

# DEBATA EDUKACYJNA

Edukacja  
w całościowym  
rozwoju człowieka

## **DEBATA EDUKACYJNA**

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## Introduction

The rapid growth of the information-communication technology gave the modern man the tools for revolutionize the two basic social processes – communication and access to information. Internet forms of communication and unlimited information resources became the direct stimulant for changes increasingly visible in the globalizing society. The development of the individual scientific branches and changes in the job and private human activities are visible the strongest in the labour market, but conditioned the most by the process of education, which decides on the range and speed of growth of each society.

The hyper-textual and episodic information transfer and the specification of virtual space invariably change the modern reality in a constant way, and the transformations affect nearly all aspects of human life: the information became a commodity, driving civilisation growth<sup>1</sup>; the autonomy of institutions and individuals, characteristic for globalisation processes, translates into the progressing individualisation and the obligation of constant progress in the Baumann understanding<sup>2</sup>, which directly implicates the change in the lifestyle; in the informative society the priority role is played by the conditional knowledge and defined through the key and job competences acquired and developed through the constant education, among which information competences have become necessary for functioning in the new conditions; the economic conditions deciding on the local and global labour market change in an unexpected pace – new occupations appear and old ones gain a new meaning and relate to new conditions; in the globalizing reality saturated with new media the only constant is change, so the labour stability and social activity are conditioned by gaining new and developing the already present competences constantly through the whole life, and the most desired key competence turns out to be elastic adaptation to the dynamically changing conditions. Going ahead of these challenges, the European concept of constant education gives equal rights to competences acquired by formal, extra-formal

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<sup>1</sup> M. Golka, Czym jest społeczeństwo informacyjne?, *Ruch Prawniczy, Ekonomiczny i Socjologiczny*, rok LXVII, vol. 4, 2005, p. 254.

<sup>2</sup> According to Z. Baumann, progress is nowadays understood individually, not – as before – collectively In Z. Bauman: *Płynna nowoczesność*, Wydawnictwo Literackie, Kraków 2006, p. 209.

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and non-formal education, which is why the extra-school forms of vocational training become increasingly important, and the national centres for certifying competences acquired in an extra-formal form have the right to certify competences acquired in the self-learning non-formal process. The dynamic information-communication technology development definitely favours the increase in meaning and interest of non-formal training, which, thanks to the more and more advanced technologies, can in an increasingly broadening sense take the form of **hybrid and remote learning**. Users of these forms may widely decide on the place, time and range of their learning, thus taking the burden of responsibility for its effects. The awareness of own educational predispositions and needs definitely favours the aware constant human development, which is a necessity today, highly priced by the employers on the ever shifting labour market.

The texts included in this bilingual publication include the international perspective on the issues which are constantly a subject of scientific studies and discussions, the aim of the education authorities' actions and care of institutions responsible for the efficiency of current education on a global, regional and local level. The diversity of issues discussed by the authors; studies, conditioning discussions, interpretation of achieved results or didactic-upbringing reflexion, confirms the global character of the phenomenon, however complexly conditioned by tendencies of the local labour market and different priorities of man's personal development throughout their lives.

Many authors agree that in the face of the changes taking place constantly – in the offer of the more and more advanced information-communication devices changes, within individual scientific branches and specialisations, and within the multi-aspect vocational and social activity, it has become an indispensable condition of human development to constantly update their key and vocational competences, which are also the most effective form of protection from digital, vocational or social exclusion. After finishing the formal education, everyone is individually responsible for their own development, its direction and forms of realization. Self-education, or other activities within non-formal education, require determination, consistency and self-discipline in realising the consciously prepared path of individual development. It is definitely easier to use the ever increasing offer of courses, trainings, workshops or seminars within the extra-formal education, or as some prefer – extra-school education. The wide range of the issue and forms of learning makes the choice easier; especially that modern information-communication tools, which enable learning in any place at any time, are increasingly more helpful and available in this field.

The authors discussing these issues in their texts have tried to point out that there are diverse conditionings of a successful extra-school education through *inter alia* referring to specific solutions in neighbouring or extra-European countries (Ukraine, Poland, United States) in the field of:

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- A comparative analysis of system solutions, or
  - Extra-formal vocational education and training in specific occupations (e.g. train traffic specialist, philologist, literature specialist, agricultural technician).

The presented examples are a necessary reference point for the discussed theories, proposed solutions or diverse local conditions, deciding on the specialist educational offer, enabling, according to the assumption of the European concept of constant learning, development for every man – regardless of age, sex, location, occupation, interests, predispositions or needs.

On behalf of myself and the entire Editorial Board, I would like to thank the Reviewers for the time spent on analysing the texts – prof. Nadieżda Łucan for in-depth and very detailed references to each text and Assistant Professor Józef Bednarek for politely pointing out the most important message included in the published texts.

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## The Legacy of Lifelong Learning: Competences in Active Citizenship

### Abstract

Focusing on the relation between Education in general and Citizenship Education in particular some key questions come to the surface: Which kinds of new trends in learning are compatible for citizenship education? Which knowledge, skills and attitudes must be protected? How can teachers and students obtain the label ‘good work’? How can we avoid a dualistic approach and promote a more holistic way to link reason and emotion, personal and social development? How can we empower the relationship of education to a dramatically different world view?

In the last decade the European Commission launched the Long life learning process. Not only for students and teachers to go on mobility but also other stakeholders like entrepreneurs. New skills for new jobs became the adagio. Also industry had an impact on the educational system. More and more models of quality assurance came into the school gate and breathed the industrial spirit of a linear. Pupils are so much more than products waiting to be shaped; teachers are so much more than instructors; each are complex adaptive thinkers who need the freedom to grow their own minds<sup>1</sup>.

The third annual Education and Training Monitor (2014) charts the evolution of educational systems across Europe. The strategic message for Member states is clear: we need to strengthen our investment in education and training systems if we want them to fully contribute to productivity, competitiveness and innovation in Europe. These goals require quality education that is both relevant and inclusive (European Commission 2014). The modernization of education systems is an important element of the Europe 2020 strategy, reflected by its education headline target. The early school leaving rate is 12% and still above the Europe 2020 headline target of 10% or less. The more than five million early school leavers across Europe face an unemployment rate of 41% and are at a higher risk of poverty and social exclusion. The Monitor encourages the further professional development of teachers, exploit the potential of innovative pedagogies and digital learning and better address the importance of early childhood education.

Our approach will be strongly inspired by the innovated vision of the American cog-

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<sup>1</sup> P. Verhaeghe, *Neoliberale waanzin: Efficiënt, flexibel en gestoord*, Uitgeverij Aspekt, Soesterberg 2012.



nitive psychologist Howard Gardner: the five minds for the future. His school policy model will be explained and compared with other taxonomies. Arguments will be given reinforcing the idea that all the five minds are needed within a school policy for the future. They give us a good profile of what an active citizen might look like in complex, interconnected, multi- and trans-cultural societies. Innovative educational models challenge the conventional frontal teaching and row – by – row learning and the hierarchic teaching. ‘Sage on the stage to guide on the side’<sup>2</sup> is not an easy switch and is based on constructivist theory of learning. Interactive teaching in combination with cooperative learning and peer – questioning create a new dynamic in the classroom. Putting the classroom desks in a horseshoe shape create a forum for dialogue and debate. Maybe there will be less silence, but the noise will be full of thoughts<sup>3</sup>.

Once the conceptual background is established, we’ll present an enquiry conducted with a group of international students (some of them participated in the Erasmus + program) who have been asked what are their ideas regarding work, character, interpersonal relations, values and mindsets. This will help us to recommend a number of pedagogical ideas to encourage students’ active citizenship.

**Key words:** competences, education

## New trends of Learning

Changes in societies and environments foster changes in human beings. This is a world with unprecedented dimensions: digital markets, immigration flows, the emergence of more and more global cities and the rapid transformation of social, ethnical and cultural networks. A transition from the linear growth of human knowledge to the exponential growth of human knowledge has taken place. Also the radicalization in combination with terror and violence infected our educational thoughts and actions<sup>4</sup>. In order to survive and adapt to the new circumstances of life some basic processes of adaptation are paralyzed. Learning, the very basis of adaptation to the environment, needs to be critically reshaped by social and environmental (r)evolutions. All the controversial issues require an approach and sensibility that transcend a strictly marked-oriented one<sup>5</sup>.

In his stimulating article on learning, Natriello<sup>6</sup> identifies twelve trends of present modes and processes of learning and the implications of such trends

<sup>2</sup> A. King, *From Sage on the Stage to Guide on the Side*, “College Teaching” 1993, vol. 41, no. 1, p. 30–35. Available from <http://www.jstor.org/stable/27558571>.

<sup>3</sup> H. Verkest, *Actors and factors for learning in 21st Century*, In D. Ilisko (eds), *How do children learn best?* Tutkun, Ankara 2010.

<sup>4</sup> B. de Wachter, *Borderline Times. Het einde van de normaliteit*, Lannoo Campus, Tielt 2012.

<sup>5</sup> P. Verhaeghe, *op. cit.*

<sup>6</sup> G. Natriello, *Imagining, seeking, inventing: the future of learning and the emerging discovery networks*. “Learn Inq” 2007, 1.

for the future. After an extensive analysis of data and references the author identifies the trends as follows:

- Trend 1 – learning is becoming more diverse.
- Trend 2 – learning is becoming more contextual.
- Trend 3 – learning is becoming less discipline-bound.
- Trend 4 – learning is moving outside of institutional settings.
- Trend 5 – learning is coming to span professional and institutional sectors.
- Trend 6 – learning is moving beyond and between nation states.
- Trend 7 – learning is moving online.
- Trend 8 – learning is moving beyond humans to machines.
- Trend 9 – learning is moving to machine/human blends.
- Trend 10 – learning is becoming less solitary and more interactive.
- Trend 11 – learning is becoming less concentrated and more distributed.
- Trend 12 – our understanding of learning is becoming more biologically connected.

All together the 12 trends suggest the need to rethink learning within society and its organizations. In the society of knowledge and information, these must be reconfigured and their roles substantially changed, namely schools that are now competing with a much wider, expanded, transversal and informal learning context than in the near past. A deep change in the processes of learning implies a deep change in the processes of teaching:

the standards for effective learning will rise as learners position themselves in more powerful learning conditions. This means that there will be a good deal of negotiation and experimentation to determine when teaching is most necessary and under which conditions it can be most effective. [...] So what are the dimensions of a reshaped role for teaching? The 12 trends in learning provide a good starting point. The new teacher will need to manage more diverse learning styles with more diverse teaching strategies. The new teacher will need to function outside institutional settings and disciplinary boundaries and orchestrate learning in contexts more relevant to learners and learning tasks. The new teacher will need to span professional and institutional sectors, reach beyond national boundaries (Luke, 2004), and operate in face-to-face and online modes. The new teacher will need to manage combinations of human and machine learning as well as learning that is generated through more extensive interactions across more widely distributed settings and rooted in a sound understanding biological processes. [...]. The role of the new teacher will be dramatically different from those of current teachers<sup>7</sup>.

