from agriculture. "Agriculture as a way of life, as heritage, as cultural identity, as an ancient pact with nature – these have no price tag. Other important non-monetary contributions of agriculture include habitat and landscape, soil conservation, watershed management, carbon sequestration and conservation of biodiversity. Farm tourism is popular in many developed and developing countries as city dwellers look for a peaceful getaway and take a new interest in where their food comes from" (FAO, 2005).

I agree that agricultural education and training effects favorably on the modern agricultural system (Brook, 2011; Heanue, & O'Donoghue, 2014; *SWG SCAR AKIS*, 2017). At the same time, we support the opinion that the industry has led the diversification

of future agrarians training, its curriculum and content, and thus the skills needed to work in agriculture (Brook, 2011).

Agricultural education is considered to be a powerful scientific and educational complex that provides agricultural producers with the necessary personnel, develops university science, and promotes the sustainable development of rural territories (*Statystychno-analitychni doslidzhennia*, 2019).

Training future agrarians in HEIs deals with land management and production, animal health and welfare, environmental industries and consumer sciences including producing and managing food crops, non-food and industrial crops, as well as raising livestock and poultry. It also includes mastering agribusiness (food distribution, international buying and trading of agricultural produce, consultation, rural accounting) and a wide range of research (Naylor, 2003; AGCAS, 2012). Elements referred to above are constituted as a set of interrelated components.

The variety and multiplicity of approaches to the basic notions referring to the phenomenon of agricultural education and training stimulate scientific research in this area. Moreover, we assume that this underpins professional training future agrarians in HEIs. Clarifying and alignment of terminology provides the grounds for identifying internationally recognized standards of future agrarians training in higher education and contribute to identifying the purpose and the tasks of agricultural education (Lushchuk, 2017; Naylor, 2003; Şahin, Kumar, & Altun, 2016).

Researchers consider the successful optimization of higher agricultural education in Ukraine is impossible without a proper study of the achievements of foreign countries in this area. Analysis of the characteristics of other countries, in particular Great Britain, in the field of training future agrarians and taking into account relevant international trends will allow building effectively a strategy for the

development of Ukrainian higher agricultural education according to the general approaches of the world community (Zaskalieta, 2015; Ponomarenko, & Naidonova, 2016).

I also consider that the professional training future agrarians in higher education institutions is one of the most important means that can provide the Ukrainian economy with new specialists for the industry, and consequently will cause proper industry updating as a whole (Lushchik, 2020).

As learners are participants not only of the educational process but economic and social life it is essential to formulate a priority list for agricultural education and training based on the interrelation of individual, economic and social aspects (Alliston, 2007, Pretty & Chambers, 1993).

I support the idea that changes in agricultural education systems should be derived from a people centered-approach. "This means putting people, behaviour, connectivity, interaction, values and learning at the heart of the development of agricultural education. Human capital in agriculture has to be considered as: talent, labour, change-agents and critical consumers – human capital for a responsive approach" (SWG SCAR AKIS, 2017).

In other words, our study is aligned with previous researches about agricultural education and training nationally and internationally. So, in this paper the basic terminology in the field of higher agricultural education was clarified, the aim and the tasks of future agrarians training in modern HEIs were highlighted and priority list for agricultural education and future agrarians training was outlined grounded on national and foreign (Great Britain's) endeavors.

This study can be useful and handed over for higher education systems involved in any professional as well as agricultural training both in Ukraine and abroad.

Theoretical backgrounds provide all stakeholders with information, bring insights into professional education and training.

No doubt, agricultural education and future agrarians training in HEIs is a complex matter, which needs systematic consideration from various points of view in the modern fast-changing world taking into account individual, social, economic aspects. Further research is needed to analyze practical aspects of future agrarians training in Great Britain and to develop practical tools for foreign experience implementation in Ukraine's HEIs.

### CONCLUSION

Thus, the study of current ideas about the nature of agriculture and its role in modern society along with basic terminology in the area of professional education and modern approaches to training future agrarians in HEIs allows drawing the following conclusions. Modern human society benefits economically and socially from the agricultural sector.

There is an interrelation between the industry and professional education and training. The clarifying the principle terminology for the sphere provides an important theoretical precondition for future agrarians training in HEIs through proper formulating relevant notions. It also leads to identifying the aim, tasks, principles of agricultural education providing all stakeholders with information necessary for enabling the quality of educational and training process.

The outlined priorities of higher agricultural education in Ukraine focus on economic, social and individual aspects and take into account national and international endeavors. As I noted above practical aspects of future agrarians training abroad can be considered as prospects for further study.

**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

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## ТЕОРЕТИЧНІ ПИТАННЯ ПІДГОТОВКИ МАЙБУТНІХ АГРАРІЇВ У ВИЩІЙ ОСВІТІ

### АНОТАЦІЯ / ABSTRACT (in Ukrainian):

*Мета статті – представити важливі теоретичні питання підготовки майбутніх аграріїв у закладах вищої освіти з урахуванням поглядів сучасних (українських та іноземних) вчених щодо професійної освіти та підготовки, а також окреслити пріоритети вищої аграрної освіти в Україні на основі досвіду Великої Британії. Відповідно до мети роботи – методологія дослідження: використані різні методи досліджень (аналіз, синтез, спостереження, опис). Результати дослідження наступні: у статті проаналізовано літературу з проблеми дослідження та уточнено й узагальнено теоретичні засади аграрної освіти та підготовки, зокрема, представлено тлумачення таких понять, як-от: навчання, професійна освіта, професійна освіта та навчання, професійна освіта, аграрна освіта, підготовка майбутніх аграріїв у ЗВО. Прояснено уявлення про значення сільського господарства в сучасному суспільстві та підходи до аграрної освіти. Було відзначено, що мета та завдання підготовки майбутніх аграріїв у вищій освіті співвідносяться з потребами сталого сільського господарства, ринку праці та розвитку людських ресурсів. Мета підготовки майбутніх аграріїв у вищій освіті визначається як формування, розвиток та практичне застосування широкого спектру знань та навичок, які опановуються в різних предметних галузях, пов'язаних із сільським господарством, з урахуванням таких факторів, як зміни клімату, сталість, вимоги до безпеки харчових продуктів тощо, а також зорієнтовані на професійний та особистісний розвиток людських ресурсів. Виявлено пріоритети у галузі вищої аграрної освіти України відповідно до сучасних національних та міжнародних тенденцій. Висновки: існує взаємозв'язок між сільським господарством та професійною освітою та навчанням у закладах вищої освіти; роз'яснення принципової термінології забезпечує важливу теоретичну передумову для майбутньої підготовки аграріїв у закладах вищої освіти; окреслені пріоритети вищої аграрної освіти в Україні зосереджуються на економічних, соціальних та особистісних аспектах та враховують національні та міжнародні здобутки в цій сфері.*

### КЛЮЧОВІ СЛОВА:

*аграрна освіта, заклад вищої освіти (ЗВО), майбутні аграрії, професійна освіта, підготовка.*

### CITE THIS ARTICLE AS (APA style):

Lushchuk, Yu. (2020). Theoretical issues of training future agrarians in higher education. *Educational Challenges*, 25(1), 68–81. <https://doi.org/10.34142/2709-7986.2020.25.1.06>



<https://doi.org/10.34142/2709-7986.2020.25.1.07>

**PEDAGOGICAL MODEL OF ORGANIZATION OF DISTANCE TEACHING AND LEARNING IN THE CONDITIONS OF NETWORK TECHNOLOGY OF STUDENTS' EDUCATIONAL AND CREATIVE ACTIVITY MANAGEMENT**

Received: 10 May 2020 / Accepted: 25 July 2020

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**ABSTRACT:**

*Theoretical and methodical bases of management concepts, information and digital technologies implementation into the educational environment in the conditions of distance teaching and learning are analyzed.*

*The **purpose** of the paper is to develop a comprehensive pedagogical model of distance teaching and learning organization in the conditions of implementation of network technology of students' educational and creative activity management.*

*The research **methodology** was determined by a set of methodological approaches (systemic, activity, competence, personality-developing) and was based on a pedagogical experiment which included ascertaining, forming and control stages.*

*The **results** are as follows: it is well-proven that the only Internet platform for creation of educational SMART-environment in the higher education institution should be basic for organization of distance teaching and learning. It allows automation of teaching and learning processes, which is provided for a network contact of students and teachers in the interactive mode. Pedagogical model of distance teaching and learning organization in the conditions of network technology of student's educational and creative activity management is offered. It consists of the pedagogical system components, diagnostic SMART-complex and methods of pedagogical influence. Technological stages and content of distance teaching and learning organization are justified in educational SMART-environment. Methods, forms and facilities of realization of the studied*

phenomenon are substantiated in the system of didactics educational complexes. It has been defined that the basic link of distance teaching and learning organization is a telecommunication environment, which includes: informatively-digital, educational-methodical and didactics contents. Experimental work performances have proved the substantial increase of high-quality indexes of the agrarian sphere students' professional training (success, motivation, creative activity, productivity) in the conditions of implementation of network technology of students' educational and creative activity management.

The **conclusion** is that the realization of this pedagogical model in the system of distance teaching and learning allows to intensify considerably students' creative activity, to promote a level of their internal motivation, to deepen the level of independence and individualization of studies, that in a result is determined by the high level of future specialists' professionally-creative competence development.

#### KEY WORDS:

*Distance Teaching and Learning, Network Technology, Students' Educational and Creative Activity Management, Educational SMART-Environment, Digital Pedagogics.*

#### INTRODUCTION

Nowadays distance teaching and learning are gaining momentum through the objective processes of communication development; it is one of the powerful mechanisms to meet the needs of people in sound education. The use of Internet technologies during the organization of distance teaching and learning provides prompt and comprehensive access of applicants to the data bank on scientific, educational and methodological issues; allows students to participate in many scientific, educational and training activities, which contributes to the level of general education and culture.

Distance teaching and learning, built on a technological basis on the Internet, contribute to the improvement of pedagogical foundations, information and legal support of pedagogical processes and society as a whole.

The problem of organization of distance teaching and learning in the conditions of Covid-19 epidemic has once again proved the need to implement elements of digital pedagogy in the higher

education system of Ukraine. The President of the National Academy of Pedagogical Sciences of Ukraine V. Kremen notes that civilizational changes necessitate human preparation for new, often fundamentally different technologies. First of all, we mean informatization and computerization. It is the state of science, education and related technologies that will determine the prospects for further development of education, science and production in Ukraine (Kremen, 2011, p. 9).

Information technologies that defined the image and essence of the twentieth century today are inferior to SMART-technologies, which open a new progressive way in the organization of distance teaching and learning. As noted in the latest principles of the National Strategy for the development of education in Ukraine "education of the future should be based on a combination of information and digital technologies and individual technologies of personal development within a general electronic platform" (Hrynova, 2010).

This technological process should organically combine distance teaching and

learning with modern elements of digital pedagogy (SMART-educational complexes, information and communication technologies, electronic resources and means of activation of students' cognitive activity).

### **THEORETICAL FRAMEWORK**

Distance teaching (DT) is an independent form of study that uses mainly information technologies, which are the leading means of organization of the learning process. DT contributes collaboration of teachers and students at a distance that reflects all the inherent components of the pedagogical process (goals, content, methods, organizational forms, teaching aids) and is implemented by specific means of Internet technologies, which provide interactivity (Morze, 2001).

The scholars distinguish three basic technologies in DT: 1) case technology at which teaching methodical materials are clearly structured and completed in the special set (case), then they are sent to the student for independent studies with periodic consultations of teachers in created for these aims remote (regional) training centers or points; 2) TV technology based on the use of television lectures with consultations with teachers; 3) network technology, which is based on the use of the Internet, both to provide students with teaching materials and for interactive cooperation between a teacher and a student (Albegova, 2009; Dotsenko, 2020; Morze, 2001).

Distance teaching, in terms of scientific approach, provides the following benefits: 1) reduce the cost of learning; 2) increase the productivity of the educational process, while attracting a large number of applicants to study; 3) increase the level of independence and individualization of education; 4) improve the quality of the educational process through the use of modern technical means of teaching, electronic information sources; 5) modernize the pedagogical system, creating educational SMART-environment according

to modern principles of digital pedagogy (Albegova, 2009; Buidina, 2020; Hrynova, 2010; Dotsenko, 2020; Klochko, & Nahaev, 2019; Klochko, et al., 2018).

The experience of Great Britain should be mentioned, where an important direction in the development of vocational education is the application of the tutorial system which uses the Internet platform "Moodle" (Modular Object-Oriented Dynamic Learning Environment) –modular object-oriented dynamic learning environment, providing access to course materials and offering discussion forums, chats and educational web conferences with tutors (Lushchyk, 2017).

Due to modern information sources, various Internet networks and electronic portals (Moodle, Google Meet, Zoom, Viber, Telegram, Skype, E-mail, etc.) are used nowadays to organize DT in the educational space. However, they all have different means of data transmission and limit the participants of network communication in existence of certain integrated system of educational process management. Under these conditions, the system of higher education should effectively combine information and digital technologies with elements of distance teaching based on the pedagogical model of students' educational and creative activity network management.