The same can be said about the learner, the other side of the coin. The developments in contemporary societies demand new profiles of competencies for individuals to be effective, to be able to adapt and keep a sense of purpose, self-fulfillment and worth. Because of the complexity of modern world and

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<sup>7</sup> Ibidem.

extreme velocity at which information is produced, distributed/ dispatched and surpassed/expired, becoming obsolete, the profiles of competencies valued and valuable in past times, the ones possessed and shown by excelling people and professionals in different fields and individuals/citizens in daily lives, can be now incomplete and inefficient.

The English educationalist John Abbott expressed his fear that there is a generation of very able young men and women coming into teaching who do not embrace breadth because they have picked up a message that the function of being a teacher is to deliver measurable goals<sup>8</sup>.

The crucial set of competences for the present and the near future is lifelong learning, as agreed on by scholars, pedagogues, policy makers and politicians. We are going to mention just a few taxonomies of great educational influence nowadays: the EU framework for Lifelong learning, the Tuning process, and Gardner's concept of five minds for the future. This will clarify how the ideal profile of individuals, citizens and professionals is envisaged and how to turn these insights into educational principles and practices.

### Competencies for Lifelong learning: the framework for European Union

The recommendation of the European Parliament and of the Council, of 18 December 2006, on key competences for lifelong learning [Official Journal L 394 of 30.12.2006] states that key competences for lifelong learning are a combination of knowledge, skills and attitudes: "In accordance with international studies, competence is defined here as a combination of knowledge, skills and attitudes appropriate to a particular situation. Key competences are those that support personal fulfillment, social inclusion, active citizenship and employment". This recommendation aims to ensure that these key competences are integrated by each Member State into their education and training policies.

The key competencies are seen also as a necessity in a society of knowledge and information, allowing for individuals to adapt more quickly to sudden changes in an increasingly interconnected world. Eight key competencies, of a transversal nature, have been listed and presented as essential tools for personal development, social inclusion and cohesion, active citizenship and employment. They are seen as a major factor in innovation, quality, productivity and competitiveness. Table 1 shows these competencies and the related knowledge, skills and attitudes. These competencies are simultaneously technical, strategic, personal and behavioral and they are the very basis to further intellectual, emotional and social development and the ability to contribute positively to the development of society.

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<sup>8</sup> J. Abbott, *Overschooled but undereducated. How the crisis in education is jeopardizing our adolescents*, Continuum, London 2010.

According to the recommendation, these key competences have a transversal nature and they are all interdependent. They should be approached from a perspective focused on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings. This is the set of competencies that all young people should have acquired through the basic level of education, the one that European states agreed to be the state concern, mandatory for all children in the country.

**Tab. 1.** The eight key competencies and the related knowledge, skills and attitudes

<p><b>1. Communication in the mother tongue</b> which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.</p>
<p><b>2. Communication in foreign languages</b> which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing.</p>
<p><b>3. Mathematical competence and basic competences in science and technology.</b> Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies which explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen.</p>
<p><b>4. Digital competence</b> involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT).</p>
<p><b>5. Learning to learn</b> is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities.</p>
<p><b>6. Social and civic competences.</b> Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights) equips individuals to engage in active and democratic participation.</p>

- 7. Sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of their work and is able to seize opportunities which arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.
- 8. Cultural awareness and expression** which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature, and the visual arts).

Source: Taken from the European Union portal: [http://europa.eu/legislation\\_summaries/education\\_training\\_youth/lifelong\\_learning/c11090\\_en.htm](http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm)

### Tuning and the transversal competencies expected for university graduate students

The Bologna process and the project Tuning are intertwined. Both rely on the concept of competence as a basis for higher education: the focus is the student and the process of learning.

Europe requires its people to be culturally and intellectually equipped in ways appropriate both for their present and for their future. Only thus will they be able to lead meaningful and satisfying lives, personally and collectively. Institutions of higher education have a key role in developing appropriate strategies. It is the responsibility of higher education institutions to prepare their students, in a lifelong learning perspective, for a productive career and for citizenship. Universities and other higher education institutions increasingly have come to realize that theirs is a moving target, and that their leadership in the field of the elaboration and transmission of knowledge and understanding implies a new sensitivity towards developments in society. They increasingly look to consultation with their stakeholders on a regular basis. Education inspires progress in society, but at the same time it must respond, with foresight, to society, preparing adequate strategies for future programs of studies<sup>9</sup>.

Tuning<sup>10</sup> is a landmark in the pursuit of a European space of higher education. Its basilar concepts are learning outcomes (formulated by academics) and competences. These represent a combination of knowledge, understanding, skills and abilities that are developed during the process of learning by the student. Tuning efforts were to identify the set of crucial (thematic/ specific) competencies (related to the profession) and the transversal, generic competencies that every graduate should have acquired.

<sup>9</sup> The Tuning Project, <http://tuning.unideusto.org>.

<sup>10</sup> J. Gonzalez, R. Wagenaar, *Tuning Educational Structures in Europe*, University of Deusto, Bilbao 2003. Available from the Tuning portal: <http://tuning.unideusto.org/tuningeu>.

After extensive research (including consultation with employers, academics and graduates in several disciplines and professional fields), the Tuning Project identified several generic competencies and these were classified into three types (systemic, interpersonal and instrumental) (cf. Table 2).

Raising awareness about the great relevance of generic competencies, both for employment and success at work and for citizenship, is a great achievement of the Tuning process, with important consequences in curriculums Europe wide.

**Tab. 2.** Tuning Generic Competences

<b>Systemic competences:</b> abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required)	Entrepreneurship	14. Capacity for generating new ideas (creativity) 27. Initiative and entrepreneurial spirit
	Organization skills	9. Research skills 25. Ability to work autonomously 26. Project design and management 29. Concern for quality
	Leadership	19. Leadership
	Skills for success	2. Capacity for applying knowledge in practice 10. Capacity to learn 13. Capacity to adapt to new situations 24. Understanding of cultures and customs of other countries 30. Will to succeed
<b>Interpersonal competences:</b> individual abilities like social skills (social interaction and co-operation)	Individual abilities	12. Critical and self-critical abilities 22. Appreciation of diversity and multiculturality 28. Ethical commitment
	Social skills	17. Teamwork 18. Interpersonal skills 20. Ability to work in an interdisciplinary team 21. Ability to communicate with non-experts (in the field) 23. Ability to work in an international context
<b>Instrumental competences:</b> cognitive abilities, methodological abilities, technological abilities and linguistic abilities	Cognitive skills	1. Capacity for analysis and synthesis 3. Planning and time management 4. Basic general knowledge in the field of study 5. Grounding in basic knowledge of the profession in practice
	Methodological skills	15. Problem solving 16. Decision-making
	Technological abilities	8. Elementary computing skills 11. Information management skills (ability to retrieve and analyse information from different sources)
	Language skills	6. Oral and written communication in your native language 7. Knowledge of a second language

**Note.** The number represents the ranking of these competencies, taking into consideration the enquiry to employers, academics and graduates.

Source: J. Gonzalez, R. Wagenaar, *Tuning Educational Structures in Europe*, University of Deusto, Bilbao 2003. Available from the Tuning portal: <http://tuning.unideusto.org/tuningeu>

The results of the Tuning survey show that there's a high correlation between the importance attributed to each competence by employers and graduates. They value on the top of the ranking the systematic and instrumental competences: Capacity for analysis and synthesis, Capacity to learn, Problem solving, Capacity for applying knowledge in practice, Capacity to adapt to new situations or Concern for quality. And on the bottom of the ranking the competences of a more intercultural and international scope, such as 'understanding of cultures and customs of other countries, 'appreciation of diversity and multiculturalism', ability to work in an international context' and 'knowledge of a second language'.

We could speculate that this means a trend to envisage the world of labor and professions as the sole ground for economic success and a rather asocial or amoral ambience. If this speculation is right, it could be the result of the neoliberal scenario of western societies, where individual needs, success and freedom is beyond or at least separated from the social welfare and needs of communities.

The prospectus of Howard Gardner, the five minds for the future, is somehow an alert against the danger of preparing professionals mainly concerned with success, their minds guided by the mechanistic, amoral, individualist motto "first you save yourself, then you save the world".

## The five minds for the future

Howard Gardner is worldwide known and viewed as one of the most influential contemporary education scientist and philosopher. Gardner is worried about the same environmental transformations mentioned by Natriello<sup>11</sup> and speculates about a future transformed by a genetic revolution, mega cities, global economies, virtual realities and machines replacing human beings in tasks and decisions. His "five minds" is less a psychological or philosophical concept and more an educational policy<sup>12</sup> and an educational vision for the expected future. The five minds are nothing but a selection of competencies of crucial relevance for people's adaptation and sustainable societies. Gardner elects the following: disciplined mind, synthesis, creativity, respect and ethical behavior.

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<sup>11</sup> G. Natriello, *op. cit.*, p. 7–18.

<sup>12</sup> H. Gardner, *Five Minds for the Future*. Paper given as an oral presentation at the Ecolint Meeting in Geneva 2008. Available December 22, 2010 from the web: [www.howardgardner.com](http://www.howardgardner.com).

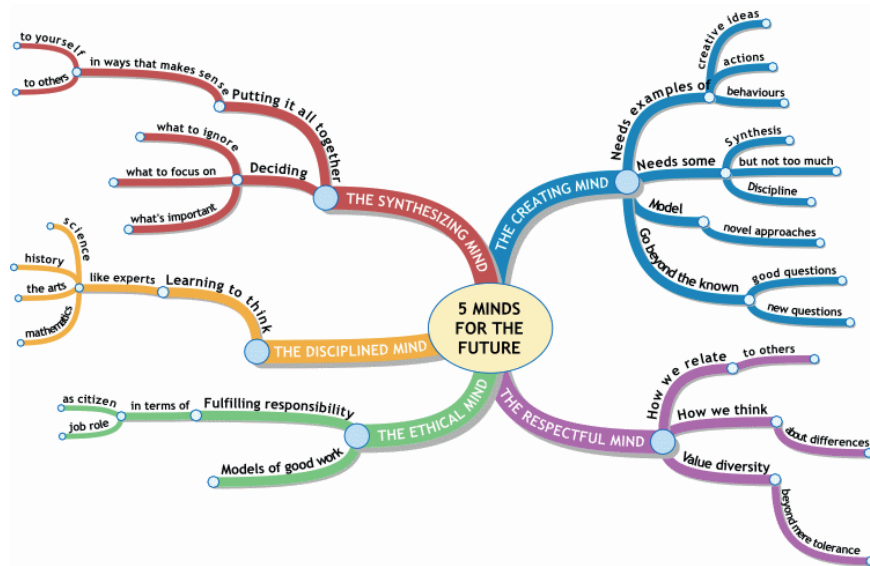


Figure 1. A mindmap of the Five Minds<sup>13</sup>

Source: <http://isaiahlim.wordpress.com/2006/10/15/five-minds-for-the-future>

The Disciplined Mind values knowledge and informed and rigorous thought. The approach is multi-perspective, scientific and rational and behavior is informed and guided by accurate information and strategic thinking.