Scientific researches of the authors on implementation of technological bases of pedagogical processes prove possibility on these grounds to develop network technology of distance teaching with the use of digital contents. This project will create a reliable system for managing students' educational and creative activity in the context of distance study using the appropriate on-line network content in an interactive mode. Some methodological and methodical bases of this technology have been worked out in the relevant monographic studies (Hrynova, 2010; Klochko, & Nahaev, 2019; Nahaev, 2001; Nahaev, 2012; Dmytrenko, & Kolbina, 2017).

The purpose of the paper is to analyze the existing didactic approaches to the organization of distance teaching and learning in the system of technological support of pedagogical processes based on the development of a comprehensive model of students' educational and creative activity network management.

### METHODOLOGY

The research was based on a pedagogical experiment, which had a classical technological formulation with the selection of control and experimental groups and included ascertaining, forming and control stages. The experimental groups studied according to the pedagogical model of students' educational and creative activity network management, and the control groups studied according to the traditional system of teaching.

Analyzing the conditions of the experiment, it should be noted that in each experimental group the students studied both at state order and on a contract basis. In terms of classroom and independent work, the curriculum for experimental and control groups was identical.

The content of the curriculum of the experimental groups differed in the higher level of independence, individualization, the volume of research work. At the same time, the students of experimental groups independently chose didactic forms of educational and creative activity from the list proposed in the educational program on the principle of "self-service in the cafeteria". The research was conducted on the example of professionally-oriented disciplines at the bachelor's and master's educational levels of applicants for economic specialties of Petro Vasylenko Kharkiv National Technical University of Agriculture and V.V. Dokuchayev Kharkiv National Agrarian University.

Monitoring the quality of learning was carried out according to the methods of multilevel evaluation by various diagnostic methods, which included: testing, oral and written interviews, solving situational

problems, business games, analysis of student responses to the proposed pedagogical innovations, etc. The checking system included current, intermediate and final control measures.

### RESULTS

Effective organization of distance teaching is a complex pedagogical problem, which is interpreted by many factors: 1) the Internet environment of transmission and exchange of educational information; 2) reliable technical means of teaching; 3) technological model of distance education management based on the only Internet platform; 4) digitalization of communication network, which should unite all participants in the learning process; 5) didactic methods of teaching and knowledge control.

When organizing DT, the only information environment of a higher education institution should be created, which provides automation of the main processes of activity – an appropriate Internet resource for on-line network contact in the interactive mode of applicants and teachers. Educational systems of different countries use various Internet platforms ("Unicraft", "Spring of Learn", "Webtutor", "Moodle", "Mitapolis Lm", etc.), which vary in functional possibilities, terms of organization of on-line learning and availability of their use. The most widespread in educational space is Internet platform "Moodle", which is used by many higher education institutions.

Nowadays some higher education institutions are improving this electronic resource, forming more advanced models. However, in our opinion, the problem is the lack of the only Internet platform at the level of the Ministry of Education and Science of Ukraine, which should provide all higher education institutions with common information educational standards.

The materials of such Internet platform create an appropriate educational SMART-environment, which can serve as both information and tool base for distance teaching and learning (lessons are planned

on the materials of information forums, surveys, annotated references, methodological developments and methods regarding a particular lesson).

The educational SMART-environment of students' educational and creative activity network management in the system of distance teaching and learning should contain the block of electronic educational and methodical complex. A teacher is given an opportunity to use this block to form and develop digital content of the discipline on the basis of intelligent algorithms (Data Mining), modeling the learning process, using electronic resources of the discipline, creating didactic search modules and on-line counseling.

Realization of this approach allows to apply the mechanisms of management integration (combination, penetration, convergence, formation of relationships) and systematization of data of various disciplines, which, in turn, provides an environment of integrated management system of students' educational and creative activity (Klochko, et al., 2018, p. 39).

It is important to build an effective didactic system for organizing the management of students' educational and creative activity on the basis of technologicalization of pedagogical processes. For this purpose it is necessary to significantly increase the level of methodological support, informatization and digitization of all elements of the pedagogical system. This direction needs appropriate pedagogical planning of educational resources on a distance basis in terms of managing students' educational and creative activity.

Designing a pedagogical model of the organization of DT in the conditions of students' educational and creative activity network management should be conducted taking into account the system approach covering all elements of pedagogical system: 1) the purposes of learning (they should be adjusted according to the content of education in the form of models of

educational and creative activity results); 2) the content of education (focus on the development of creativity and competence of future specialists); 3) the team of teachers (they must be ready to organize DT); 4) the team of students (they must be prepared for self-management of educational and creative activity); 5) principles of teaching (they are being improved in the context of systematic dialectical development of patterns of implementation of digital technologies); 6) methods and forms of teaching (they must be adequate to modern educational information and digital technologies); 7) teaching aids (didactic, technical) are formed on the basis of the problematic nature of learning and are determined by the development of scientific and technological progress in the field of pedagogy; 8) didactic processes (they should organically connect all the above elements in order to form the professional and creative competence of future specialists).

One of the major tasks of realization of this pedagogical problem is the formation of students and teachers skills to work in a SMART-environment under conditions of remote access, as well as achieving a high level of independence and individualization of students' educational and creative activity. At the same time, the measure of self-management of students' educational activity is closely related to the completeness of the teacher's data on the content, structure, technology and means of teaching and control.

Taking into account our experience, it is necessary to design an interactive network pedagogical technology that would implement the management concept of distance teaching on a three-level basis: Level 1 – management of students' educational and creative activity in the system "teacher-applicant"; Level 2 – management of students' educational and creative activity in the system "applicant-applicant"; Level 3 – network management of students' educational and creative activity in the system "educational SMART-complex-

applicant". Thus, the pedagogical model of organization of DT will be realized in the systems: direct management, mutual management and self-management of students' educational and creative activity. The main directions of solving this problem are in the sphere of modernization of the pedagogical system of higher education institutions and planning of the following theoretical and methodological, informational, administrative, technical and technological measures: planning and organization of educational network SMART-environment on the basis of the only Internet resource for the network contact of on-line in the interactive mode; creation of network electronic base of information resources (on the basis of electronic repository of library funds); formation of the electronic distance teaching complexes on the basis of electronic textbooks, manuals, recommendations for independent work of students in the network system; creation of diagnostic SMART-complexes based on the design of an electronic database of distance control (electronic journals of attendance at classes, accounting of independent and individual work, test control of knowledge (current, intermediate, final); development of normative and legal base of organization of distance teaching in the conditions of digitalization of pedagogical processes.

Each of the noted directions requires systematic and targeted research. On the example of educational process of Petro Vasylenko Kharkiv National Technical University of Agriculture and V.V. Dokuchayev Kharkiv National Agrarian University we will analyze a possibility of implementing digital educational content for distance teaching and learning in terms of network pedagogical technology of students' educational and creative activity management in 2016-2020.

The basis of the technology is the appropriate electronic capsule of Internet resource for network contact of teachers and students in an interactive mode. For this

purpose the universities use Internet platform "Moodle" and "Google Meet" as an electronic capsule for implementation of pedagogical processes. The general pattern of this pedagogical model can be presented in **Figure 1**.

Recently much attention has been paid to the development and implementation of electronic textbooks, which contain an electronic capsule of various multimedia formats and provide interactive cooperation of multimedia modules of educational material. Electronic textbooks use a system of multimedia dialogue with the reflection of the processing of educational information based on the application of mechanism of navigation and active hyperlinks. The hypertext of electronic textbooks presented in electronic form and provided with an extensive system of communications allows the applicant to instantly move from one of its fragments to another accordingly to thematic sections of the discipline.

An essential technological aspect of distance training of future specialists is the development of technological cards ("Syllabus") of distance learning courses, which are technological memo card of independent study of the discipline and allow students to plan personal strategy of self-management based on the principles of self-didactics. Such a technological card is given to students at the first lecture. It contains a bank of necessary information, methodical recommendations for independent study of the course in the form of educational targets, ways of solving them and distance forms of control.

Each distance learning course based on "Syllabus" contains the following didactic elements: theme and purpose of the training course; key concepts; knowledge and skills necessary for the study of material; theoretical material; glossary; practical tasks and laboratory exercises; structural and logical scheme of interrelations of studying of separate thematic components; literary sources; questions for self-control; tasks for modular control.

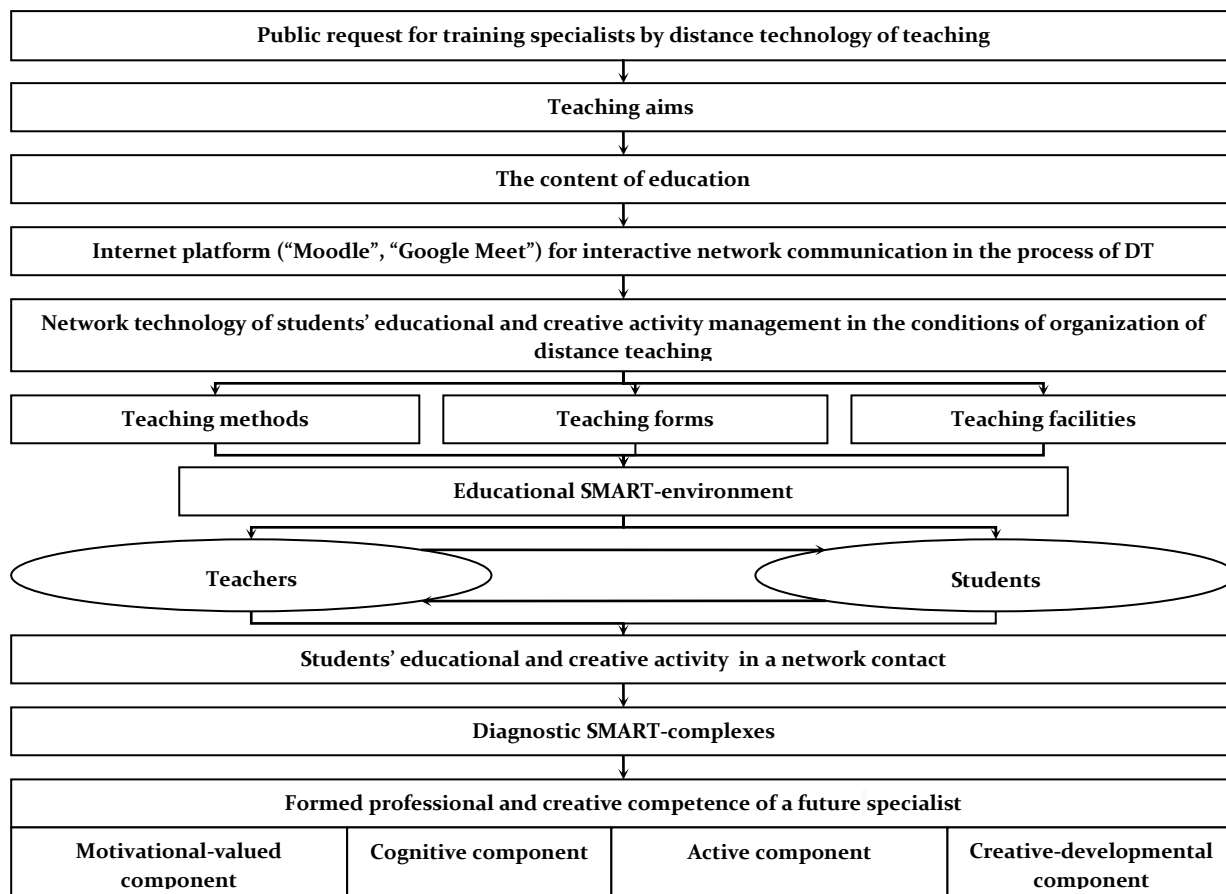


Fig. 1. Pedagogical model of organization of distance teaching and learning in the conditions of network technology of students' educational and creative activity management

At each stage of studying the discipline, students have the opportunity to plan an individual learning strategy for self-control of knowledge (depending on the level of training, possibilities regarding the rate of mastering of material individual learning goals, etc.). Practice has shown that this approach can significantly intensify the process of distance teaching and learning, improve its quality and productivity (Nahaev, 2012; Dmytrenko, 2016).

To implement an effective management system of educational and creative activity it is necessary to ensure a high level of decentralization of pedagogical influence, to create a structure of didactic process at which students will be able to supplement the information subsystem with elements of self-planning, self-organization, self-motivation and self-control.

The organizational components of the pedagogical model of students' educational and creative activity network management are as follows: 1) organization of teacher's

work on the development and implementation of pedagogical technology; 2) co-management in order to establish effective interactive communication in the systems "teacher-student" and "student-student"; 3) self-management of students' educational and creative activity during independent and individual work; 4) control and self-control of educational results.

In order to increase the efficiency of network management in the conditions of DT, ensure high quality and productivity of implementation of the results into the educational process, we have established a scientific center of didactics of management education as a center of scientific and pedagogical innovations, which allows at the level of scientific experiments to substantiate the theoretical and methodological principles of improving the organizational and technological measures of distance teaching and learning. The pedagogical experiments conducted by the scientific center of didactics in 2016-2020

showed an increase in the efficiency of the process of training specialists in terms of combining the traditional system of education with distance management technology of students' educational and creative activity.

At the experimental stage of the research, criterion indicators reflecting the ability of applicants to self-management of educational and creative activity in the conditions of distance teaching and learning on the personality-development component were determined by experts. Such criteria indicators of the quality of training of future specialists were as follows: success, levels of independence and individualization of educational activity, motivation and creative activity of students. The level of independent and individual work of students was determined by the coefficients of self-determination (CS) and individualization (CI).

The level of independence (coefficient of self-determination) characterizes possibility of a future specialist to undertake responsibility, independently to solve educational tasks and make independent decisions:

$$CS_{eca} = \frac{K_{sf}}{K_{sp}}, \quad (1)$$

where:  $K_{sf}$  is an amount of the actually performed independently educational and creative tasks;  $K_{sp}$  is an amount of independent tasks on the course program.

The level of individualization (coefficient of individualization) is determined by possibility of students to perform individual educational projects which take into account the specific of professional activity of future specialists:

$$CI_{eca} = \frac{K_{if}}{K_{ip}}, \quad (2)$$

where:  $K_{if}$  is an amount of actually proposed and performed individual creative projects;  $K_{ip}$  is a maximum possible amount of individual creative tasks (on the course program).

The motivation of students to distance teaching and learning by pedagogical technology of network management of students' educational and creative activity was determined by the coefficient of motivation (CM) as correlation of level of positive motives of applicants (aims, interests, internal motives) to the general level of positive and negative motives of applicants according to the proposed model:

$$CM = \frac{M_p}{M_p + M_n}, \quad (3)$$

where:  $M_p$  is positive motives of applicants;  $M_n$  is negative motives of applicants.

The creative activity of students was assessed by the coefficient of creative activity (CCA), which is determined by amount and content of acts of positive student activity based on current control (participation in scientific conferences and seminars, preparation of research tasks, creative projects, providing reasonable proposals for solving production problems, etc.) as relation of amount of his individual acts of creative activity to the highest level of creative activity in the academic group:

$$CCA = \frac{CA_f}{CA_{max}}, \quad (4)$$

where:  $CA_f$  is actual student creative activity;  $CA_{max}$  is student creative activity according to maximum criteria.

The coefficient of creative activity varies from 0 to 1,0. The following quantitative assessment of the levels of creative activity was determined: elementary ( $CCA = 0-0.3$ ), average ( $CCA = 0.3-0.6$ ), sufficient ( $CCA = 0.6-0.9$ ), high ( $CCA = 0.9-1.0$ ).

We'll follow the effectiveness of the implementation of the method of students' educational and creative activity network management (Table 1).

As it is evident from the analysis of the quantitative indicators, the average coefficient of self-determination according to the network management technology of students' educational and creative activity (CS) is 0.74, that is 21.3% higher than the

same indicator according to the traditional teaching methods (0.61). The average value of the coefficient of individualization (CI) has also increased significantly - from 0.54 to 0.7 (29.6%). At the same time, the coefficient of motivation has increased by 16.6%. Particularly the increase in students' creative activity is noticeable according to the network management technology of students' educational and creative activity (32.7%), that is connected, in our opinion,

with the organization of creative educational environment.

The practice of implementing this methodological model proved that the level of students' creative activity depends on the ability of applicants to choose individual organizational forms and teaching methods (preparation of individual research tasks, testing, compiling thematic crossword puzzles, solving situational problems, modeling professional situations, etc.).

**Table 1.** Analysis of the efficiency of introduction of network technology of students' educational and creative activity management in the conditions of organization of the distance teaching and learning, 2016-2020

Educational disciplines (educationally-qualifying level)	Average success is on a 100- point scale		Coefficient of self- determina- tion (CS)		Coefficient of individu- alization (CI)		Coefficient of motivation (CM)		Coefficient of creative activity (CCA)	
	MECA	TST	MECA	TST	MECA	TST	MECA	TST	MECA	TST
"Management" (bachelor)	89,4	79,7	0,78	0,65	0,74	0,58	0,77	0,67	0,74	0,56
"Jurisprudence" (bachelor)	91,0	82,2	0,76	0,63	0,72	0,56	0,72	0,61	0,78	0,61
"Management of Personnel" (bachelor)	89,0	78,0	0,81	0,64	0,76	0,55	0,80	0,66	0,74	0,59
"Administrative Law" (bachelor)	88,8	80,6	0,75	0,61	0,69	0,53	0,76	0,62	0,82	0,66
"Conflictology" (master's degree)	92,6	84,0	0,69	0,56	0,66	0,51	0,78	0,68	0,84	0,62
"Public Administration" (master's degree)	86,4	77,8	0,73	0,60	0,68	0,54	0,81	0,75	0,72	0,54
"Management Psychology" (master's degree)	91,8	82,4	0,71	0,58	0,67	0,52	0,78	0,64	0,76	0,51
On the average	89,86	80,67	0,74	0,61	0,70	0,54	0,77	0,66	0,77	0,58
<b>Efficiency of implementation of model, %</b>	<b>11,4</b>		<b>21,3</b>		<b>29,6</b>		<b>16,6</b>		<b>32,7</b>	
	<b>22,32</b>									

Thus the level of students' creative activity substantially influences on forming the component of creative self-development in the structure of professional competence of future specialists. According to all didactic criteria, a positive effect from the implementation of this pedagogical model was noted. In order to determine the dynamic differences in the results of educational and students' creative activities of experimental and control groups, they were grouped by components of professional and creative competence of future specialists in the agrarian sector (**Figure 2**).

The grouping was based on the method of distribution of students according to the variability of the formation of professional and creative competence of future specialists within the motivational-value, cognitive, activity and creative-developmental components. The analysis of the diagram shows a significant increase in the quantity of students in the experimental groups, which are at the level of the component of creative development in the structure of professional and creative competence (21.8% vs. 11.3%). 42.1% of students in the experimental groups and only 28.9% of students in the control groups

achieved the level of professional and creative competence.

At the same time, the quantity of students of experimental groups according to the set of activity and creative development components significantly exceeds the students of control groups (63.9%, against 40.2%). As a result of the experiment the hypothesis of the authors about more effective organization of distance teaching and learning in the conditions of implementation of network technology of students' educational and creative activity management is proved. The overall efficiency of the application of this pedagogical model is at the level of 22%.

Qualitative analysis of the obtained results proves that students of experimental groups at the level of formation of personality-developing component of professional competence are dominated by

skills of self-development. Assessing creative and professional qualities, teachers noted a much wider range of their development in students of experimental groups.

For instance, the planning activities of students in experimental groups were characterized by the ability to develop and adjust the individual strategy of self-management of educational and creative activity according to the achieved level of educational results. At the same time, the students of control groups, most often, were limited only to the choice of the purpose of the individual task and the direction of its implementation. According to numerous surveys of applicants, more than 77% of respondents indicated a desire to learn this technology, if there was a possibility of choice.

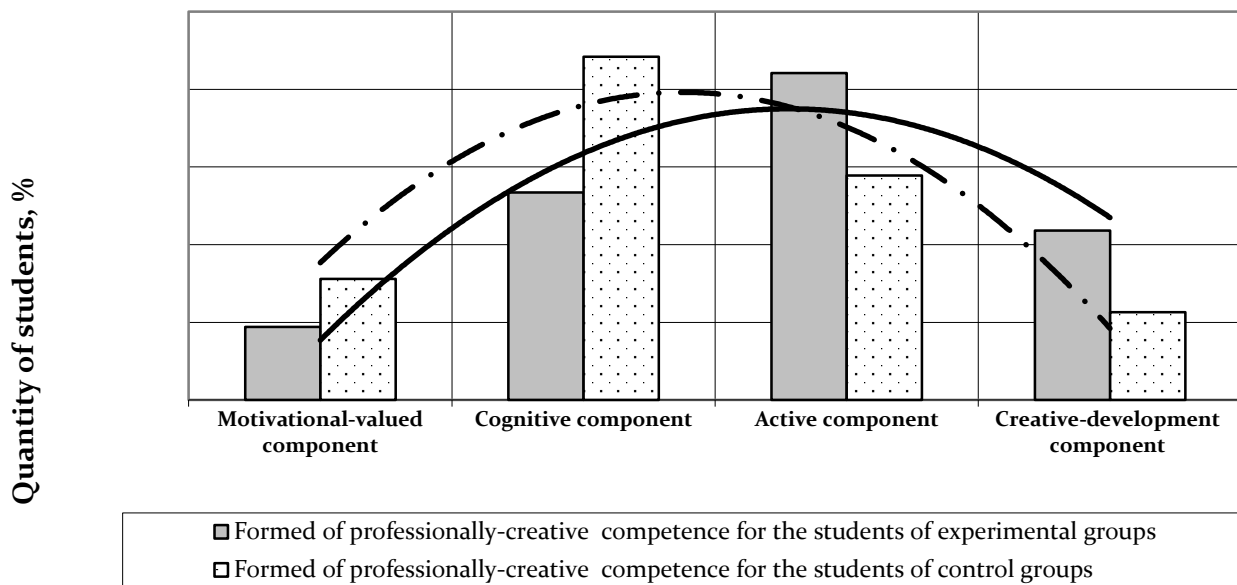


Fig. 2. A diagram of distribution of students according to the elements of professionally-creative competence

## DISCUSSION

We consider that the results of the above research the following original ideas may be useful for specialists in the field of education: the design of network pedagogical technology to manage students' educational and creative activity for the organization of distance education.

This technology is based on the implementation of the educational SMART-environment into the educational process, which is determined by the electronic Internet platform with the formation of a network of interactive didactic connections based on the principles of digital pedagogy.

The basic mechanism of the offered pedagogical model is the system of three-level management didactics processes with the selection of interactive applications: “teacher–student”; “student–student”; “educational SMART-complex–student”. Thus the pedagogical model of organization of DT will be realized in control system, co-management and self-management of students’ educational and creative activity. The educational result of realization of the offered network pedagogical technology is forming of professionally-creative competence of future specialists on the basis of motivational-valued, cognitive, active and creatively-developing components.

### CONCLUSIONS

An essential aspect of the organization of distance teaching and learning is the introduction into the educational environment of management concepts and information and digital technologies. The main organization of distance teaching and learning should be the information environment of higher education institution for networking in the interactive mode of students and teachers. To implement this pedagogical problem it is necessary to ensure the construction of the only electronic resource of distance teaching and learning on the basis of technologicalization and digitalization of pedagogical processes.

According to our analysis, the implementation of distance teaching and learning into higher education provides great opportunities for further

development of traditional forms of education and raising them to a new level. The results of the pedagogical research have shown that the implementation of network technology management in distance teaching and learning allows to significantly enhance the cognitive and creative activities of students, deepen the level of independence and individualization of learning, increase their internal motivation, which is ultimately determined by the high level of professional competence of future specialists.

The conclusion of the experiment is the importance of the formation of self-didactic functions of students – self-motivation, self-planning, self-organization, self-control, self-analysis, which is the result of a high level of decentralization of pedagogical influence.

The obtained results allow to determine the ways of further scientific and pedagogical research in this direction: design of electronic Internet platforms for network interactive pedagogical communication during distance teaching and learning; development of interactive methodical systems on the basis of electronic SMART-complexes of educational and methodical maintenance of the organization of distance teaching and learning; implementation of network pedagogical technology of management of students’ educational and creative activity in the pedagogical model of the organization of distance teaching and learning.

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**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

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**ПЕДАГОГІЧНА МОДЕЛЬ ОРГАНІЗАЦІЇ ДИСТАНЦІЙНОГО  
НАВЧАННЯ В УМОВАХ МЕРЕЖЕВОЇ ТЕХНОЛОГІЇ УПРАВЛІННЯ  
НАВЧАЛЬНО-ТВОРЧОЮ ДІЯЛЬНІСТЮ СТУДЕНТІВ**

**АНОТАЦІЯ / ABSTRACT (in Ukrainian):**

Проаналізовано теоретичні та методичні основи впровадження в освітнє середовище управлінських концепцій та інформаційно-цифрових технологій в умовах дистанційного навчання. Мета статті полягає в розробці комплексної педагогічної моделі організації дистанційного навчання в умовах впровадження мережевої технології управління навчально-творчою діяльністю студентів. Методологія дослідження визначалася сукупністю методологічних підходів (системний, діяльнісний, компетентнісний, особистісно-розвивальний) і базувалася на педагогічному експерименті, що включав констатувальний, формувальний та контрольний етапи. У результаті дослідження доведено, що основною організації дистанційного навчання має бути єдина Інтернет платформа для створення освітнього SMART-середовища закладу вищої освіти, в якому забезпечується автоматизація педагогічних процесів для мережевого контакту в інтерактивному режимі здобувачів і педагогів. Запропонована педагогічна модель організації дистанційного навчання в умовах мережевої технології управління навчально-творчою діяльністю студентів, яка складається з компонентів педагогічної системи, діагностичного SMART-комплексу і методів педагогічного впливу. Обґрунтовано зміст та технологічні етапи організації дистанційного навчання в освітньому SMART-середовищі. Обґрунтовано методи, форми та засоби реалізації мережевої технології управління навчально-творчою діяльністю студентів в системі дидактичних навчальних комплексів. Визначено, що основною ланкою організації дистанційного навчання є телекомунікаційне середовище, яке включає: інформаційно-цифровий, навчально-методичний та дидактичний контент. Результати експериментальної роботи засвідчили суттєве підвищення якісних показників професійної підготовки кадрів аграрної сфери (успішність, умотивованість, творча активність, продуктивність) в умовах впровадження мережевої технології управління навчально-творчою діяльністю студентів. Висновки: реалізація даної педагогічної моделі в системі дистанційного навчання дозволяє значно активізувати творчу діяльність студентів, підвищити рівень їх внутрішньої мотивації, поглибити рівень самостійності та індивідуалізації навчання, що у підсумку

визначається високим рівнем сформованості професійно-творчої компетентності майбутніх фахівців.