When I use the term disciplinary thinking I am playing on three connotations of the English word discipline. Firstly, what our grand-parents knew – you should work regularly and steadily on things and eventually you will get better. Indeed, any practice will build up disciplinary muscle.

The second – is the heart of what happens in middle and secondary school – is mastering the major ways of thinking. Before university, they are Science, History, Mathematics, and one or more art forms. I make a very sharp distinction between discipline (a powerful but typically non-intuitive way of thinking) and subject matter (facts, information).

The third connotation, which is so important if we want our children to be gainfully employed and have a full life is becoming an expert in at least one thing. Because if you are not an expert, you will not be able to work in the world of the future, or you will work for somebody else who is an expert. And that is so different from two hundred years ago during agricultural times and a hundred years ago during industrial times. Now, we are really in a knowledge era, and expertise is the only thing which will take forward real value<sup>14</sup>.

<sup>13</sup> H. Gardner, *Five Minds for the Future*. Paper given as an oral presentation at the Ecolint Meeting in Geneva 2008. Available December 22, 2010 from the web: [www.howardgardner.com](http://www.howardgardner.com)

<sup>14</sup> Ibidem, p. 5.



The Synthesizing Mind controls chaos and disorder by extracting principles from cases and extracting meaning from intricate and intriguing situations. Understanding and explaining reality depend on such intellectual gift. This is the mind able to manage complexity (theorizes, conceptualizes, makes taxonomies, sets rules and principles, is conformable with metaphors, images, general scenarios, visual and wordless narratives).

A great example of a synthesizer is Charles Darwin. He travelled for five years aboard the Beagle, and collected a huge amount of information about the flora and fauna of the world. He did his own experiments and observations of the world, corresponded with everybody who was a naturalist, and then twenty years later put forth one of the great intellectual syntheses “On the Origin of the Species.”

The Synthesizing Mind realizes that nowadays, we are all inundated with information. If you looked up the word “evolution” on your search engine, you could spend the rest of your life just reading secondary sources. Many of them are of questionable value and you need criteria for deciding what to pay attention to and what to ignore. Additionally, to synthesize for yourself, you have to put information together in ways which cohere, which make sense for you. And if you are involved in communication, as every teacher, parent, and professional is, the synthesis has to be transmittable to other people<sup>15</sup>.

The Creating Mind plays with complexity and excels, by renovating the shape of events, thought and feelings. It destabilizes, dissents, intrigues; it is not concerned with superficial fame and celebrity, it really influences and changes whatever it touches. This mind can be inside the individual and inside the group (the wisdom of crowds) and examples can be seen in collective achieving and recommendations where the progression and improvement results from collective efforts (Wikipedia, Amazon or eBay list of recommendations...).

I believe that you cannot be creative unless you have mastered at least one discipline, art or craft. And cognitive science teaches us that on the average, it takes about ten years to master a craft. So, Mozart was writing great music when he was fifteen and sixteen, but that is because he started when he was four or five. Same story, with the prodigious Picasso. Creativity is always called “thinking outside the box.” But I order my quintet of minds in the way that I do because you can’t think outside of the box unless you have a box.

As a psychologist, I thought that creativity was mostly an issue of how good your mental computers were. But my own studies and those of others have convinced me of two other things. First, personality and temperament are at least as important as cognitive powers. People who are judged creative take chances, take risks, are not afraid to fall down, and pick themselves up, they say “what can I learn from this?” and they go on<sup>16</sup>.

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<sup>15</sup> Ibidem, p. 8–9.

<sup>16</sup> Ibidem, p. 10–11.

The Respectful Mind is the excelling mind in what regards peace keeping and preserving social wellbeing and sustainable interrelations. This is both inspired by principles of justice and caring. This is an empathic mind, it goes beyond personal views because it is skilled enough to view multiple perspectives: it puts on the other's shoes.

The respectful mind is no more or no less than what gave rise to the League of Nations and the United Nations. It is recognizing that the world is composed of people who look different, think differently, have different belief and value systems, and that we can no longer be hermits and live in complete isolation. Therefore, our initial choices are to make war, (which is what we did in a tribal society), or to hold our nose and tolerate others. But we can be more ambitious<sup>17</sup>.

The Ethical Mind envisages a co-responsible, active and committed citizenship. The interest of community is above the interest of a few privileged. State of right becomes a pillar of political action, but the responsibility is not addressed only to political powers and structural, institutional organizations and structures, is a matter of concern for every individual. Ethical concerns are beyond the obvious and aspects such as preserving nature and ecological, cultural and genetic heritage are seen as essential. Bio diversity and cultural diversity can be understood not only as beautiful ideas but as a need of all the peoples and a duty to be respected, preserved and valued. For the professionals, ethics is a basic concern in work decisions – these are the ones who excel and who do good work (the work that is simultaneously efficacious and responsible)<sup>18</sup>.

The ethical mind is guided by the 3M<sup>19</sup>: mission (a sense of purpose and dedication to a valuable cause), models (an inspiration taken from the example of life of excelling models in the given area of activity), and mirror (the mirror test: to ask oneself “did I do what I should today? Am I proud for what I’ve done? Was it good work? Did it benefit the others?”).

The work that I have done has been in collaboration with many scholars, particularly William Damon and Mihaly Csikszentmihalyi. It is called “The Good Work” project. We define good work as a work that embodies three Es: excellence in a technical way; engagement—that people are meaningfully involved with what they are doing and they find it motivating. They look forward to Monday and are even willing to come to the meetings on Saturday! And ethical, behaving responsibly in your world as a worker. I think of these three Es as a triple helix. And

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<sup>17</sup> Ibidem, p. 12–13.

<sup>18</sup> <http://www.goodworkproject.org>; H. Gardner, M. Csikszentmihalyi, W. Damon, *Good work: When excellence and ethics meet*, Basic Books, New York 2001.

<sup>19</sup> H. Gardner, M. Csikszentmihalyi, W. Damon, *op. cit.*; H. Gardner, *The tipping point between success and failure: A psychologist's view*, 2002. Available December 26, 2002 from the World Wide Web: [http://www.pz.harvard.edu/PIs/HG\\_nexos.pdf](http://www.pz.harvard.edu/PIs/HG_nexos.pdf).

interestingly these three Es don't necessarily coexist. You could be excellent but not ethical. You could be ethical but not engaged.

The challenge of good work is to intertwine those three Es<sup>20</sup>.

Gardner conceptions are aligned with the perspective of positive psychology<sup>21</sup>, which is concerned with the potential for development and improvement possessed by human beings, the virtues, strengths and positive aspects of human condition (cf. Table 3). Personal strengths and virtues include the following: increasing love/social, hoping/optimism, better relationships, talent, wisdom, altruism, tolerance, spirituality, values, cognitive restructuring, meditation, relaxation, flow, intuition, creativity, fulfillment and success. This is undoubtedly a revolutionary perspective, at least in western psychology (of personality), which has for decades been concerned mainly with fragility, aberration and abnormality.

For a long time, psychology was trapped in a rationalist paradigm and spiritual, mentalist or subjective terms such as wisdom, altruism, meditation, relaxation, and intuition didn't have enough dignity to be taken as objects of scientific study or to be seen in a taxonomy of human virtues. So Positive Psychology shifted a paradigm in Psychology. This is an effect of a progressive attraction of western modes of thought (in science, spirituality, art and lifestyles) to eastern concepts and a more spiritual and integral view of human creatures.

Gardner's five minds prospectus entails a holistic perspective such as this. The educational philosopher (after the Psychology scientist) synthesizes and balances the multidimensionality of human character: simultaneously rational and spiritual, cognitive and emotive, strong and feeble. He brings together knowledge and ethics, the box of disciplines and the creative gaze outside the box, autonomy and responsibility. He also considers as equally relevant the four categories of values: ethics (e.g. right versus wrong), aesthetics (e.g. beautiful versus ugly), doctrinal (e.g. political orientation, ideology, religious and social beliefs) and innate values/inborn (e.g., values regarding reproduction or survival). This integration is especially important in times of globalization. Somehow, it entails what Turner<sup>22</sup> calls the cosmopolitan virtue:

one can suggest that the components of cosmopolitan virtue are as follows: irony, both as a cultural method and as a contemporary mentality in order to achieve some emotional distance from our own local culture; reflexivity with respect to

<sup>20</sup> H. Gardner, *Five Minds for the Future*, *op. cit.*, p. 14.

<sup>21</sup> M. E. P. Seligman, *Positive psychology network concept paper*, Philadelphia 1998. Available January 10, 2010 from the World Wide Web: <http://www.psych.upenn.edu/seligman/ppgrant.html>; M. E. P. Seligman, M. Csikszentmihalyi, *Positive psychology: An introduction*. "American Psychologist" 2000, 55; K. Sheldon, B. Frederickson, K. Rathunde, M. Csikszentmihalyi, *Positive psychology manifesto* (Rev. ed.). Philadelphia 2000. Available January 10, 2010 from the World Wide Web: <http://www.psych.upenn.edu/seligman/akumalmanifesto.htm>

<sup>22</sup> B. R. Turner, *Cosmopolitan Virtue: On Religion in a Global Age*, "European Journal of Social Theory" 2001, 4(2).

other cultural values; skepticism towards the grand narratives of modern ideologies; care for other cultures, especially aboriginal cultures, arising from an awareness of their precarious condition and hence acceptance of cultural hybridization; and an ecumenical commitment to dialogue with other cultures, especially religious cultures. Cosmopolitan irony is generally incompatible with nostalgia, because it recognizes that our modern dilemmas cannot be solved simply by a naive return to origins. Cosmopolitanism is specifically a product of globalization and modernity, but it also shares much in common with Stoical cosmopolitanism that, among other things, attempted to come to terms with the cultural diversity of classical times<sup>23</sup>.