**КЛЮЧОВІ СЛОВА:**

дистанційне навчання, мережева технологія, управління навчально-творчою діяльністю студентів, освітнє SMART-середовище, цифрова педагогіка.

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**CITE THIS ARTICLE AS (APA style):**

Nahaev, V., & Hrynova, Ya. (2020). Pedagogical Model of Organization of Distance Teaching and Learning in the Conditions of Network Technology of Students' Educational and Creative Activity Management. *Educational Challenges*, 25(1), 82–95. <https://doi.org/10.34142/2709-7986.2020.25.1.07>

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<https://doi.org/10.34142/2709-7986.2020.25.1.08>

## DEVELOPMENT OF PROFESSIONALLY-ORIENTED READING SKILLS OF FUTURE VETERINARIANS

Received: 10 June 2020 / Accepted: 20 July 2020

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### ABSTRACT:

*The article deals with the development of future veterinarians' professionally-oriented reading skills during foreign language learning.*

*The article **aim** is to highlight and analyze the main directions of the development of professionally-oriented foreign reading skills of future veterinarians as one of the effective methods of mastering foreign language competence. The objectives of the article are to study and characterize the theoretical foundations of professionally-oriented reading training; to define principles and criteria for the selection of professionally-oriented texts for future veterinarians; to introduce and substantiate the stage-by-stage work with the text of professional veterinary orientation.*

*General theoretical **research methods** (analysis, synthesis, system-structural) have been used to reach the research purpose.*

*The **results** are the following. The teacher's work on developing reading skills is not only to teach the students to read but also to encourage them to use learned material in their future professional activities. Properly selected training material on professionally-oriented reading takes a leading role in the successful training of future veterinarians. The problem of selection of training material for the formation of professional competence in reading was solved by taking into account the criteria of authenticity, informativeness, and accessibility of texts. In the process of selecting materials for training professionally-oriented reading at the faculty of veterinary medicine, it is appropriate to rely on the principles of professional orientation; scientificity; sustainability; unity of theory and practice.*

*As an outcome of the research, we have **concluded** that the development of professionally-oriented reading skills helps to solve a number of tasks: it gives motivation to learn a foreign language, allows students to deepen their knowledge of scientific authentic material, develops abilities to use foreign sources in future professional activities, improves skills of professional communication.*

### KEY WORDS:

*Foreign language, higher education institution, professionally-oriented training, reading skills, veterinarian students.*

## INTRODUCTION

The current stage of Ukraine's development is characterized by the expansion and qualitative changes in the international relations of our country, the internationalization of all spheres of public life. Ukraine's integration into the world community requires foreign language proficiency.

Learning of foreign languages facilitates the realization of such areas of professional activity as knowing new technologies, scientific hypotheses, and tendencies, outstanding innovations in the field of agriculture, establishing contacts with foreign firms, enterprises, educational institutions, and increasing the level of professional competence.

Development of students' foreign-language professional competence of higher agrarian educational institutions is based on a professional-oriented approach, when a foreign language becomes an integral part of studying the specialty, developing of professional interests and the ability to use the acquired knowledge in practice.

The foreign language training in Ukraine's higher agricultural institutions takes place under the following conditions: 1) internationalization of higher education on the whole and agricultural one in particular; 2) enhancing the role of English as a language of international communication; 3) Council of Europe policy supporting the more effective learning of foreign languages within the European community as well as Common European Recommendation on Language Education (CEFR) development and implementation (Lushchyk, Pikulytska & Tsyhanok, 2020).

One of the specifics of foreign language training in an agricultural institution is to focus on the professional needs of future agricultural specialists, necessary for reading special literature and documents, develop abilities to use foreign sources in future professional activities communicate with colleagues from different countries on

professional topics in English and prepare a future specialist for further training.

Students of agricultural universities master a foreign language within studying the discipline English for specific purposes (ESP). It should be pointed out that in local scholars the term "professionally-oriented English language training" refers to ESP. These two terms are considered equivalent. ESP studied at the faculty of veterinary medicine is an integrated subject that combines grammar, veterinary terminology, and style.

The peculiarity of studying the discipline ESP by veterinary students is that English is based on such disciplines as Biology, Physics, Chemistry, Physiology, and Latin and is integrated with them; lays the foundations of knowledge in veterinary terminology with the prospect of their further use in professional activities; improves knowledge of terminology and deepens knowledge of special disciplines; forms the ability to use the acquired knowledge in professional training and further professional activity.

The professionally-oriented training of a foreign language, as a rule, involves reading and discussing of popular science articles relevant to the above-mentioned disciplines.

It is believed that reading is significantly associated with a person's achievement in his or her personal and professional life (Block & Israel, 2005). This activity has such tasks as agrarian scientific publications review; foreign agricultural research awareness; materials selection for scientific and practical activities. The professionally-oriented reading is one of the priority students' activities of agricultural universities allowing future specialists to use all the necessary means of information. It is also related to the stylistic aspects of the language of science, semantic complication, and transformations.

In this regard, many scholars have focused their attention on the problem of reading foreign-language literature. The

analysis of the scientific literature shows that the educationalists are interested in this problem (Kubriakova, 1994; Liakhovytskyi, 1981; Shchukin, 2008; Grellet, 1981; Block & Israel, 2005). Such scientists as I. Zymniaia (1991), H. Clark and E. Clark (1997) substantiate the psychological preconditions for the development of foreign language reading skills. The works of these researchers have become the basis for the development of professionally-oriented training concepts (Barabanova, 2005; Serova, 1988, Chernushych, 2011, Torrance & Rockenstein, 1988, Tymoshchuk, 2019). Based on these concepts Ukrainian researchers have created methodologies of future agrarians' developing reading skills using scientific English sources, information, and communication technologies (Maliuha, 2003; Lushchyk, 2016).

Several studies deal with foreign language professionally-oriented training of future veterinarians. They have focused on developing reading skills and understanding of foreign sources (Satieva, 2011; Kushniarova, 2006). Despite the existing scientific and pedagogical background on this issue, the methodology of developing English professionally-oriented reading skills of future veterinarians is not solved fully.

The purpose of the article is to highlight the main directions of the development of professionally-oriented foreign reading skills of future veterinarians as one of the effective methods of mastering foreign language competence. Objectives: 1) to study and characterize the theoretical foundations of professionally-oriented reading training; 2) to define principles and criteria for the selection of professionally-oriented texts for future veterinarians; 3) to introduce and substantiate the stage-by-stage work with the text of professional veterinary orientation.

### **THEORETICAL FRAMEWORK**

It is worth noting that very often during students' training of professionally-oriented reading of non-linguistic faculties,

weak basic knowledge, in particular, in reading is demonstrated. As a result, students can't work with English-language sources in scientific research. Some of them can indeed communicate in English, but there are problems with reading skills.

To solve the problem of future veterinarians' professionally-oriented reading skills development the following questions should be researched: the term professionally-oriented training in the non-linguistic higher educational institutions; the components/ aspects of professionally-oriented training; syntactic and semantic approaches to reading; the principles of selecting materials for teaching professionally-oriented reading; the criteria for selecting sources for professionally-oriented reading; the task system for developing reading skills.

Developing a system of tasks for working with professionally-oriented texts, were considered in the works by Torrance and Rockenstein (1988), S. Berado (2006), V. Peacock (1997), O. Byriuk (2005), A. Chernushych (2011), H. Kravchuk (2010), H. Hryniuk and Yu. Semenchuk (2007). According to their studies principles and criteria for selecting reading materials play an important role in successful development students' reading skills. Scientists point out that special text should be selected in terms of their content, educational and cognitive value, accessibility, and linguistic normativity, communicative, and professional relevance.

We suggest that professionally-oriented training of future veterinarians should be organized considering professional specifics. The use of active teaching methods greatly enhances the motivation of learning foreign languages in general.

### **METHODOLOGY**

According to the purpose and the set of objectives, the following general theoretical methods were used in the research.

Analysis and synthesis for the identification and systematization of the main directions of researches in the scientific and pedagogical literature context of professionally-oriented foreign language training of future agrarians. Specific scientific (system-structural) for the systematization and generalization of theoretical positions revealed in scientific and methodical literature on the criteria and principles for selecting professionally-oriented texts, as well as generalizing own teaching experience.

### RESULTS

The term “professionally-oriented training” in non-linguistic higher educational institutions is used to refer to the process of learning a foreign language and is oriented to reading literature in a specialty, mastering professional vocabulary and terminology, as well as communication in the field of professional activity. The essence of professionally-oriented training of a foreign language is its integration with special disciplines to obtain additional professional knowledge and the formation of professionally significant personal qualities

It should be noted that professionally-oriented training includes both the content of training materials and activities containing methods and techniques that form professional abilities. The professional orientation of the activity requires the integration of the foreign language discipline with special disciplines and sets the task for the foreign language teacher to teach the future specialist to use the foreign language as a means of systematic improving professional knowledge based on interdisciplinary relations.

The availability of good reading skills in professionally-oriented texts allows students to maintain their academic knowledge, develop personality, and achieve professional success.

In most cases, the student is not required to fully understand the text, but only the key information and secondary

details may not be taken into account at all. In other words, to understand the content of the text a future veterinarian must use two different approaches: syntactic and semantic (Clark & Clark, 1997).

Using the syntactic approach, on the one hand, the student turns the sequence of letters into words and their components, using linguistic knowledge and formal schemas. Based on the semantic one, on the other hand, the student uses the meaning of words, the content of schemas, and his life experience to understand the meaning. In most cases, the reader uses a combination of these two approaches for understanding the text.

We fully agree with this opinion about double approaches using while reading a text. The student must know the meaning and function of keywords in the text, basic grammatical structures, and coherence tools in the text.

For successful work in class, the teacher is faced with the task of choosing the proper training material. The selection of reading texts for students of veterinary faculties must be professionally-oriented as well as highly specialized.

Ukrainian and foreign scholars pay much attention to the principles and criteria for selecting reading materials (Byriuk, 2005; Torrance & Rockenstein, 1988; Rubin, 1994). The following factors determine the principles and criteria for the selection of training materials:

- 1) The purpose of training (teaching professionally-oriented reading of English-language special texts).
- 2) The organization of the training process and forms of work (individual/group, classroom/extracurricular).
- 3) The requirements of English Language Core Curriculum for Specific Purposes and related academic programs.

It is clear that the main training unit is the text of professional purposes. Most methodologists consider the training text as a unit of selection for teaching reading. It

should be noted that the authentic learning and scientific texts (with varying degrees of adaptation according to the level of students' knowledge), which correspond to the future profession, are used for future agrarians' training (Lushchyk et al., 2020). At the principle stage of studying the following topics are proposed for future veterinarians: agriculture in Ukraine, agriculture at EU, farm work in different seasons, types of farms, veterinary medicine in Ukraine; veterinary medicine in EU. The topics of the final of foreign language training focus on specialized disciplines such as Animal Physiology, Animal Anatomy, Histology, Microbiology, Pharmacology, Surgery, Midwifery, Animal Diseases, etc. The necessity of close cooperation of foreign language teacher with teachers of veterinary discipline to get acquainted with all specific features of the students' future professional work is obvious.

Often foreign language teacher deals with the difficulties of selecting proper training materials. The selection of training texts must be followed by the methodological principles of teaching a foreign language. Based on the above, we highlight several principles of selecting materials for teaching professionally-oriented reading. They are the following: 1) the principle of professional orientation; 2) the scientific principle; 3) the principle of continuity; 4) the principle of theory and practice unity; 5) the principle of suitability.

The principle of professional orientation involves a direct link to students' future professional activities.

The scientific principle includes exclusively substantiated in modern science and tested in practice objective facts, regulations, laws, theories. The content of the training has a positive effect on the formation of future specialists' ability to think logically, raises the awareness of the significant place of future specialty in science.

The principle of continuity is important in veterinarians' professionally-oriented

reading skill development because of a consistent complication of knowledge and skills. That is, new knowledge in a particular discipline at each stage of training is based on previously acquired and serves as a foundation for the assimilation of new ones.

By the principle of theory and practice unity, the content of training determines the practical importance of theoretical knowledge in the process of future specialist development.

The principle of suitability depends on each particular group of students, their age, needs, cultural background, language level, and the level of professional training. The suitability of training material with the gradual transition from simple to complex, from familiar to unfamiliar, certainly leads to positive learning outcomes. This, in turn, stimulates students' motivation to further increasing knowledge in their future specialty.

Summarizing the above, we can suggest that using mentioned above principles for the selection of professionally-oriented training materials for future veterinarians are obvious in teaching a foreign language. They contribute to students' achievements in professional life.

An important stage in the teacher's work is to determine the criteria for selecting sources for professionally-oriented reading.