**Tab.3.** The VIA Classification of Character Strengths<sup>24</sup>

The six virtues	The 24 Strengths
<p><b>Wisdom and Knowledge</b> – Cognitive strengths that entail the acquisition and use of knowledge</p>	<ol style="list-style-type: none"> <li>1. <b>Creativity</b> [originality, ingenuity]: Thinking of novel and productive ways to conceptualize and do things; includes artistic achievement but is not limited to it.</li> <li>2. <b>Curiosity</b> [interest, novelty-seeking, openness to experience]: Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering.</li> <li>3. <b>Judgment &amp; Open-Mindedness</b> [critical thinking]: Thinking things through and examining them from all sides; not jumping to conclusions; being able to change one’s mind in light of evidence; weighing all evidence fairly.</li> <li>4. <b>Love of Learning</b>: Mastering new skills, topics, and bodies of knowledge, whether on one’s own or formally; obviously related to the strength of curiosity but goes beyond it to describe the tendency to add systematically to what one knows.</li> <li>5. <b>Perspective</b> [wisdom]: Being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself and to other people.</li> </ol>

<sup>23</sup> Ibidem, p. 150.

<sup>24</sup> VIA is an acronym to “Values in Action”. VIA Institute on Character was founded by Martin Seligman and Neal Mayerson to advance the science and practice of character development. The VIA Institute supported the creation of the VIA Classification of Character Strengths. The VIA Classification and Survey are used by researchers, clinicians, consultants, coaches and educators in the field of positive psychology and strengths (cf. <http://www.viacharacter.org/www>). This *VIA Classification of Character Strengths* is an updated classification (2008) that results from research using **The VIA Survey of Character** (or VIA Inventory of Strengths, VIA-IS), a scientifically validated tool for measuring character strengths. The classification was first described by Chris Peterson and Martin Seligman in their well-known book “*Character Strengths and Virtues, the Handbook and Classification*”.

<p><b>Courage</b> – Emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal</p>	<p>6. <b>Bravery</b> [valor]: Not shrinking from threat, challenge, difficulty, or pain; speaking up for what is right even if there is opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it.</p> <p>7. <b>Perseverance</b> [persistence, industriousness]: Finishing what one starts; persisting in a course of action in spite of obstacles; “getting it out the door”; taking pleasure in completing tasks.</p> <p>8. <b>Honesty</b> [authenticity, integrity]: Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one’s feelings and actions.</p> <p>9. <b>Zest</b> [vitality, enthusiasm, vigor, energy]: Approaching life with excitement and energy; not doing things halfway or halfheartedly; living life as an adventure; feeling alive and activated.</p>
<p><b>Humanity</b> – Interpersonal strengths that involve tending and befriending others</p>	<p>10. <b>Capacity to Love and Be Loved:</b> Valuing close relations with others, in particular those in which sharing and caring are reciprocated; being close to people.</p> <p>11. <b>Kindness</b> [generosity, nurturance, care, compassion, altruistic love, “niceness”]: Doing favors and good deeds for others; helping them; taking care of them.</p> <p>12. <b>Social Intelligence</b> [emotional intelligence, personal intelligence]: Being aware of the motives and feelings of other people and oneself; knowing what to do to fit into different social situations; knowing what makes other people tick.</p>
<p><b>Justice</b> – Civic strengths that underlie healthy community life</p>	<p>13. <b>Teamwork</b> [citizenship, social responsibility, loyalty]: Working well as a member of a group or team; being loyal to the group; doing one’s share.</p> <p>14. <b>Fairness:</b> Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others; giving everyone a fair chance.</p> <p>15. <b>Leadership:</b> Encouraging a group of which one is a member to get things done and at the time maintain time good relations within the group; organizing group activities and seeing that they happen.</p>

<p><b>Temperance</b> – Strengths that protect against excess</p>	<p><b>16. Forgiveness &amp; Mercy:</b> Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful</p> <p><b>17. Modesty &amp; Humility:</b> Letting one’s accomplishments speak for themselves; not regarding oneself as more special than one is</p> <p><b>18. Prudence:</b> Being careful about one’s choices; not taking undue risks; not saying or doing things that might later be regretted</p> <p><b>19. Self-Regulation</b> [self-control]: Regulating what one feels and does; being disciplined; controlling one’s appetites and emotions</p>
<p><b>Transcendence</b> - Strengths that forge connections to the larger universe and provide meaning</p>	<p><b>20. Appreciation of Beauty and Excellence</b> [awe, wonder, elevation]: Noticing and appreciating beauty, excellence, and/or skilled performance in various domains of life, from nature to art to mathematics to science to everyday experience</p> <p><b>21. Gratitude:</b> Being aware of and thankful for the good things that happen; taking time to express thanks</p> <p><b>22. Hope</b> [optimism, future-mindedness, future orientation]: Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about</p> <p><b>23. Humor</b> [playfulness]: Liking to laugh and tease; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes</p> <p><b>24. Religiousness &amp; Spirituality</b> [faith, purpose]: Having coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort</p>

Source: Via Institute on Character. Available from <http://www.viacharacter.org/www>.

In fact, people need all these talents and skills for the sake of adaptation, survival and wellbeing. Society also needs people who are lifelong learners and who aspire to play a positive role in the world, even if this is not to be played in the arena of great historical events and famous events. Eastern philosophies have long foreseen the interconnections of all the elements in the universe. Each one of our actions somehow transforms and shapes our environment (natural and social). Being conscientious of this, being able to respect the spirit of the place, to protect motherland, to find the solution to daily lives problems and to prevent suffering, damage or insecurity is already a great achievement in an instable and complex world. This can make a difference; the world doesn’t need a horde of heroes and titans. Educated, active, skilled and ethical citizens are enough to keep society sustainable and Earth a good place to live.

With reason, Gardner considers the Synthesizing Mind and the Ethical Mind the “less familiar”, and also “more enigmatic and thus more energizing to explore”. In our opinion, these two minds have a lot to do with the perfect marriage of reason and heart. Stupidity and wickedness results in barbarian destruction; stupidity and goodness is a feeble combination and easily manipulated; intelligence and wickedness is dangerous and destructive; intelligence and goodness is the only alliance that, under favorable circumstances, may turn a common person into a hero. This means behavior guided by the sense of justice and caring, moral principles and compassion, a thoughtful and critical mind allied with a strongly empathic and unselfish heart.

The 3M model, the five minds, the six virtues, the eight key competences for lifelong learning, the twenty four human strengths, the thirty generic competences for professional work – whatever the chosen model or the magic number there’s a very simple and global true of modern times: citizenship for complex and multicultural societies requires complex minds and intercultural competences. For a long time education of character and the models of virtues have been put apart with a label of indoctrination (thus, non-scientific, non-democratic, and authoritarian).

However, education and educators have always been asked by society to take on their hands the role of teaching the young generation how to cope with their present times and how to prepare themselves for the future. Old generations try to keep the patrimony of knowledge the wisdom of old generations alive. Education (in schools, at home, in any of the community institutions) is the guardian of this heritage and also the headlight that illuminates the path to a hopefully valuable future. Although many abuses happen (and are a reality in authoritarian regimes, contexts and minds), education for citizenship will prevail.

These five minds of the future promote an open-minded society and stimulate critical and creative thinking. Gardner’s approach could be an antidote for forms of fundamentalism in education. Fundamentalism kills critical and alternative ways of thinking. Emancipation of the individual member and minorities is no longer a priority if fear takes over the engine of our thinking<sup>25</sup>. Fear leads to one-sided teaching. It is important to be aware of crises and instabilities induced by fear to avoid borderline times<sup>26</sup>.

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<sup>25</sup> K. Armstrong, *Fields of Blood: Religion and the History of Violence*, Knopf, Toronto 2014.

<sup>26</sup> D. de Wachter, *op. cit.*

## Students' voices, minds and hearts

Learning is essentially a reflective activity that enables us to draw upon past experience to understand and evaluate the present, so as to formulate deeper understanding and to shape our future far more effectively. The 5 minds of the future are also useful tools for a better understanding of the policy in the classroom. Gardner declared in an interview with A.T. Lockwood that “diversity is clearly with us, but it is actually fairly difficult to determine whether we have substantially more diversity now or whether the diversity is more noticeable and more attention is paid to it. In the last analysis, the basic idea of multiple intelligences boils down to the fact that kids are different from one another, they have different kinds of minds [...] then perhaps schools should do something else [...] We would have to look at a particular kind of school to see which minds are being well – served and which minds be served much better [...]”.

Our strategy to explore these minds was based on the vision of constructivism in which we progress from curiosity and inquisitiveness to new information and knowledge. The condition *sine qua non* of constructivism is that learning never starts from a position of total ignorance, since we build new ideas on top of earlier ideas which may well be changed in the process. It is through building questions that we construct knowledge<sup>27</sup>.

We presented a mind map based on the book of Gardner to 16 undergraduate students in their second year of our Flemish teacher training college. The multiple intelligences of Howard Gardner and the 7 routes of the TO-GATHER project created by Dutch historian Wim Kratsborn were given as an introduction to this mind map. During a two hours sessions we collected the students' questions and remarks in relation to the mind map. The only restriction was that the students had to link the branches of the map with their own educational experiences as trainees in the classroom. So this survey is very fragmental but will be a first step in a long-term process. In the discussion there were even references to the pathological or excessive form of the minds. In this contribution we haven't explored these thoughts. If we go further in this project the next step will be that we train students in their final year to work more consciously on this approach after reading the book of Gardner. The results will be presented on the website of To – Gather. We followed the advice of Gardner that after starting with the disciplined mind it is better to move to the synthesis mind and go on with the creative one. We based our session on the English version of the book. We followed the same structure: first some questions based on the branches and sub branches, then some remarks and last but not least some references (made by themselves or their mentors) to their practice.

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<sup>27</sup> J. Abbott, *op. cit.*



## The disciplined mind

What is the meaning of discipline? Is it the same as a subject? Or has discipline to do with drill and work faithfully or dutifully? Is regime a synonym for discipline? Has it to do with mastery? Are the pronounced subjects the basic ones? What about the technical or vocational subject matters like technology or wood crafting?

A disciplined mind asks for experts. What is the profile of an expert? Is it possible that not only the teachers but also the pupils or external bodies can become experts? How can we label someone as an expert? Does it mean that you must not only have excellent knowledge but also the best skills to become an expert? Is 'learning to think' a skill in this mind? Does the discipline art contain languages, philosophy and social sciences? Are the selected disciplines gateways to other technical disciplines?

Referring to their evaluation of their practice students said that their mentors told them that they have a backpack with enough knowledge to work out a project. Another one said that the teachers said that it is important to compare several textbooks to find creative ideas or activities. One said that being a leader in a youth movement with children with special needs gave him more security and confidence when he was working with SEN pupils. One said that the commitments he made with the group about working in the ICT room were appreciated by the teachers. One said that he has still difficulties with working out a good lesson scheme for a smart board or an old fashion blackboard.