The texts should carry new information. In addition to professional orientation, the sphere of communication, age, types of students' activities must be taken into account. In teaching students, it is also worth drawing attention to the linguistic-stylistic component of each text, since language is the subject of training, therefore, the close link of all training problems with the language is quite natural. The scientists advise to select texts depending on the program, so they should contain thematic vocabulary and grammatical phenomena typical for a particular genre.

Having analyzed the scientific and pedagogical literature on the issue, we have chosen the following criteria for selecting veterinarian orientation texts for developing reading skills: 1) authenticity; 2) thematic criterion; 3) interdisciplinary coordination criterion; 4) informativeness (substantive content); 5) communicative orientation; 6) accessibility.

One of the main criteria for selecting materials for reading is the criterion of authenticity. Authentic texts have been defined as "...real-life texts, not written for pedagogic purposes" (Wallace, 1992: 145). Authentic materials are therefore written for native speakers and contain "real" language. They are "...materials that have been produced to fulfil some social purpose in the language community", in contrast to non-authentic texts that are specially designed for language learning purposes (Peacock, 1997: 146).

C. Nuttall (1996) reports that the main requirements for the selection of authentic texts for teaching a foreign language are the criteria of suitability the content, the exploitability of learning, readability. Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs. The texts should motivate as well. Exploitability refers to how the text can be used to develop the students' competence as readers. A text that cannot be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of the structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students.

S. Berado (2006) complements this list with a requirement such as a presentation. The "authentic" presentation, through the use of pictures, diagrams, photographs, helps put the text into a context. This helps

the reader not only understand the meaning of the text better but also how it would be used. A more "attractive" text will appeal to the student and motivate them into reading.

We consider that it is appropriate to use authentic texts in the process of teaching students in non-linguistic higher education institutions and demonstrate a set of strong factors of using authentic texts.

1. Authentic texts are valuable informative and cognitive material that complements the student's acquired knowledge of special disciplines, provides the principle of professional orientation of learning a foreign language.

2. Authentic professionally-oriented texts are examples of science genre, presentation models of basic theoretical concepts, and categories using a foreign language.

3. Authentic texts are a source of students' vocabulary in the specialty, an example of the use of terminological vocabulary in a context. They help to specify the meaning of words, explain and clarify their use according to established language norms and standards.

4. Authentic texts, in addition to a wide range of terminological vocabulary, provide students with speech formulas of the scientific register.

As we can see, authentic texts illustrate the language functioning in a form acceptable to native speakers, in a natural social context. The availability of new information completes students' vocabulary on the relevant topic. Thereby, a certain level of professional competence is achieved. When bringing authentic materials into the classroom, it should always be done with a purpose, as highlighted by Senior "...we need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials" (Senior, 2005: 71).

The thematic criterion provides for the restriction of the text selection within the theme and is the subject of professional interest of future specialists and the theme of specialized disciplines. The importance of

a topic for teaching reading is explained by a number of its properties. Some of them are the ability to reflect and classify certain spheres of extra language reality, the ability to organize and streamline lexical material according to the subject content, as well as the ability to develop the speech process. The selected professional terminology has a priority of the subject side over the language learning.

In our opinion, this will contribute to the students' motivation, the activation of acquired knowledge, and hence the self-reflection strengthening in training English and the formation of communicative competence as a whole.

The next criterion for the selection of professionally-oriented texts is the criterion for interdisciplinary coordination. This implies selecting such texts in English containing terminological vocabulary learned by the students in their native language while studying specialized theoretical and practical disciplines. As a result of the selection of texts based on this criterion, optimal conditions are created for mastering English terminology vocabulary and professional competence in general, because the knowledge of terminology obtained in class in the relevant specialized disciplines (Animal Physiology, Animal Anatomy, Histology, Microbiology, Pharmacology, Surgery, Midwifery, Animal Diseases, etc) is summed up, deepened and systematized in foreign language classes.

So, the selection of professionally-oriented texts for developing the reading skills of future veterinarians based on the criterion of interdisciplinary coordination requires the acquisition of terminology vocabulary in the mother tongue when studying specialized disciplines as well as the in-depth knowledge of the subject. We believe, it contributes to the practical mastering of the terminological vocabulary (both English and native languages), and selection, presentation, and automatization of the material in practical English lessons are functional.

One of the important requirements for the quality of text necessary for developing reading is text informativeness (substantive content). There is no clear definition of this concept. In the scholarly discussion, there are two approaches to determining the informativeness of the text.

The first approach suggests that the informativeness of the training text as a representation of meaningful information: logical, emotional-evaluative, and incentive-volitional. The second one characterizes informativeness as a relative value because the degree of the information content of the message depends on the potential reader. In other words, the information message for the recipient is informative. Though, the same message may be new and informative for one student. Another one may not see these qualities in the information.

The content criterion determines the value of the text as training material for reading and allows the teacher to select scientific terms providing students with an understanding of the information received in the text. The effectiveness of the organization of training interactive activities and the effectiveness of acquisition terminological vocabulary depends on the content of the text. If the text content does not meet the students' cognitive needs, it is used as a "material" (lexical, grammatical, and structural) for writing other texts (abstracts on the theme of scientific research, reports at conferences, term papers, etc.).

The creation of new text implies the ability to use the lexicon terminology in professional communication and exchange of professional information, meets the tasks of forming a foreign-language lexical competence.

The criterion of the communicative orientation of texts determines the solution of communicative tasks. Professionally-oriented texts are communicative units of two levels: cognitive, which serves as informative filling of the communication process, and linguistic, which reflects the

linguistic and speech forms. Students must understand the foreign language text, get the necessary information, interpret and draw their conclusions.

The selection of training materials according to the accessibility criterion creates the basis for the communicative orientation of professionally-oriented reading training. A set of exercises for training reading will be effective and capable of providing the formation and development of reading skills of professionally-oriented literature if the selected texts are accessible to recipients. The texts for foreign language reading must be selected with a deductive statement at the basic stage of the study, gradually moving to the texts with an inductive statement at the final stages of study with a clear presentation of facts.

The accessibility of texts will be ensured if the teacher adheres to certain requirements regarding the comprehensibility of the lexical, grammatical, syntactic material of the texts. Since professionally-oriented texts are organized around a specific subject-thematic complex, which is characterized by the use of a limited set of lexical units, tended to the repeatability within a text.

When teaching professionally-oriented reading, as a rule, two tasks are solved. Firstly, the teacher must teach to synthesize the known, accessible to immediate understanding as well as to analyse new and difficult. Secondly, students must know how to use the maximum amount of linguistic and extra-linguistic aids that contribute to an adequate understanding of the special text.

Examples of linguistic aids may be basic terminology, derivational models, syntactic constructions (passive, infinitive). Extra-linguistic aids include title, preface, illustrations, and methodological guidelines.

An acute problem when choosing a material for reading in a foreign language is the problem of accessibility of texts for comprehension. In the process of foreign language reading, many factors complicate

comprehension, such as language, content, presentation style. The accessibility of text for comprehension is directly dependent on whether it is possible to find a sufficient amount of aids in it.

The ability to read professional scientific literature requires special training, especially when it is about reading foreign-language texts of a certain genre and theme. The effectiveness of teaching professionally-oriented reading depends largely on properly designed tasks. In other words, the tasks must be functionally connected and integrated into the system.

A task system is a set of the necessary types, and varieties of tasks performed in such sequence and number needed for the formation of skills and abilities in various types of speech activity and ensures the highest level of foreign language acquisition.

To design a balanced variety of tasks aimed at developing students' skills and abilities of professionally-oriented reading, it is appropriate to rely on the methodologists' approaches to designing an exercise common system. Methodologists have devoted several works to this problem. They consider individual aspects of the theory of exercises, various presented classifications, the principles of an exercise system formation.

Students of higher educational institutions should master two kinds of reading:

The task of the first kind is to teach students to receive the information during reading, getting language difficulties, and basing on familiar word-formation elements and contexts. The task of the second one is to teach students to receive the full information from the text with certain language complexity which is impossible to guess from the contexts.

All scientific English-language articles require the use of certain working stages with the text. There are three phases of working with foreign-language text: pre-reading, while-reading, and post-reading (Williams, 1991). The tasks in this three-step

structure serve to facilitate interaction between student and text, support oral and written language activity.

Pre-reading (warm-up) activities help prepare future veterinarians to work with the professionally-oriented text, take into consideration their experience, activate students' knowledge, create expectations about the text, familiarize themselves with the word formation, and make possible contextual knowledge readily available. In other words, they introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Toprak & Almacioğlu, 2009) and prepare students for the main receptive event.

Three steps may be used in the pre-reading phase: definition of the purpose for reading; activating background knowledge; previewing the text to establish expectation.

Based on the assumption that veterinary students must learn to read professional-oriented texts composed of complex lexical and grammatical material, the goal of the pre-reading phase is to overcome speech difficulties. Levelling of these problems is implemented by achieving the development of phonetic, lexical, and grammatical skills in reading foreign texts.

Phonetic skills are acquired through pronunciation Latin terms and their English equivalents, through listening to the words and repeating after the teacher. Thus, elaborating Latin and English professional veterinarian terminology in interaction interrelation is a significant base for mastering the professional language of veterinarian medicine and related disciplines.

In the learning process, verbal and visual aids are used. Lexical skills are formed by reading phrases, translating into their native language, developing their phrases based on the patterns. Grammar skills are acquired by reading micro texts with learned grammatical structures and lexical units.

Pre-reading activities may include working with the title of a text to set

expectations about the content of the text reading the introduction and identifying the key issues to be discussed; reading the conclusion paragraph; reading the first sentence of each of the body paragraphs, and scanning parts of the text for specific information.

Such practice tasks may include guessing word meanings by using context clues, word formation clues, or cognate practice; comparison of native language and English equivalents, choosing of term meaning that corresponds to the underlined word in the text; highlighting keywords using an article part, selecting the appropriate word meaning in the dictionary; learning to use the dictionary effectively.

Some methodologists propose a task of skimming the text. It means to read a text quickly and superficially to get the gist of it. It is useful for getting clues to the main ideas, divisions, points, or steps in an argument.

While-reading activities provide structure and support for the text reception. These activities should guarantee text comprehension, focus students' attention, improve their control of the foreign language, and decode problematic text passages. The objectives of the while-reading phase are the following: recognizing and organizing content elements; reflecting and linking preparatory activities to the content; focusing attention on the topic; testing hypotheses.

During the while-reading phase, the teacher's work is to help students to understand the specific content and to perceive the theoretical structure of the text. This phase requires the teacher's guidance to ensure that students assume an active questioning approach to the material. Such guidance may be supplied by several while-reading tasks. The simplest technique for this purpose is the main ideas of the professionally-oriented text. For maximum benefit, the questions should address three levels of understanding: the explicit, the implicit, and the applied.

While reading authentic scientific articles, students are offered the following exercises: visualizing the logical structure of a text; taking notes on the most important arguments; annotating a text; choosing a sentence that indicates the main idea of research; formulating the content of the research; formulating the purpose of the research; finding sentences that present research methods; filling in the table for finding and distinguishing between scientific facts and their interpretation by the author.

It should be noted that at the while-reading phase, the main attention is focused on the acquisition of English proficiency in reading: the perception and comprehension of professional information, the broadening and deepening of professional knowledge and competence.

Post-reading activities help veterinary students to evaluate the reception process, take a deeper look at the text, and engage in further language or topic-specific work with the newly acquired information. It is a meaningful approach to allow students to express their reactions to the text.

The objectives of the post-reading phase include: linking and advancing the newly acquired content; coming to conclusions about the significance of the outcomes of the text.

The post-reading phase develops students' productive skills allowing using acquired professional knowledge in veterinary practice. The teacher must teach future veterinarians to use the received information in daily practice to meet their own and clients' needs. At this phase, the students are offered the following practical exercises: micro monologue; mini-messages, expressing an opinion on a given question; uncontrollable discussion; writing a review.

The development of professional English reading skills of future veterinarians occurs due to the unity of the pre-reading, while reading and post-reading phases. Each phase has a purpose, methods, and techniques for organizing the training

process and controlling the result achievement.

## DISCUSSION

The analysis of modern scholars' works about development professionally-oriented reading skills shows it as a matter of great importance.

We agree that the successful foreign language teaching-learning process relies on activities covered by the English language curriculum for specific purposes. Various linguists have defined ESP differently. These definitions appeared to cover various characteristics of this approach.

Dudley-Evans and St. John (1998) define ESP through absolute and variable characteristics. Absolute characteristics are distinguished as the specific needs of the students, the use of peculiar methodology, the focus on the language itself. Variable characteristics are as follows: the correlation with the specific disciplines, the use of professional work situations.

Exploring the issue of teaching English for specific purposes, L. Cheryl and L. Champeau De (1997) note that such courses are based on the need to express the facts and ideas of some special subjects, after which the student be able to read specialized texts and speak confidently about them. Scientist Ch. Brumfit(1990) considers that the best approach in language teaching when all decisions regarding the content and method are based on the student's motivation to study.

We completely agree with the opinion of H. Barabanova (2005). She states that one of the important features of teaching English for specific purposes is in the professional context of the chosen specialty. The students' task is to acquire knowledge of the professional term system and acquire the ability to use highly specialized vocabulary to perform professionally-oriented training tasks aimed at further communication in different activity situations.