The group of students immediately agreed that this mind doesn't focus only on the content of facts and figures but must look for structures and processes. "Knowing some taxonomies will be important for filling in this mind", one of the students said.

I had the task to work out extra worksheets for talented pupils based on some textbooks. It was for me a hard work to understand the exercises (Sarah 21, Belgian student).

My background is a technical one and I have problems to work in the third stage (K 6) lesson plans of mathematic and language. The text books don't give the information that I need (Maxime 22, Belgian student).

## Creating mind

Is creating the same as inventing or innovating? Where do we find examples of creative ideas and action? Through observation, reading, discussion? Is co-operative working not the best way to develop creative ideas and actions? Is it a condition that this kind of mind must be supported by solidarity and dialogues? Are teachers able to express their actions and behaviors? What is the difference between actions and behaviors? When can we speak about creative

ideas? How can we develop this mind when we teach math and language? Do we need a critical mind at the same time?

Is there only one model to express the creative mind? What are “novel” approaches? What are good questions in relation to go beyond the knowledge? Are there open questions, Critical questions? Do they clarify something? What about the answers? What is the meaning of new in relation to questions? Does it mean ‘innovative’?

One linked the creative mind with the introduction of the smart board. She said this kind of hi-tech teaching that the teachable moments are “constant and instant”. You can save the information and come back to it at every moment and you have instant information when a question comes. The questions about extra information can be found instantly. We need more observation and questionnaires to talk about creative ideas. These ideas must come up in relation to subjects that children express as boring.

Some students noticed that this mind must have links with like Picture, logic, nature and music smarts. One student remarks that differentiation is important in cultivating this mind: *we reach more pupils, because some learn better through stories, others through a philosophical talk about a piece of art, or through identification with a skilled practitioner.*

We notice that the head teacher told us about the dress code in the school and the way we can contact the teachers. Some teachers gave us the responsibility to work out a project with people of an environmental organization. We learned how to negotiate with them (Alex 20, Belgian student).

After my placement in Africa my creative mind was more shaped. I learned how to teach ‘more with less’ and coming back I learned my pupils to have more respect for the material in the classroom (Julie 22, Belgian student).

With recycling material I worked out several activities for this class. The children could make their own choice. First they expressed their feelings and ideas. They found brilliant solutions and the creative results for mother day were amazing (Martin 21, Belgian student).

There are so many books and websites to find ideas for doing some activities in relation to Mother Day. It is for the school a very important moment and the whole school worked at it. The teacher said that I failed in realization an ‘attractive’ and ‘innovated’ present (Chris 22, Belgian student).

## Synthesizing mind

As moderator we pronounced that multiple ways of thinking about a topic are also essential for the synthesizing and the creative minds. Stepping to the second minds one student came up with the question: does synthesizing mean to look for connections after doing first a kind of analysis or diagnosis? All agreed that a set of tools must be available for making a synthesis . Can we use digital technology like “mind mapping” to work out the synthesis? What about the contribution of search engines like “wonder wheel” in working out

synthesis? What are the criteria of deciding? Why do we ignore contents, emotions, skills, and attitude? How to decide what is important, the focus? How can we evaluate this mind? How can we express our decisions? Must we tell our pupils, audience explicitly about our focus, our preference? Do feelings play an important role in this mind? Does synthesis also mean selections? How will it tell us that the mind is “correct” or “right”?

Talking about the qualities of a good synthesis they used the adverbs: transparent, original, essential, substantial, logic and useful. The first remark about the respectful mind was that relation to others is too “narrow” and that we must put in the pictures: ourselves (self-esteem) and material and nature.

When can we do this “putting it all together”? Does it mean that you can do it by your one? Does it mean that we must co-operate with others to realize this mind? Are the criteria that it must make sense for yourself and/or the others? How do you express this synthesizing mind? Can you evaluate this mind?

I can ‘survive’ as a teacher in the future if I find at least one colleague who want to collaborate with me and looking what is the ‘essence’ of our teaching and how can give pupils ‘a file rouge’ about a subject. With internet access and a library card, a person can look up just about anything. The problem is that many pupils don’t know how to process the massive amount of information they encounter. Learning how to synthesize this knowledge (i.e. combine it in a way that makes sense) can help you find meaning and see the big picture in your profession and life in general (Teresa 22, Spain, Erasmus student 2013).

It is a fact that there are tons of information around the world, and now, it is much more easy to access by internet, TV etc. Instead of overloading, we should proceed step by step. In this process it is better to make the new information permanent by making it attractive and useful. For example, instead of giving the course of drawing to children under the title of “lesson”, we can do it more like a game. So doing we can help them synthesize the information (Alena 22, Czech Republic Erasmus student 2014).

## Respectful mind

We were looking if we could find some synonyms for respectful mind. Some mentioned: open mind, critical mind or intercultural mind. Also here some students made a reference to the smarts of Gardner like ‘interpersonal smart and nature smart’. Is there not a need for value unity instead of value diversity? How can we promote value diversity? Is respect the same as tolerance? Can you measure tolerance if you said ‘more or less tolerance’? Does tolerance also mean acceptance? Are their norms and rules in this mind? Has respect to do with awareness and well – being? When do we forget this mind? How can we promote it? Who are the others and the differences?

One student referred to the vision of Belgian researcher Anouk Depuydt who mentioned 5 respectful relations (to our body, the others, the material world, the community, and the cosmos). For the students the differences that

they linked with the respected mind were gender, sexuality, races, beliefs, customs, rituals and ideologies.

It is good that you use the golden feather for the one who worked very intensively. You may refer to the 4 bears of Meichelbaum to stress the four steps they must follow in realizing their tasks (Loulou 21, Belgian student).

It was a good idea to use the round table so that you see all the pupils and see what they have done good or wrong (Laura 20, Belgian student).

I have difficulties to spread my attention to the different groups (Shirley 19 Belgian student).

Children have difficulties to express their feelings. Funny and unknown exercises with photos and music were good ice-breakers. Good that you evaluate these exercises with the pupils (Bram 19, Belgian student).

Unfortunately, schools often have the effect of squelching creativity in favour of rote learning and conformity. However the creative mind is an extremely valuable asset both in one's professional and personal life. If you have a creative mind, you can think of ways to change your own circumstance into the better and contribute cures, ideas, and products to global society. People who can create, have the ability to change the world (Ebru 23 Turkey, Erasmus student 2014).

This is what we are lacking: being creative and teaching to be creative to the learners. At first, teachers should have a creative mind, in order to reveal the one that the learners have. So, it requires trying to have knowledge about everything we can reach, reading more, being busy with visual works, being busy with fine arts, music. I believe that these all can help a person look at the world and people from different point of views (Damian 22, Poland, Erasmus student 2013).

## The ethical mind

“Is there no overlapping with respectful mind”, asked a student? Does the ethical mind express itself only in responsibility? What kind of ethics do we promote? Is it the ethics of Aristotle, Kant or Levinas? How can we promote responsibility? If you have no professions and you are not recognized as full citizen do you have an ethical mind? Does it mean that ethical mind in a profession has to do with a code and a deontology? Is this not a hidden mind or a mind under the surface? What is good work? Is it the same as volunteer work? Introducing the minds in our policy is promoting at the same time an inclusive approach. Learning is no longer purposeless or meaningless but linked and meaningful.

We must ask our mentor to tell us more about the way he gave a sanction to some bad behavior. I made adapted commitments for the lessons of music, philosophy and drama so that I can ‘survive’. I asked even some pupils to repeat these agreements. I told them about the punishment too. They were very silent. There was a good atmosphere during these sessions (Ruth 21, Belgian student).

One of the most disturbing things that we can lose in life is perspective. To lose perspective is to experience everything as negative and not to know how we get out of

it. I believe that ‘using the five minds’ we will regain our perspective. Once regained, we might look back and see what we had lost.

We need to ensure that our pupils really do know that we are indeed an extraordinarily ingenious species, although the confusion about our moral values also makes us extremely dangerous. Human beings are so ingenious that they have the knowledge to blast our part of the universe to pieces. We have become so charmed with immediate gratification, and the so-called rights of the individual, that we are forever marginalizing the most vulnerable group in society – the children (Moniek 23, The Netherlands, Erasmus student 2015)

I learnt to be a more responsible person in my job, as a citizen. It was very important to have an ethical mind during my Erasmus stay. For example if I promised somebody to go somewhere, I went there on time but some people promised me but they released so I was very angry with them (Teresa, Erasmus 2015).

### Conclusions from students voices and recommendations

We see the five minds for the future as a kind of antidote to endless overdoses of behaviorism. This approach asserts that learning has always to be under control of the teacher, as has the learning environment. The human mind is better equipped to gather information about the world by operating within it than by reading about it, hearing lecturer on it, or studying abstract models of it. We need to find ways to enable students and pupils to see their lives in a wider context that gives life a broader meaning. The promotion of these minds give people a quick sense of self-importance that produces a high feel – good factor and are therefore the ideal expression of modern understandings of happiness. In the future we need a less ritualistic, more deeply internalized form of discipline. Such a disciplined individual continues to learn, but not because she or he has been programmed to spend two hours a night hitting the books. She or he has become passionate about the process of learning about the world. The platonic expression is still useful in this context: through education we need to help students find pleasure in what they have to learn. One of the most disturbing things that we can lose in life is perspective. To lose perspective is to experience everything as negative and not to know how we get out of it. I believe that “using the five minds” we will regain our perspective. Once regained, we might look back and see what we had lost<sup>28</sup>.

After this art of questioning we look to what are the most important challenges for our trainees. The disciplined mind was the one that could manage. Responsibility was for them more a value that would be important in their daily life and work. They want to learn more about models of good work. Also the respectful mind was rather a challenge. They had to think more consciousness about this mind.

The two most underestimated minds for the surveyed students were the synthesizing mind and the creating mind. For both minds they asked for

<sup>28</sup> J. Jamison, *Finding happiness. Monastic steps for a fulfilling life*, Phoenix, London 2009.

more training sessions and good examples. For both minds they said that cooperative learning would be a good way to practice these minds. The creative mind means that they received some “problems or case studies” to reflect on it. They want to see that creative means talents, changes, giving life an extra dimensions. They want to empower their creative minds. It is a personal and common challenge to find another way by using these minds of reframing the problems.

The MI theory and the five minds encourages schools to pluralize the forms of assessment and evaluation and to avoid formatted thinking. If teachers believe in just one kind of intelligence and head teachers in one kind of mind, what would follow from that? Would it mean that teachers would have to treat everyone the same? What would be gained and would be lost in doing that? Once schools have recognized different kind of intelligence and minds, teachers are selectively driven to try to personalize education as much as possible.