We fully share the characteristics of the ESP proposed by H. Clark and E. Clark

(1997). They note teaching English is aimed at meeting the students' specific needs; content refers to specific disciplines, professions, and activities; it is studied in comparison with the common English language.

According to L. Pokushalova (2012) the scheme of foreign language professionally-oriented teaching should be based on such principles as determining models, features, and means of communication; selection of lexical and grammatical units necessary for understanding, reading, listening and speaking; tasks focused on professional communication and language mastering.

Work with professionally-oriented materials covers extra-linguistic objectives: getting acquainted with scientific publications; finding out new developments and research to advance the industry; search and selection of materials for scientific and practical activities (Lushchyk, 2016).

Thus, reading is a very important skill for students, providing them with access to further language improvement and the continuation of personal education (Stevens, 1977). According to O. Tarnopolskyi, "... a global, not a detailed reading understanding is needed" (Tarnopolskyi, 2005: 78). Students are expected to have an "adequate" understanding of a foreign language text. It is meant, "the full level of coincidence of invariant text, modeled in the students' mind, with the system of linguistic and semantic orientations presented in the text by the author" (Barabanova, 2005: 17).

According to Robinson, Farone, Hittleman and Unruh (1990), practices in reading comprehension have shifted: from using oral reading to help get meaning from the text to using silent reading to aid comprehension; from teaching subskills to teaching comprehension strategies that include these subskills (e.g., summarizing); from providing little direct teaching to increasing the amount of direct teaching that is specific, followed by supervised independent practice.

Ukrainian scientist A. Marlova (2015) states, that an important pedagogical prerequisite for the effective preparation of future veterinarians to read veterinary literature is the implementation of interdisciplinary coordination between English and Latin languages. Studies of scientific veterinary text in English show that it consists of an average of 60% of English words, 30% of Greek-Latin terms, 10% of international words of Latin origin. This 40 % of the vocabulary is of considerable interest in teaching students to understand English-language veterinary literature. This confirms our recommendation to include the correlation between English and Latin terminology in the process of mastering professionally-oriented reading skills for veterinarian students.

The ability to use gained knowledge in Latin language classes while reading professional texts ensures the effectiveness of this process and helps to improve the quality of training of future veterinarians. Interdisciplinary coordination is made by students' revision of the material has been studied in the course of Latin, Pharmacology, Anatomy, Physiology, etc. and explaining the practical application of knowledge in future professional activities.

Researcher Orel-Khalyk (2016) claims that veterinarian students while reading professionally-oriented text, correlate new information from the text with their professional and life experience. Serious attention should be paid to the development of tasks and the selection of texts since the acquisition of knowledge, skills, and abilities is provided by training material, and not by the teacher's explanations. The scholar suggests that texts must be: linguistically feasible; ideas and details must be clearly presented and consistently stated; able to reflect the already acquired students' professional knowledge; interesting for students; informative, have cognitive value and novelty for students; relevant to current

requirements of veterinary science and related subjects.

Reading a professional text is a complex act. It involves multiple cognitive, emotional, and social abilities, each of which influences the students' success. The training of highly professional veterinarians is impossible without the involvement of foreign language veterinary materials in the learning process. These materials play an essential role in the modern use of the language as a means of professional interaction, a tool for professionally-oriented communication, and the reflection of sociocultural reality.

### CONCLUSION

Therefore, we can conclude that reading proficiency is one of the most essential skills for training and success in higher educational institutions.

Professionally-oriented teaching of a foreign language organizes the active cooperation of all students, which ensures the mutual exchange of authentic, professionally meaningful information in a foreign language and mastering skills of professional communication.

The teacher's work on developing reading skills is not only to teach the students to read but also to encourage them to use learned material in their future professional activities. Properly selected training material on professionally-oriented reading takes a leading role in the successful training of future veterinarians.

The problem of selecting training material for the professional competency

development in reading was solved taking into account the criteria of authenticity, thematic, informativeness, and accessibility of texts. When selecting materials, we were based on the following principles: of professional orientation; of scientific; of continuity; of theory and practice unity; of suitability. All principles must act as a whole system.

Therefore, defining the criteria and principles for selecting English-language scientific texts for professionally-oriented reading training is one of the important methodology aspects of future veterinarians' speech activity training.

We point out that special texts should be selected in terms of their content, educational and cognitive value, and linguistic normativity, communicative, and professional relevance to future veterinarians' potential career activities.

The teaching reading will be successful if the pre-reading, while-reading, and post-reading phases are used. In each phase, a wide range of activities may be used. Teaching reading may provide future veterinarians with the skills and strategies needed to become efficient, effective, and independent readers of scientific literature.

Further research may be related to elaborating various types of exercises for reading skills development based on authentic scientific articles for students at different stages of the study. In general, additional research, both theoretical and practical, will be promising to clearly define the role of professionally-oriented training.

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**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

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## **ФОРМУВАННЯ НАВИЧОК ІНШОМОВНОГО ПРОФЕСІЙНО-ОРІЄНТОВАНОГО ЧИТАННЯ МАЙБУТНІХ ВЕТЕРИНАРІВ**

### **АНОТАЦІЯ / ABSTRACT (in Ukrainian):**

У статті розглянуто особливості професійного навчання, а саме формування навичок професійно-орієнтованого читання майбутніх ветеринарів під час вивчення іноземної мови. Метою даної статті є аналіз основних напрямків розвитку умінь іншомовного професійно-орієнтованого читання як одного з ефективних аспектів методики навчання майбутніх ветеринарів. Завдання статті: вивчити та охарактеризувати теоретичні основи професійно-орієнтованого навчання читання; визначити принципи та критерії відбору професійно-орієнтованих текстів для майбутніх ветеринарів; обґрунтувати поетапну роботу з текстом ветеринарної спрямованості. Для досягнення поставлених завдань та цілей дослідження використовувались загальнотеоретичні методи дослідження (аналіз, синтез, системно-структурний). Результати дослідження наступні: робота викладача з навчання читання полягає не лише в тому, щоб навчити студентів власне читати, а і в тому, щоб спонукати їх використовувати вивчене в майбутній професійній діяльності. Правильно підібраний навчальний матеріал з професійно-орієнтованого читання займає провідне місце в успішному навчанні майбутніх ветеринарів. Проблему відбору навчального матеріалу для формування професійної компетентності у читанні було вирішено з урахуванням критеріїв автентичності, тематичності, інформативності та доступності текстів. У процесі добору матеріалів для навчання професійно-орієнтованого читання на

ветеринарному факультеті ми вважаємо доцільним спиратися на принципи професійної спрямованості; науковості; наступності; єдності теорії і практики. В результаті проведеного дослідження ми дійшли висновку, що розвиток навичок читання текстів професійної спрямованості мотивує майбутніх ветеринарів до вивчення іноземної мови, дозволяє студентам поглибити академічні знання з фаху, розвиває здібності до використання іноземних джерел у майбутній професійній діяльності, вдосконалює навички професійного спілкування.

**КЛЮЧОВІ СЛОВА:**

заклад вищої освіти, іноземна мова, навички читання, професійно-орієнтоване навчання, студенти-ветеринари.

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**CITE THIS ARTICLE AS (APA style):**

Pikulytska, L. (2020). Development of Professionally-Oriented Reading Skills of Future Veterinarians. *Educational Challenges*, 25(1), 96–111. <https://doi.org/10.34142/2709-7986.2020.25.1.08>

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<https://doi.org/10.34142/2709-7986.2020.25.1.09>

## GENDER DISCOURSE IN MODERN UNIVERSITY EDUCATIONAL SPACE


Received: 20 March 2020 / Accepted: 1 June 2020

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### ABSTRACT:

Gender transformations of global social relations cause changes in various spheres of a human life, in particular, the revision of traditional issues of higher education changing the modern educational space, based on the principles of a humanism and equality.

Therefore, the gender discourse in the university communicative space is the research **purpose**, it attracts the attention of scientists and it is a topical issue today.

The analysis, synthesis, comparison and generalization methods as **methodology** are used in the paper.

This study as **a result** dedicates to the theoretical issues of creating productive conditions for the formation of gender-loyal young people attitude to members of different sexes and get rid of their own gender stereotypes. It is argued that, future professionals will be able to learn to value their gender identity and feel free, choosing a life and career path due to the well-organized communication and awareness of student youth about their gender consciousness. Indeed, the formation of a gender-conscious personality directly depends on the rules and traditions prevailing at the university, which can be both restraining and favorable for the education of a gender-loyal person. A corporate work, a situational modeling, a processing of discussion some questions are defined as methods of this activity. The complex of these acts is an effective toolkit to solve the gender discourse issues, and the professional scientific approach of enthusiastic teachers is a driving force that helps to intensify the desired result achievement.

The **conclusion**: we do not have to deal with gender stereotypes, we have to help youth become they want to be. Students should not pay attention to how someone identifies someone, there is no difference in abilities between the sexes, in the desire to change and create the world as they want to see it.

### KEY WORDS:

Gender, Gender Consciousness, Gender-Loyal Space, Gender Roles, Gender Stereotypes.

## INTRODUCTION

Gender transformations of global social relations cause changes in various spheres of human life. In particular, the movement of Ukrainian society towards the implementation of the principles of humanism and equality, consistent with European values and demands of the modern educational space.

All this requires a radical revision of the traditional issues in a higher education. In this regard, the attention of scientists is attracted to the gender reality in the educational space, as one that is recognized by all scientists and it needs to be addressed by the representatives of different research communities through modeling and analysis of individual situational issues in various scientific knowledge areas.

The theoretical issues of gender discourse in the modern educational space of the university, which creates fertile conditions for the formation of gender-loyal attitude of young people to members of other sexes and deprivation of their own established stereotypes, are considered in this article.

The investigation of this study is to argue that through well-established university communication area and awareness of student youth about the gender discourse, they are as future professionals will be able to learn to value their gender identity and be free from the gender preconceptions, choosing one's own life strategy and career path according to one's own desires as the calling of their soul. The gender discourse in the university communicative space is the research purpose, it attracts the attention of scientists and it is a topical issue today.

## THEORETICAL FRAMEWORK

Paying attention to the first steps towards understanding of the gender discourse issue existence, it is worth recalling the controversy that arose in the early twentieth century around the discussion of the infamous book by O.

Weininger "Sex and Character" (1997). The main subject of the discourse was the author's interpretation of the female as low and unworthy, and the achievements of women in the social sphere were explained only because they had more male's features. According to the author, a woman is deprived of her volition and character, she is immoral, because "I" is a soul, volition and character and they are the same concepts that are inherent in the male half of the genus and in no way relate to its female half (Weininger, 1997, p. 20).

Namely, by this reason, due to such a primitive perception of the gender concept, gender is most often associated only with the women's movement. In particular, it is associated with the struggle of women for their equal rights with men. Therefore, the so-called "women's issue" is widespread in society, which has nothing to do with resolving the issue of regulating the social roles of the sexes (note that this is not about a single separate gender).

We sure that gender is designed to create a holistic comparative characteristic of social inequality, taking into account various social strata such as: class, race, ethnicity, marital status, age, religious affiliation and the like. Among them is gender.

However, the gender is not as a physiological affiliation to a particular sex, it is as a social status of a person, through which you can conduct a comparative analysis of all social life in society of different sexes people, compare their achievements and opportunities, estimate a choice freedom and a degree of a satisfaction to their own progress.

As you know, a significant base of theoretical material on gender issues has accumulated at the beginning of the XXI century, and it allows developing new areas of gender research in accordance with modern pedagogical issues.

The concept of "gender" is interpreted differently depending on the social theory or research paradigm in which the relations of

masculinity and femininity are studied. In one case, researchers of gender relations are guided by a liberal-feminist interpretation of the gender-role approach, emphasizing the difference, complementarily and equality of roles of men and women.

Elsewhere, gender relations are seen as relations of power and inequality in which a patriarchal society oppresses and suppresses women. Accordingly, supporters of different socio-theoretical approaches profess various ideologies, which they are not always aware of. It is possible to note an implicitly present tension in scientific speeches and publications.

In epistemological terms, the concept "gender" comes from the Greek word "genos", that means origin, the material carrier of heredity, giving birth (Sillaste, 2004; Sillaste, 1994). This word corresponds to the concept of genus, the experience of genus.

The concept of "gender" as a social sex was introduced by the postmodern school of feminism to emphasize the socio-historical and ethno cultural determinants that are taken into account to the analysis of social inequality and subordination.

K. Deaux (1985; 1993) recommends using the word "gender" to clarify the nature of masculinity and femininity.

S. Bern (2000, p. 26-27) recognizes the concept of "gender" as a socio-biological characteristic, "additional independent variable" that reflects the socially conditioned nature of male and female.

A. Kravchenko (2003) identifies a personal gender, depicted at the level of social institutions, and a symbolic gender as a cultural content of femininity and masculinity.

M. Paludi (2003, p. 370) defines the gender as a social structure that forms an idea of a woman or a man in terms of their status in a society, there are hints of cultural sources of such status in this definition. The researcher also recognizes that a conscious system of personal ideas about female role as mothers and women acts as a very

influential factor in women's success. Self-determination of life's demands, readinesses of a woman to fulfill a certain social role are also considered important enough.

I. Khaleyev (2000, p. 4) considers the gender as an "interdisciplinary intrigue based on a combination of circumstances, events and actions centered on a person, a person" with its biological, social and culturally determined characteristics.

Moreover, based on the concept of the gender as a complex of family, social, educational, professional, social characteristics of the distribution of a sex in a society, it can be argued that the process of socialization of sex in Ukraine is very contradictory.

## METHODOLOGY

We used a set of interrelated theoretical and empirical research methods: analysis, synthesis, comparison and generalization of scientific literature, basing on own teacher's experience and related to the society modern requires, to determine the main content of necessary changes in students' life and make a conclusion about more effective tools to realize our idea to create gender-loyalty educational space.

## RESULTS

Most researchers, who study gender issues, shift the emphasis on physiological problems, consider it obligatory to take into account the gender differences that are necessary in a sex education to practice their individual human behavior in a society (it is one of the ways of influencing gender stereotypes in a upbringing and an education).

But, as is known from studies of psychologists (Ilyin, 2006; Barnett, 2004; Hyde, 2005), it is incorrect to translate the emphasis on physiological differences, because the physiological differences between the sexes are less than differences among representatives of a certain gender and acquire changes over time.

Thus, J. S. Hyde (2005) hypothesized “the gender similarities”, arguing that psychologically men and women are more similar, in particular, in: communication, aggression, leadership, personal self-esteem; than they are differ. She found a confirmation of this in her relevant meta-analyzes of a significant number of psychological characteristics.

Gender ideology, regardless of the socio-economic development of society, has a direct impact on individual self-determination of both young and mature age, on the system of life values and senses of life.

The value of earnings, career, wealth, professional achievement, etc. (the so-called ego-values) are leading criteria for a self-determination (regardless of sex) within the masculine orientation of a society; in the feminine orientation society, there are communication, cognition, interchangeability of sexual roles in the family, comfort, etc. (i.e. community values and quality of life).

Girls show flexibility in reacting to the situation: with expressive colleagues they are more expressive; with instrumental they are more instrumental. It is not typical for men. They tend to show their instrumental style (i.e. it is a future seeker, head of the family, and so on) in all situations, perhaps because these styles are associated with masculinity and femininity.

Gender roles, as a system of expected behavior patterns for men and women, are caused by the characteristics of culture, historical era. C. West and D. Zimmerman (1991) underline that people are constantly working to reproduce their gender identity and interpret their behavior for others in these terms. Gender roles arise through the silent consent that the separation of a labor is carried out horizontally and vertically based on the gender.

Due to such simplification and standardization, a decrease in the participation of women in highly skilled labor is reducing; it leads to a decrease in

the value of a women's heritage and a decrease in their income.

Indeed, a significant barrier women are forced to overcome is the natural male organization of work: managers who highly value strong analytical abilities may unconsciously promote mainly men, or in other professional areas, where most workers are usually men. Competition and stress in professional activities have a similar effect due to non-compliance with standardized patterns of behavior.

Thus, women and men, in realizing their gender roles, either intensify or reduce the confrontation of the sexes. Often the first year students, female students and male students, are observing the behavior of their parents, teachers, assimilating their gender roles. In their future families, they are most likely to reproduce the situation observed in a modern society.

Therefore, it is important that a research and corrective work with students (both men and women), future professionals, to create a harmonious relationship in the classroom, faculty, university, work, family, as well as in society between members of different sexes will be.

The globalization and communication processes in the world are the impetus for the progressive economic development of a society as a whole, which puts forward new requirements for competitiveness in the labor market of the modern specialist.

The result of those socio-economic transformations of Ukrainian society was the depolarization of traditional social roles of women and men, as well as the feminization of usually male professions.

So, the content of the concept of “gender” is quite ramified and discursive. We tend to understand this term as a social construct that regulates certain social roles and stereotypes of behavior of each sex. The gender approach should be interpreted accordingly, taking into account the gender characteristics of male students and female students.

It should be focused on the proclamation of a social justice and a gender equality, on creating conditions for the equal self-realization of future professionals.

This new concept of education is only taking its first steps, but we consider it a promising direction for changes in the educational process in higher education.

The implementation of the gender concept in the process of professional training will allow improving the personality-oriented approach, expanding the opportunities for a self-recognition and a self-realization of future professionals.

Indeed, the problems of gender development of the individual become especially relevant in the context of transformations of higher education, which dictate the freedom of social expression, the choice of one's own a path to conduct in professional activities. It is in the culture of a society that not only gender-role behavior is formed, but also the concept of male and female psychology.

There is an urgent need to build a developmental center, creating an informative educational space that will help young people to identify professional tendencies, find their own strategies for establishing professional egalitarian intersex relations.

The effectiveness of the future specialist should include obtaining new or upgraded competitive products in any field of production. Usually in universities it is necessary to accustom students to their self-determination through a wide awareness of public gender relations; a sufficient visibility and clarity, such as: visual eloquence of the stimulation system; through a moral and economic justification; an operational encouragement for self-development and self-improvement.

Lack of assessment and stimulation to an educational, scientific and creative work for students may be a factor that forces the first year students to give up looking for new incentives to obtain a diploma and continue their professional activities.

The most pronounced indicator of internal role conflict is the feeling of a guilty, which is born from the model of a perception of a female/male of their roles (for example, it can be associated with the syndrome of a superwoman who has everything in her life: marriage, children, career; or husband: who has a career and, be an effective worker who is able to support and protect the family) and perform their duties well.

Such behavior is compensatory. Its cause is a deep need for justifications. They need to explain to yourself what has been done wrong and why it has been corrected. Feelings of a guilty arise due to insecurity and low self-esteem, due to lack of awareness of motives and lack of a firm position in life, and therefore, it is self-corrected so difficult.

We do not agree with O. Litvinova (2012) that a significant amount of work in which a modern woman is involved does not correspond to her traditional role, and, by this reason, working women are more likely to feel anxious and guilty. Because we share Barnett's view (2001: 790) that additional roles can increase the number of aspects of a person's self (understanding it as a biological prerequisite and basis for full development) and, consequently, increase its value.

And it is an expansion of the sphere of activity, trial and error for a woman, to find opportunities for self-determination and self-realization and still make your own choice of life path.

The same role conflict for men is associated with the establishment of their masculinity. They constantly need to prove it, because perceived courage is always sensitive to the potential threats (Vandello et al., 2008). He must be corresponded to the gender identity of a courageous man, to the ideal of a strong fighter, and fulfill his gender role as a guardian and defender.

Because of these threats, men try to regain their manhood through overcompensation, which is manifested through a physical force, an aggression or

other stereotypically attributed masculine traits. Thus, any threat or doubt about a man's masculinity leads to his compensatory behavior to revive his courage (Tyversky, & Kahnerman, 1992), to confirm the man socially dominant status.

An important aspect of the crisis in the struggle for gender identity is existential. Such that affects are the foundations of human existence. It turns a person to the issue of his attitude to the world, the search for the sense of his existence (making the important irreversible decisions, the destruction of some fundamental patterns of a behavior or ways of interacting with others).

Thus, men who perceive their professional activities and careers as the only and most important purpose of their lives find themselves in a situation of existential conflict in the event of a job loss or a retirement. Women often experience an existential crisis during the psychological separation of children when they have grown up and left the family.

Existential conflict (Yurkova and Kletsina, 2009) interrupts the normal course of a life, disrupts or even makes an ordinary life impossible, requiring a person to rethink his/her life, in particular, its most valuable components, his/her life goals, relationships with others, lifestyle, and others. Successful overcoming of the conflict is a vital task for a person, and its result so often is the emergence of some new qualities and living conditions.

The specific moments in the minds of each woman, formed in the process of her relationship with others should be taken into account. Her impression of what is surrounding her and what is happening, including other people is considered. Pay attention to her perception of herself, her type of the reality understanding, which is produced as a result of a life practice.

Thus, it is necessary to study and use the whole complex of almost an everyday human consciousness, the brightest and most characteristic features of which are

derived from the direct life relationships in which a woman participates, as well as the activities in which she is involved (Satskov, 1998).

T.V. Bendas (2005) notes that some concepts, namely: the organization of an interaction and communication of the sexes (sexual segregation and convergence), knowledge of their differences and a social behavior (male and female subcultures), as well as knowledge of the gender relations within the sexes or between the sexes (confrontation of the sexes or their harmonious relationship) are closely interconnected and strongly influenced by a common factor called "culture"

As we know, the perception of sexes depending on cultural institutions and traditions is very diverse. In different cultures there is inequality (there are cultures in which the two sexes are almost completely separated from each other: for example, in the houses there are "female" and "male" halves, or men and women do not sit together at the table), and yet both continue to exist in different cultures.

Gender inequality in different cultural communities is characterized by heterogeneity and manifests itself to varying degrees, due to the tendency to promote growth on an internationally global space.

Nevertheless, all cultural norms (Barnet; 2001), for example, the definition of acceptable and unacceptable behavior, that influence on the role, reproduce a certain historical period as a kind of a cultural heritage of a society, are adjusted. But they are changing, pointing to the need to change the content of modern social roles (i.e., interpersonal models of rights and responsibilities). Because of this, the relevant personality characteristics regulated by these roles are also transformed according to the acquired cultural experience, expectations and contexts of the present.

Men are thought to be task-oriented and women to be relationship-oriented (Ashmore, & Wohlers, 1986; Eagly, &

Johnson, 1990; Eagly, & Steffen, 1984). Sometimes this stereotype is clarified: not by everyone, but only by masculine men will be demonstrated the focus on the task, and the feminine women focus on people. In their study, A. Eagly & B. Johnson (1990) found that a woman's behavior in an organization with more men became more similar to that of a man. They suggested that women should follow to a more typical masculine style in order not to lose their authority and status.

According to the study by M. Gardiner and M. Tiggemann (1999), women in male-dominated industries are more task-oriented than men, but in female-dominated industries, both sexes are equally task-oriented. Men in male-dominated industries report the deterioration in a mental health to the extent that they apply a leadership style with a low level of interpersonal attention.

At that time, when women in male-dominated industries, they report higher levels of stress at work than women in female-dominated industries.

Therefore, the behavior style of members of a certain sex is not innate; it is formed by certain circumstances and environment. It cannot be attributed to a society that needs women to be less proactive and independent than rational and productive men. In general, as S. Damarin (1995) admits, there is a fairly common tendency to describe any female behavior as less competent than a male behavior.

In mixed-sex groups, women exhibit rather an expressive than instrumental behavior. This is especially true of situations of "struggle for leadership": in the presence of men, women not only do not claim leadership, but also refuse it, emphasizing their femininity. From this we can conclude that there are stereotypical patterns of a behavior, to which both women and men try to follow.

Indeed, the specificity of gender relations is characterized by two trends, according to scientific research (Maccoby,

1999): segregation of sexes is a communication with representatives of one's sex, and convergence of sexes is communication with representatives of the opposite sex. They are unequal in different age periods and in various types of relationships. Sex segregation appears in early childhood and can either decrease or increase with certain cultural traditions.

It leads to the separation of two subcultures: female and male, and, it is sometimes complicated due to misunderstandings, conflicts between representatives of these subcultures. For example, the processes of segregation in the manufacturing sector affect the formation of a specific (sometimes negative) attitude towards the female leadership, career growth, or the success in professional achievements.

Gender relations between students or colleagues (adult men and women in the institution, at work, both within the sexes and between the sexes) are also due to these opposite tendencies: apparent or covert segregation and convergence. The latter trend is the result of major changes in a society because men and women have to work together. Women are increasingly working in areas that were previously considered purely masculine.

At the same time, there are both hostile relations, a competition, and harmonious relations aimed at cooperation between the representatives of the two sexes. Segregation at the professional level significantly restricts women to various and, as a rule, less desirable and in-demand jobs within feminizing professions (Reskin & Roos, 1990).

Factors influencing changes in the segregation of the sexes, according to B. Reskin and P. Roos (1990: 247), include: stereotypes about the gender roles of the sexes and other cultural values, including "occupations' sex labels", traditions of the separation of professions and industries, public policy and its implementation, as well as typical actions for workers as

representatives of a particular sex. All these factors affect both employees and employers equally.

Unfortunately, today, the level of the gender issue development does not allow us to unambiguously name the causes of the segregation and convergence of the sexes and clearly define the algorithm for preventing these trends in the relationship. Existing social norms continue to restrict career choices among both women and men, leading to labor market distortions, declining incomes and business activity, and reduced production efficiency.

We live in a world consisting of two sexes, and in business situations and in everyday communication; we must be able to communicate not only with members of their own sex, but also with members of the opposite sex. Why is there such a steady trend towards gender segregation? The reasons of this are unclear, but they are largely influenced by culture and the environment.

However, in today's world, this situation raises many problems, such as: misunderstandings between the sexes, special conflicts at a work and in the family. Therefore, it is necessary to be aware of both the positive and negative aspects of those gender relations.

T.V. Bendas (2005) underlines that in the post-soviet countries, despite the legal equality of men and women in economic and political relations, the gender equality did not really exist, and this was often due to the cultural norms of a society. It is possible that a society benefited from the stereotype that men were more successful in maintaining the status quo in the gender labor separation.

At least, studies of women's equality advocates (particularly Evelyn Sullero) indicate that throughout a human history, men have competed with women for jobs, give only in the hard and unpretentious occupations.