The vision of Gardner is perfect for teaching literature, which brings a lot of useful knowledge about life, experiences and human behaviour in different situations. I would use Gardner’s theory after discussing a piece of writing with my students, confronting them with different assignments. Students with the synthesizing mind would have to write a summary of a book, they would have to decide what is the focus and put all the pieces together. The students with the creating mind could, on the basis of actions or behaviours, write a story or a poem, maybe asking questions to the characters. The ethical mind would take the novel to the level of the ethical problems, meaningful for society. And the disciplined mind would think about it like a scientist. However I fear that this method could be hard to apply to all kinds of novels (Anna 22, Polish student Erasmus 2014).

## Final thoughts

We hope that teachers, advisers, educational policy makers, teacher trainers and educational researchers will study the five minds for the future and develop elegant modes of teaching that empower children and young adults as learners. The competences of LLL in combination with the vision of Gardner represent a powerful initial repertoire for teachers and even trainees in most situations. Education is a lifetime’s experience which should constantly remind us what fun, stimulation and satisfaction can be gained from having an inquisitive and enquiring mind. A lot of educators remind us that schooling is just a part of the educational process. The inability to act or think constructively, creatively and indeed intelligently is for them a consequence of an educational system which values compliance, passive imitation and the stifling of imagination<sup>29</sup>. It has become common in education to highlight cognitive learning of factual know-

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<sup>29</sup> H. Verkest, *Actors and factors for learning in 21st Century*. In D. Ilisko (eds) *How do children learn best?* Tutkun, Ankara 2010.

ledge from the very early age, but culture includes also arts, self-expression, and social relationships. Neglecting them erodes culture and makes children less able to confront the uncertainties in the future<sup>30</sup>.

The voices of the trainees learned that a systematic model of learning is at the same time a tool for teaching and touchstone of reflection. Last but not least we argued strongly that excellence in learning (and teaching) transcends the dichotomy between whole class – teaching and individual instruction and introduce a holistic and cooperative model of learning and teaching. It is important to remind that Gardner's approach and the other taxonomies shortly in this paper, are not only mirrors of reflections but more than ever windows to inquire and rethinking controversial issues.

We like to end with a suggestion of John Abbott<sup>31</sup> about active citizenship within an educational setting. If our pupils are to become qualified to act as stewards of our humanity then we need a curriculum that 'joins things together' rather than splits them apart. A curriculum that values synthesis as much as analysis. A curriculum that honors emotion, individual experience, and spiritual values.

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<sup>30</sup> Ch. Clouder, *Education for the unexpected*. In M. Matthes, (eds.). *Improving the quality of childhood in Europe*, Printon House, Tallinn 2014.

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Key Competencies for Lifelong learning (EU)	Tuning (EU)	Five Minds for the future (Howard Gardner)				
Communication in the mother tongue  Communication in foreign languages	6. Oral and written communication in your native language  7. Knowledge of a second language	↓	↓	↓	↓	↓
Mathematical competence and basic competences in science and technology	4. Basic general knowledge in the field of study 5. Grounding in basic knowledge of the profession in practice 2. Capacity for applying knowledge in practice 29. Concern for quality	Disciplined Mind	↓	↓	↓	↓
Digital competence	8. Elementary computing skills					
Learning to learn	1. Capacity for analysis and synthesis 3. Planning and time management 9. Research skills 10. Capacity to learn 11. Information management skills (ability to retrieve and analyse information from different sources) 12. Critical and self-critical abilities 13. Capacity to adapt to new situations	↓	Synthesizing Mind	↓	↓	↓
Sense of initiative and entrepreneurship	14. Capacity for generating new ideas (creativity) 15. Problem solving 16. Decision-making 19. Leadership 25. Ability to work autonomously 26. Project design and management 27. Initiative and entrepreneurial spirit 30. Will to succeed	↓		↓	Creative Mind	↓
Cultural awareness and expression	22. Appreciation of diversity and multiculturalism 23. Ability to work in an international context 24. Understanding of cultures and customs of other countries	↓	↓	↓		Respectful Mind
Social and civic competences	17. Teamwork 18. Interpersonal skills 28. Ethical commitment 20. Ability to work in an interdisciplinary team 21. Ability to communicate with non-experts (in the field)	↓	↓	↓		
Wisdom and Knowledge – Courage – Humanity – Justice – Temperance – Transcendence - Wisdom and Knowledge – Courage – Humanity – Justice – Temperance – Transcendence						

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## The state and perfection of non-formal education in Ukraine

### Abstract

The article is devoted to the state and perfection of non-formal education in Ukraine. The represented by theoretical and methodical aspects of developing the non-formal education. It was fixed that applying of the competency approach promotes the development of effective methodology in non-formal education in modern conditions.

**Key words:** non-formal education, out-of-school educational institution, system of non-formal education, method of non-formal education, competency.

### Introduction

The significant social, economical and political changes, which are taking place in Ukraine, as well as the country's integrating into the European and world educational space caused the out-of-school activities to transform into the non-formal education as well as to confirm its new legal status as a compound of the educational system.

*The non-formal education* in Ukraine is an integrated part of permanent education system, the task-oriented process and result of education, of teaching, development and socializing of a person during the leisure time in the out-of-school and other educational establishments. It became possible due to education being transformed in 90s of the XX century and due to those results, which were achieved, i.e.:

- creation of multi-level educational system,
- classification of circles, groups and other creative associations into three levels: primary, basic, high,
- expanding the directions of non-formal education and of the net of non-formal educational institutions, creating new establishments, their profiling,
- modernization of educational process in the non-formal educational institutions,
- putting the educational process out of any ideology,
- diversification of financing sources for non-formal education at the cost of auxiliary sources, approved by legislation.

## The main points

System-making factor of non-formal education in Ukraine is the educational activity during the leisure time. *The structural components of non-formal education are:*

- *organizational*: normative and legal, administrative, personnel, scientific, methodical, financial and technical,
- *factual*: nature, society, culture, engineering, sports,
- *methodical*: objective, contents, forms, methods, resources,
- *processual*: education, teaching, development, socializing,
- *functional*: leisure time, cognition, creativity,
- *actual*: artistic and aesthetical, scientific and technical, environmental and natural, tourist and local historical, humanitarian, physical culture, sports, etc.,
- *institutional*: educational establishments, institutes of culture, of sports, family, organizations.

The non-formal education resulted in getting to be a component of educational system in Ukraine according to the legislation and to be a part of educational structure, which nowadays is comprised of: preschool education; general secondary education; non-formal education; special professional education; high education; post-graduation education; post-graduate course; doctoral candidacy; self-education.

The efficient functioning of the non-formal education in Ukraine is related to the *normative and legal, organizational, personnel, scientific and methodical, financial and technical provision*.

*The normative and legal provision of non-formal education in Ukraine* is a system of organizational measures, which supposes the availability of the necessary legal documents.

One should admit that more than 70 legal acts in non-formal education were developed and approved in Ukraine that contributes to its effective functioning, developing and providing the children and adolescents leisure time organization.

The legal basis for every citizen to get the non-formal education in Ukraine is the Constitution of Ukraine (1996) (*ukr. Конституція України*)<sup>1</sup>.

The following laws define the state policy in the non-formal education, its legal, social-economical, organizational, educational principles. They are the Law of Ukraine “About Education” (1991) (*ukr. Закон України “Про освіту”*)<sup>2</sup>, The Law of Ukraine “About the Non-formal Education” (2000) (*ukr.*

<sup>1</sup> Конституція України : прийнята на п'ятій сесії Верховної Ради України, 28 червня 1996 р. – К., 2004. – с. 87.

<sup>2</sup> Закон України “Про освіту” // Освіта України : нормативно-правові документи : зб. нормат. док. / голов. ред. В. Г. Кремень. – К. : Міленіум, 2001. – с. 11–38. (Нормативно-правові документи).

Закон України “Про позашкільну освіту”<sup>3</sup>, The Law of Ukraine “About the General Secondary Education” (1999) (*ukr.* Закон України “Про загальну середню освіту”)<sup>4</sup>, The Law of Ukraine “About Care of Childhood” (2001) (*ukr.* Закон України “Про охорону дитинства”)<sup>5</sup>.

The Law of Ukraine “About the Non-formal Education”<sup>6</sup> considers the legal, social-economical, organizational, educational and teaching principles of non-formal education. This law is the law of direct action, which regulates the functioning and development of non-formal education and the non-formal educational institutions.

Thus, the solid normative and legal base regulating the problems of non-formal education was created in Ukraine, which supports its effective functioning and development. The non-formal education and non-formal educational institutions got the legally fixed status of the structural compounds of the national system of education. Its feature is the permanent process of perfection of legal base for non-formal education, rights and protection of children.

*Organizational and administrative provision of non-formal education in Ukraine* – is an organizational structure of non-formal education, which provides its effective functioning and development.

The organization of non-formal education in Ukraine is realized in three levels – national, regional and local. Thus, on the first, the national level, the creation of state policy in non-formal education is being carried out. It is fixed in the laws, orders, instructions, programs, regulations and other normative documents. These problems are in the competence of President of Ukraine, the Verkhovna Rada of Ukraine, Cabinet of Ministry of Ukraine, and as well as of different ministries, departments, committees and commissions.

The following ministries are occupied immediately in solving the problems of non-formal education. They are: Ministry of Education and Science of Ukraine, Ministry of Ukraine in the Affairs of Family, Youth and Sports, Ministry of Culture and Tourism of Ukraine, and others. Herewith, every ministry and department has in its disposition the profile departments. In the Ministry of Education and Science of Ukraine, the Department of Non-formal education, Educational Activities and Protection of Children is occupied in the problems of non-formal education.

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<sup>3</sup> Закон України „Про позашкільну освіту” // Освіта України : нормативно-правові документи : зб. нормат. док. / голов. ред. В. Г. Кремень. – К. : Міленіум, 2001. – с. 229–251. (Нормативно-правові документи).

<sup>4</sup> Закон України „Про загальну середню освіту” // Освіта України : нормативно-правові документи : зб. нормат. док. / голов. ред. В. Г. Кремень. – К. : Міленіум, 2001. – с. 103–127. (Нормативно-правові документи).

<sup>5</sup> Закон України „Про охорону дитинства” [Електронний ресурс]. – Режим доступу : <http://zakon4.rada.gov.ua/laws/show/2402-14>.

<sup>6</sup> Закон України „Про позашкільну освіту” // Освіта України : нормативно-правові документи : зб. нормат. док. / голов. ред. В. Г. Кремень. – К. : Міленіум, 2001. – с. 229–251. (Нормативно-правові документи).

On the second, regional level, the coordination of state policy in non-formal education is being realized. On this level, solution of the problems is in competence of local state administrations and local organs, to which the administrations, departments and other structural units are subordinated, which coordinate the non-formal education immediately on the regional level. They include the administrations of education and science, family, youth and sports, culture and tourism, centers of social services and so on.

On this level, important functions are being fulfilled by the regional non-formal educational establishments, which coordinate the activity in directions of non-formal education, i.e.: regional scientific and technical, environmental and natural, tourist and local historical centres, palaces of children and youth and so on.

On the third, local, level the immediate realizing of the state policy in non-formal education by various institutions takes place. In the practice, the non-formal education is being provided by the establishments of education, culture, arts, physical culture and sports and so on. A particular place is occupied by non-formal educational institutions. They can quickly be mobilized to react to the changes of social order on the part of children, parents, state; they can also give wide and non-traditional opportunities of amending the quality of life and creating intensively the positive attitude to it.

The non-formal educational institutions are the basis of organizational structure of non-formal education of Ukraine. Their number was 1477 in the beginning of 2008 according to the data of Ministry of Education and Science of Ukraine.

The developed wide net of non-formal educational establishments contributes to the effective involving of these children in these establishments and organizing their leisure time. The number of children involved in the non-formal education resulted in growing quickly in Ukraine, their interests develop. Thus, according the data of Ministry of Education and Science of Ukraine, the number of children in non-formal education establishments in the beginning of 2008 amounted up to over 1 million 198 thousands of persons in Ukraine.

Thus, for the beginning of 2008, the number of children in Ukraine, who were involved in the non-formal education was 32,9% of the total number of schoolchildren.

Various kinds of non-formal educational institutions function in Ukraine: palaces, centres, houses, studios, and schools, children's resort establishments, academies, libraries, parks, museums, theatres, stadiums, courses and so on.

The non-formal educational institutions in Ukraine are divided in complex and profile ones. The complex educational non-formal educational institutions organize their activity with pupil in different directions of out-of-school activities, while the profile ones organize their activity only in the definite directions.

The organization of children's leisure time in non-formal educational institutions in Ukraine is being carried out in 11 directions of non-formal education, i.e.: artistic and aesthetical (*ukr.* художньо-естетичний), scientific

and technical (*ukr.* науково-технічний), environmental and naturalistic (*ukr.* еколого-натуралістичний), tourist and local historical (*ukr.* туристсько-краєзнавчий), physical culture and sportive (*ukr.* фізкультурно-спортивний або спортивний), research and experimental (*ukr.* дослідницько-експериментальний), military and patriotic (*ukr.* військово-патріотичний), librarian and bibliographical (*ukr.* бібліотечно-бібліографічний), social and rehabilitational (*ukr.* соціально-реабілітаційний), health promotional (*ukr.* оздоровчий), humanitarian (*ukr.* гуманітарний).

The key role in providing the qualitative non-formal education appertains to the teachers of non-formal educational establishments. It depends on their professionalism, competency whether a child comes and stays to study there.

*Personnel provision of non-formal education in Ukraine* is a system of organizational measures, which supposes the availability of necessary number of qualified teachers and other employees of proper qualification for non-formal educational establishments and other social institutions.

Nowadays, in Ukraine, more than 24 thousands of teachers have their main job position in the non-formal educational establishments.

The problem of getting the completed high education by the teachers of non-formal educational establishments is still actual. Thus, in the beginning of 2008, the number of teachers, who had the high education, was 15539 or 64%, the number of those, who had the uncompleted high education, was 1256 or 5%, the number of teachers of non-formal educational institutions, who had secondary special education, was 6023 or 25%, while the number of those, who had the general secondary education, was 1493 or 6%.

The National Pedagogical M.P. Dragomanov University began the task-oriented professional training of teachers for the system of non-formal education. Thus, on September 1, 2008, the task-oriented method in specialty "Non-formal education" was implemented, the program was elaborated and the teaching of new subject "The Basics of Non-formal education" was launched. The agreements on cooperation with non-formal educational institutions of Ukraine also are being concluded, the pedagogical practical training was organized in the non-formal educational institutions, teaching and methodical accompanying and preparing of manuals, the mass events are being organized. Special attention is being paid to common researches on the wide range of actual problems of non-formal education.

*Scientific and methodical provision of non-formal education in Ukraine* is a system of organizational measures, which supposes the availability of necessary scientific and methodical materials. Scientific and methodical provision is considered as the unity of scientific and methodical components.

Scientific and methodic provision of non-formal education in Ukraine includes such directions: firstly, teaching the teachers, perfection of their professional competency; secondly, increasing the efficiency of educational process in non-formal educational institutions in the way of its scientific reasoning and proper methodic provision.

The basic forms of scientific and methodic provision of non-formal education are the educational and scientific issues including: curriculums, manuals, studying books, methodic recommendations and so on.

*Financial, material and technical provision of non-formal education in Ukraine* is the system of organizational measures supposing the availability of necessary means and materials.

In Ukraine, the non-formal educational institutions as the parts of non-formal education are being financed by their founders (owners). Therefore, the state non-formal educational institutions are being financed from the state budget, the communal establishments from the corresponding budgets, the private establishments are financed by the founders (owners). Herewith, the non-formal educational institutions can also be financed from the auxiliary funds, which are legally permitted in Ukraine.

Therefore, the successful functioning of non-formal education system and improvement of its quality bases on its normative and legal, organizational and managing, personnel, scientific and methodical, financial and technical provision.

Non-formal education of Ukraine functions as a dynamical system in association with other components, where the development is defined by social and economical factors, by valuable orientations of society, by necessities and orders of children and parents. Herewith, the relation between the system of non-formal education and social ambient has the opened character and is revealed with changes both of ambient and of the whole system.

A special role in the development of system of non-formal education in Ukraine belongs to elaboration and implementation of contents and methods of non-formal education in accordance with modern requirements, to defining such forms, means, which would contribute to solving the problems of education, teaching, development, socializing of a person in his leisure time in non-formal educational establishments and in other social institutions (Fig. 1)<sup>7</sup>.

While defining and elaborating the effective methods of non-formal education under modern conditions, it is quite useful to apply the competency approach, which allows the due quality of non-formal education to be provided, the teaching process to be organized and managed according to the installed criteria<sup>8</sup>.

*Competency approach in the non-formal education in Ukraine* is an approach, which is based on involving and considering the competency of a person into the tasks, objectives, contents, forms and methods of non-formal education. Hereby, the *competency* is being considered by us as a personal characteristic of a man, who completely realizes himself in his life, while having the proper knowledge, skills, experience and culture.

<sup>7</sup> Биковська О. В. Позашкільна освіта: теоретико-методичні основи : моногр. – К. : ІВЦ АЛКОН, 2008. – с. 336.

<sup>8</sup> Сущенко Т. І. Позашкільна педагогіка : навч. посіб. / Т. І. Сущенко. – К. : ІСДО, 1996. – с. 144.

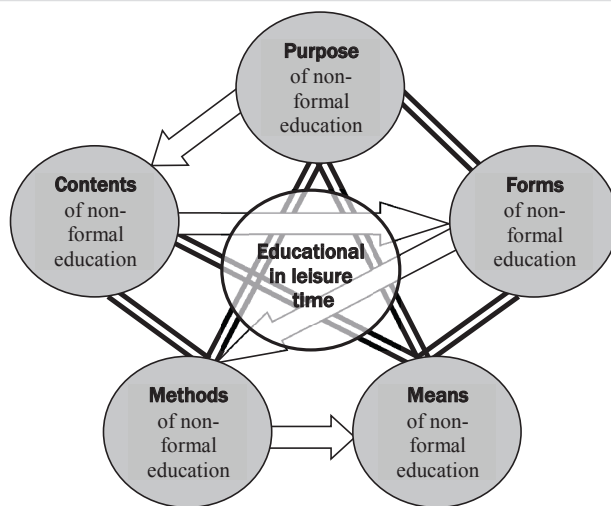


Fig. 1. Methodic system of non-formal education in Ukraine

Source: Биковська О. В. Позашкільна освіта: теоретико-методичні основи : моногр. – К. : ІВЦ АЛКОН, 2008. – с. 167.

In the structure of competencies, which make the basis of realizing the competency approach in the non-formal education in Ukraine, the following points could be underlined:

1. *Cognitive competency* is a competency for mastering the knowledge about culture, nature, engineering and society.
2. *Practical competency* is a competency for forming the practical skills of a person.
3. *Creative competency* is a competency destined to develop the creative activities, capabilities, talents and imagination of a person.
4. *Social competency* is a competency, which supposes the general culture of a person, ability of cooperating, self-realizing and self-definition.

The objectives of the methods of non-formal education towards these competencies development provides the person's mastering the concepts, knowledge, expansion of world outlook, formation of practical skills; development of capabilities, talents, skills, mastership, imagination, creativity; expands the general culture of a person, his politeness, abilities of cooperation and making decisions.

To make the methods of non-formal education on the basis of competency approach more effective, the principle directions of non-formal education in Ukraine are systemized in corresponding specialized profiles of teaching:

- artistic and aesthetical direction (choreography, theatric, artistic profiles of teaching),
- scientific and technical direction (scientific and technical, sportive and technical, subjective and technical, informative and technical, artistic and technical, productive and technical profiles of teaching),
- environmental and naturalistic direction (ecological, biological, agricul-



- tural, forestry, medical, chemical profiles of teaching),
- tourist and local historical direction (local history, tourist, sportive profiles of teaching),
- humanitarian direction (public sciences, philosophical, social profiles of teaching).

Realization of the non-formal education contents on the basis of competency approach is carried out in *group*, *individual* forms as well as in the form of their combination.

The best pedagogical effect during the competencies formation is given by the application of forms and methods systemized in four stages: the first stage – cognitive, second – practical, third – creative, forth – socializing<sup>9</sup>.

*The first stage* relies on forming the cognitive activities of pupils, on pupils mastering the ideas, information, studying materials in directions of non-formal education. The most rational way is the application of such forms and methods of work as stories, explanations, talks, demonstrations, lectures, meetings with folk's masters, outstanding scientists, social functionaries, artists, excursions to the fairs, expositions of culture, arts, engineering and so on.

During the *second stage*, the practical competency is being formed; the organizational forms and methods aimed at practical skills being used. There are practical activities, laboratory works, exercises, instructions, rehearsals, experiments and observations in the nature, with the technical objects, exercises on organizing the working place, applying the materials and tools, orchestra and dancing rehearsals, vocal rehearsals, workshops.

*The third stage* supposes activation of creative activity of students, formation of their creative competency. This stage can be realized effectively, when the leader of a circle can not only detect the possible problem but also solves it, filtering the amounted facts.