It corresponds to the roles separation that has developed historically. A man

always did business, and a woman took care of the psychological climate of the family. This roles separation is grafted from a school to the business world. This traditional role distribution seems highly beneficial to a society because it is predefined and expected, and manageable.

Subsequently, it is fixed in the gender stereotype. Men and women who are well matched to it are encouraged by a society as "normal"; otherwise, individuals are ostracized (Bendas, 2005, p. 244-245). And is this choice was made personally by representatives of a certain gender or does he / she feel like a free person?

The answer to this question is not given by scientific research. But we know that not every person agrees with his pre-established role in a society. Not all men want to be a leader in the family; not every woman agrees to fulfill only the role of mother-mistress.

So, a society should abandon the imposition of these gender stereotypes and provide a choice freedom of the gender role of the individual himself. However, to say or write it down on the law level, everything must be done and this is one thing, but another case is to change the rooted stereotypes in the minds of a society.

The educational space, which is not limited to a school or university, is one of the most influential centers that forms this gender stereotype. In the process of educational activity, students acquire a significant amount of knowledge, skills, and abilities, learn a certain categorical apparatus of various disciplines, in particular, the basic concepts and methodological foundations of the future activities.

Scientific knowledge of various disciplines creates a basis for the development and expansion of their professional worldview. It is formed under the influence on various objective and subjective factors, which can be both external and internal.

The professional equality of the future specialist is directly dependent on social, moral, value orientation, and causes a decisive impact on the evolution of his culture as a whole. Thanks to the accumulated professional and social experience he carries out the rational decision of industrial, organizational and social issues, establishment of effective public relations with surrounding people and in a family.

Significant potentials for the personality growth of a comprehensive individuality of a future specialist and the transfer of new social knowledge about gender relations have a university together with a powerful faculty and experienced teachers and professors. It is here that our young specialists will be able to get an invaluable treasure of scientifically based knowledge, delve into the study of their self and realize their gender identity.

It is through the correct awareness of gender identity that a person can fully construct effective social relations, outlining the nature of his life scenario, defining his style and choosing behavioral strategies taking into account the diversity of life and professional situations. It is important to understand that students are not only the future of our country, but they are also future parents.

It forces us to increase the responsibility for the new generation quality formed within the alma mater's walls, as bearers of humanistic values of the future social conformation. These are values in which love and respect for another, the ability to perceive a person as he is from birth, are embedded.

These values are devoid of stereotypes of what you have to do as a woman or a man, and what you do not have to do, because the people around you will not approve of you, because you are different and have your own life position. And it will depend on what social knowledge young people are armed with, which background they will find in the minds of their

children, as far as the loving, gender-tolerant, gender-responsive and understanding parents they will become.

The educational space of university is a fruitful environment for the self-determination and a constant communication. It is through constant contact with other people that we transmit and receive a variety of information, we argue, discuss, we talk about the various vital topics.

Thus, we not only learn and recognize the future profession, we continue to get to know about the world around us, about people, of course, they have the different social status and gender.

Therefore, it is very important to organize these communications correctly and saturate them with a value-beneficial context, creating conditions for the free self-determination and self-development, reducing the level of gender stereotypes influence.

Studies conducted at the University of Arizona, by T. Schmader and colleagues (Schmader, 2006) has shown that stereotypes, in particular, their context, affect performance (test performance, etc.) and help build a gender gap in gender similarities and differences. Also, the gender stereotypes contribute to the formation of a lower confidence threshold, which may lead to some women showing less interest in a further career growth.

The context of these stereotypes can be changed if an appropriate environment is created, that should be free from stereotypical guidelines, or, at least, that should have a minimal negative impact on. It can be reached through the introduction of such a social policy of loyalty and tolerant.

It can be implemented thought the various educational strategies aimed at teaching students and their teachers to be more conscious and critical of the circumstances in which there are preconceptions against members of one or another sex, and study them to reduce

negative its influences, to be able to correlate level own bias.

Really, I agree with Toni Schmader (Schmader, 2006) that an effective way to vaccinate youth against hidden prejudices and threats of gender stereotypes harbors in the human mind, and it is possible to activate through the enlightenment.

In particular, it can be done due to outreach activities aimed at revealing gender stereotypes with their influence on the people life and behavior, clarifying the mechanism of formation of anxiety and insecurity in their own incompetence or inability to achieve success, for example, in a natural science, technology, mathematics for women.

There is no doubt that the educational communicative space of university, produced as a gender-friendly environment for young people, has the most powerful tools for the implementation of such educational activities. It should be the vanguard for establishing a gender balance in social and professional relations and be able to make a significant contribution to the formation of gender consciousness of the individual.

As it was noted earlier (Sytnykova, 2015, p. 129), such a space is a space where interpersonal communications between representatives of different sexes is built on principles of gender equality and tolerance, in this space we could learn to feel other persons with their vital position and thoughts, and to accept originality of others. Also, there is we could learn to direct our collective activity to search the effective solution of production or training tasks.

I am sure that the communicative space cannot exist without communicators (teachers), i.e. without people who could organize all communications, and they are carriers of information about transmission adjustment process. The teacher is the most valuable treasure of the educational space. His humanistic orientation is characterized by the ability to see in each student a thinking personality, and his innovative

teaching experience helps to create conditions for the disclosure of individual potential leading them to the further self-realization on the professional level.

The teacher equips the young specialist with an expanded range of professional knowledge through such a special kind of social knowledge as gender knowledge. Thus, teacher leads the young man/woman to the need to recognize himself/herself along with others, while increasing his/her self-esteem.

And this is an important moment in the formation of the personality, which helps him/her in a self-determination. Thus, the personality context of a young specialist is enriched by the self-recognition and by the ability to see oneself in another person forms a gender-responsible person, strengthens its immunity to the gender stereotypes in relation to the assessment of the other people, and it changes the spectrum of humanistic values and reinforces a positive respect attitude to one.

Of course, creating a safe space for students to display their own true features, regardless of the gender expectations of society and their surrounding people, is an appropriate and necessary step.

That's right, but let's look at the teacher personality. The teacher is the main one in this process, but is he/she always the bearer of an objective gender assessment? Emer Smuth (2007) emphasizes that the educational climate of the university and the organization of the study process contribute to the emergence of gender differences in the educational achievements of students.

Other influential factors, that are considered significant factors, are the teacher's own expectations about constructing his interaction with the audience, interaction between peers, including their friendship, as well as the requirements of the institution, which form differences in students' behavior.

That is, the organization of educational activities focused on the creating a gender-conscious personality directly depends on

the rules and traditions prevailing at the university, which can be both restraining and favorable for the foster a gender-loyal person. The effectiveness of this activity also depends on the teacher personal life position, in particular on his personal gender stereotypes, which are somehow present in him/her.

As we know from studies (Jones, & Wheatley, 1990; Jones, & Myhill, 2004), teachers treat girls and boys differently and give them different levels of an attention and help, usually, they differentiate achievements differently by gender. At the same time, they emphasize lack of confidence among girls, and they note a poor behavior and a low level of motivation among guys.

Therefore, the process of gender education of youth should begin with the education of the teacher himself. We believe that it is thanks to the teacher's gender literacy, his knowledge of gender differences, gender stereotypes, his clear understanding of the mechanisms of their rooting in a consciousness, that will greatly help to the teacher to communicate productively while working with students.

And his/her desire to be advanced, innovative and useful, will contribute to the formation of conditions in which students will be inspired to expand their worldview, make a free choice of professional self-determination, and ambitions for a self-recognition and self-development will appear.

In my opinion, the implementation of interactive learning is an invaluable and powerful opportunity for this (Sytnikova, 2016, p.201-202). In particular, it can be a corporate work, a situational modeling, a collaboration of debatable issues, combining reasonably classical views with postmodern ones.

Thanks to these technologies, a cognitive activity is intensified, the interpersonal relationships are encouraged, communicative experience of meaningful dialogue and the ability to listen and hear

the opinions of others is formed, as well as a gender consciousness is formed.

We see that the organization of centers of the active communication and cooperation will help students to go out beyond the usual "comfortable zone", to learn something new and unknown, to look differently at what is already you known. Such centers (or thematic clubs) of a gender education and counseling centers will generate the development of a reflexive consciousness of individuals. Note that the creation of a commutative space for students should be due to both verbal (debates, discussions, competitions, cultural events, etc.) and non-verbal (organization of space, symbolic tips, etc.) communication techniques.

The implementation set of the mentioned above acts is the key to effective addressing of the gender discourse in a higher education, and the professional scientific approach of enthusiastic teachers is a driving force that helps to intensify the desired result.

## DISCUSSION

To discuss the research issue it is necessary to say that the stereotyping of understanding the social role of each sex is influenced by the realities of a modern society. My study has shown that traditional notions of the classical division of roles between men and women are only gradually being destroyed in the male and female consciousness, and their role range is becoming more universal and transgender.

However, society feels an inability to flexibly perceive new standards, which is accompanied by interpersonal conflicts, the development and spread various internal complexes. Thus, gender stereotypes are really slowly changing and they need to create the necessary conditions for partnership, a harmonious androgynous combination of femininity and masculinity.

As I can see from other researchers' works, a society lays down such a scenario of acquiring a gender identity, which combines

both the social typical and the individual typical features, which, as a rule, act as disharmonious components of the image of "I". In this case, the value of one's own desired personal "I" is quite low and is not essential in creating harmonious social relationships. The happiness of a person who lives in harmony with his own "I" does not interest others and is not taken into account by them.

### CONCLUSIONS

In fact, we have not struggled with gender stereotypes alone. Communicating with other people can help us become who we really are. We must learn to avoid a prejudice about people who look like others and to be respectful to people regardless of their gender.

We need to understand that sexism and gender stereotypes can harm a person, destroy their aspirations, and deprive them of uniqueness. One should not be indifferent in contemplation of statements that hide sexism. We must understand that a person creates himself/herself and no one has the right to limit him/her and impose what is not inherent in him/her.

Moreover, girls and boys need to be educated so that they are smart, strong and confident people supporting their freedom of thought and independence. As we see, one should not be a slave to stereotypes, but one should not forget to forget about their influence on each of us. We just need to learn how to live in a new world of tolerance and be prepared to help the growing generation become more tolerant and enlightened.

Our attitude to what we are taught to expect different behaviors from men and women depending on their gender should be critical. We need to understand that we live in a more progressive time compared to the past.

Therefore, we ourselves can create these safe spaces for men to express the full range of our emotions and make women understand that their voices matter. We need to understand and accept the fact that no matter what gender we are and how someone identifies us, there is no difference in our ability to make changes and create this world in the way we want to see it.

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**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

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## ГЕНДЕРНИЙ ДИСКУРС СУЧАСНОГО УНІВЕРСИТЕТСЬКОГО ОСВІТНЬОГО ПРОСТОРУ

### АНОТАЦІЯ / ABSTRACT (in Ukrainian):

Гендерні трансформації загальносвітових суспільних відносин зумовляють зміни в різних сферах життєдіяльності людини, зокрема, перегляд традиційних питань вищої школи та зміни сучасного освітнього простору, ґрунтуючись на принципах гуманізму та рівності. Тому обговорення питання гендерного дискурсу в університетському комунікативному просторі є метою роботи, це привертає увагу науковців та залишається актуальним питанням сьогодення. У статті використано методи аналізу, синтезу, порівняння, узагальнення тощо. У статті як результат розглядаються теоретичні питання щодо створення плідні умов для формування гендерно-лояльного ставлення молоді до представників різної статі та позбавлення власних усталених стереотипів. Стверджується, що через правильно налагоджені комунікації та поінформованість студентської молоді щодо їх гендерної свідомості, майбутні фахівці зможуть навчитися цінувати свою гендерну ідентичність та відчувати себе вільною людиною, обираючи життєвий й професійний шлях за покликом своєї душі. Дійсно, формування гендерно-свідомої особистості напруму залежить від правил, традицій що панують в

університеті, які можуть бути як стримуючими, так й сприятливими для виховання гендерно-лояльної особи. Серед заходів роботи зазначені корпоративна робота, ситуативне моделювання, опрацювання дискусійних питань. Комплекс цих заходів є ефективним інструментарієм у розв'язанні питань гендерного дискурсу, а професіональний науковий підхід викладачів-ентузіастів є рухомою силою, що допомагає інтенсифікації отримання бажаного результату. Підсумовуючи, як висновок, зазначено, що ми не маємо боротися з гендерними стереотипами, ми маємо допомагати молоді ставати тим ким вони хочуть бути. Студентство не має звертати увагу на те, як хтось ідентифікує когось, не має різниці у здібностях між статями, у прагненні змінювати й творити світ таким, яким вони його хочуть бачити.

**КЛЮЧОВІ СЛОВА:**

гендер, гендерна свідомість, гендерно-лояльний простір, гендерні ролі, гендерний стереотип.

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**CITE THIS ARTICLE AS (APA style):**

Sytnykova, Yu. (2020). Gender Discourse in Modern University Educational Space Games. *Educational Challenges*, 25(1), 112–126. <https://doi.org/10.34142/2709-7986.2020.25.1.09>

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# **EDUCATIONAL CHALLENGES**

**Scientific International Journal**

**Volume 25, Issue 1**

**2020**

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