On this level, it is useful to apply the forms and methods, which could deepen and expand the knowledge, contribute to development of creative activities. For example, there are collective creative activities, projects, business games, trainings, problem situations.

*The fourth stage* is featured by the students carrying out the tasks independently, solving the problems independently, without any assistance of teacher. It is rationally to apply such organizational forms and methods as the independent work, self-education, and self-control, self-analyze, self-observation, debates, discussions, disputes, various final measures, actions.

## Conclusions

Therefore|итак|, under the modern conditions in Ukraine, the complete increasing of role and quality of non-formal education as a multi-aspect social phenomenon, which contains social, psychological and pedagogical, economical and other characteristics, is being carried out.

<sup>9</sup> Позашкільна освіта в Україні : навч. посіб. / За ред. О. В. Биковської. – К. : ІВЦ АЛКОН, 2006. – с. 224.

It is recommendable to base the definition and elaboration of effective methods of non-formal education in the non-formal educational establishments on application of the competency approach. It is stipulated by the fact that the orientation of education to new results needs new approaches to provide the quality of non-formal education, new criteria of its evaluation, to organize the education and teaching process, as well as to administrate it. This orientation finds the most adequate reflection exactly in the competency approach.

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## Historical and Pedagogical Overview of non-formal Education in the USA

### Abstract

THE ARTICLE draws attention to issues of school education in the United States. The author presents the historical and pedagogical overview of informal and afterschool education of the United States, highlighting the chronological stages of school education and by searching the types and forms of informal and afterschool education and the process of identification. Special attention is paid to the analysis of the impact of historical, political and social conditions in the country on the purposes and forms of after-school educational institutions. A separate analysis of the role of government, community and business in the development and transformation of extracurricular activities in America is provided.

**Key words:** school education, informal education, extracurricular activities, after-school institutions in the USA.

### Introduction

Analysis of historical sources suggests that the first rudiments of informal training is the Indian tribes' teaching the British colonialists, residents of Jamestown in 1607–1608, and the first settlers of America – pilgrims from England, the passengers of the ship “Mayflower” in 1620, the basics of growing corn. That knowledge helped them survive the first year. George Tyndall in his book “History of America” wrote that the primary task of survival has led to “self-sufficiency” of family farms and colonists who have not only grown foods produced tools, furniture and other things, teaching and raising children: “parents taught their children to cultivate the land, to hunt, to fish ... mothers teach girls housekeeping”. It should be noted that many of these skills colonists owe to the Indians, who taught them well, new methods of hunting, fishing, “tan skin, tinkering canoe, get paint from trees”<sup>1</sup>.

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<sup>1</sup> Тіндал Д. Б. Історія Америки : научное издание / Д. Б. Тіндал, Д. Е. Шай. – 6-е вид. – Львів : Літопис, 2010. – с. 76.

## The main points

Education was of great importance for the English colonists, as indicated by the law of the colony of Massachusetts Bay, an act which bound to create a grammar school in a settlement with more than 50 families<sup>2</sup>. However, only large cities were able to maintain the school. For example, in New York, the New York Public School Society launched in 1805, established a free school system, which was later supported at the state level. But such cases were rare, because children were taught at home, in church or private “ladies’ schools”. Wealthier colonists sent their children to study in England or hired private teachers<sup>3</sup>. But it is worth noting that the “fathers of the nation” considered public education of great importance in the spread and intensification of national sentiment and thought that public schools supported by the state will give children the best “moral and civic education”, in which they, in addition to literacy, “learn to put the public good above any private interest”<sup>4</sup>.

In particular, “Bill of Dissemination of Knowledge” of Thomas Jefferson in 1779 was one of the original plans for school funding at the state level. But the resistance of wealthy parents pushed this initiative to a later period, while at the same time there existed already such famous colleges now as one of the first schools of Harvard, the College of William and Mary, Yale College, College of New Jersey (later Princeton University) and others institutions mostly founded by religious communities.

It should be noted that school education received a boost during the development of the factory system in the 1820s, in particular Lowell factory where lecture halls and libraries were established, which, in the statement of owners had to “enhance public system”.

Later, women, as the majority of factory employee were women, created study groups and began to produce literary magazine.

Thus, on the basis of the resources, we can conclude that school education in the United States originates from the beginning of active colonization of America, covers children and adult population, the topic of education has received much attention and was very important for the fathers of the nation; and can underline the active role of community and church in establishing educational initiatives and institutions. As in Ukraine, the US after-school was developed and modified according to historical, economic and political changes and challenges, social expectations and needs of the society.

The issue of the historical experience of adult education in the United States was focuses of research for various scholars, among them are: Robert Halpern (University of Chicago), Joseph L. Mahoney (University of California), Mary E. Steamed (University of California) and Edward F. Ziegler (Yale Universi-

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<sup>2</sup> Ibidem.

<sup>3</sup> Тіндал Д. Б. Історія Америки : научное издание / Д. Б. Тіндал, Д. Е. Шай. – 6-е вид. – Львів : Літопис, 2010. – с. 904.

<sup>4</sup> Ibidem.

ty). The Professor of Erickson Institute of Postgraduate Studies in the Field of Child Development in Chicago Robert Halpern identifies nine stages in the history of American after-school, namely: the first stage – the 1870–1892, the second phase – 1920–1950, the third stage – 1960–1990, the fourth stage – in 1994, the fifth stage – 1998, the sixth – 1998–2001, the seventh stage – 2001, the eighth – 2002, the ninth stage – 2009 present<sup>5</sup>.

However, in our opinion, chronological stages of historical development of afterschool should be consolidated with the extension of its frames and establishing of periods : first stage – 1850–1920 ; second stage – 1921–1959, including the following periods: 1921–1928; 1929–1939; 1940–1945, 1946–1954, 1955–1959; third stage – 1960–1990; fourth stage – 1991–2008, including the following periods: 1991–1997, 1998–2001, 2002–2008; the fifth phase – 2009 to the present.

It was found that the first stage, which began in 1850 and lasted until 1920, was characterized by the opening and development of the first school educational institutions.

The first after-school institutions were “clubs for boys” (“boys’ clubs”), which emerged in the early XIX century through church efforts. Robert Halpern points out that first institutions served evangelization purposes were conducted by mostly volunteers with no special education, there were no specific programs; they were flexible in working with children, giving them more freedom<sup>6</sup>. Clubs for boys were initially focused more on the guys, worked with a large number of children, which has steadily increased, which resulted in their expansion and increase in facilities and programs. It is found that clubs were created mainly for children from families of workers, and then for the children of immigrants aimed at reducing the rate of adolescent delinquency. America realized that it is important to work with children and youth, as crime prevention is more effective than punitive measures. Then “settlements” appeared. One of the first American settlements is the Hudson Guild Settlement in Manhattan (from the English. Hudson Guild Settlement), which was founded by John Elliott. The Ukrainian scientist Olena Bykovska in her monograph “School Education: Theoretical and Methodological Foundations” refers to the use of the US experience in creating of Shatsky and Zelenko’s settlements in Ukraine<sup>7</sup>. These organizations were based on the idea of creating conditions that help children live emotional and mental life and stressed the importance of mastering the relevant knowledge for children.

However, American settlements were somewhat different from American clubs for boys and Shatsky and Zelenko’s settlements. American settlements

<sup>5</sup> You for Youth //Afterschool Timeline /About 21st Century Community Learning Centers. – p. 1–3.

<sup>6</sup> Halpern R. A Different Kind of Child Development Institution: The History of After-School Programs for Low-Income Children / R. Halpern. – Teachers College Record, vol.104, no. 2, March 2002. – p. 178–211.

<sup>7</sup> Биковська О. В. Позашкільна освіта: теоретико-методичні основи : моногр. – К. : ІВЦ АЛКОН, 2008. – с. 167.

were more compact, family type, practiced an individual approach, working with fewer children smaller groups, believing that “it is better to know well fewer children than to know more superficially”<sup>8</sup>. However, they were more closed and exclusive compared to clubs for guys who have worked with more diverse population and ethnic groups. It is worth noting that the US settlements worked with both boys and girls. During this period, the number of after-school educational institution increases due to urbanization, economic boom during the First World War and the reduction of child labor due to state laws on education, prohibiting the employment of children and their primary purposes were to organize free time of children after school, take them from the “street” while parents worked.

The second stage of afterschool education in the US lasted from 1921 till 1959. Taking into account manifold changes taking place within its framework we offer such periods within the stage: 1921–1928, 1929–1939, 1940–1945, 1946–1954, and 1955–1959.

During the second phase the need to involve children of immigrants of different ethnic groups and races increases to meet the need of urgency of the education and involvement of children of immigrants to American values and it varies depending from different waves of immigration and social-demographic changes in the neighborhoods where the after-school institutions were located. Some extracurricular educational institutions, mostly clubs for boys, particularly in New York, began working with African-Americans.

It is found that at the beginning of the second phase of the first period, which dates back to the 1921 and lasts until 1928, after-school educational institutions and the programs already have some experience and achievements. In particular, after-school educational institutions in the form of after-school clubs and classes 5 days a week with summer break, with some working during the calendar year; sports clubs as a form of adult education have developed at this time in the United States; the curricula of after-school programs was tailored to the age and interests, or even ethnicity or nationality; kids clubs established their own rules, defined projects and events and sometimes even had the right to choose its members. Robert Halpern points out that girls attended such classes as sewing, embroidery, etiquette, home improvement, “small club of mothers”<sup>9</sup>. The boys were taught skills to work with wood and metal, repairing radio and electrical appliances, wireless telegraphy, the basics of photography, publishing newspapers, hairdressing skills, etc., and learned the basics of parliamentary law. Both boys and girls could attend driving skills, debate, drawing, making posters, hygiene, cooking, making pottery, dance, choir, orchestra, making hammocks, music lessons and theater. Thus, the curricular of afterschool classes in 1921–1928 was aimed at children acquiring practical knowledge and skills and developing social competence. It should be noted that at that time scouting, travel and tour clubs appeared as well as

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<sup>8</sup> Woods and Kennedy. – 1922. – p. 73.

<sup>9</sup> R. Halpern, *op. cit.*, p. 178–211.

rooms where children can do their homework or read a book. Analysis of the teaching staff shows that it comprised of primarily volunteers and a part-time staff: college graduates for whom work with children in extracurricular school is an opportunity to gain experience and an internship and members of youth organizations to gain work experiences.

The second period during the second phase – the 1929–1939 – is characterized by a large decline in the economy and a decrease in activity in the extracurricular activities of universities. The lower border of this period – 1929 coincides with the “Great Depression” that caused the crash on the stock market when “many people lost all their savings, and one out of four Americans was unemployed”<sup>10</sup>. Of course, this socio-economic changes impacted the non-school institutions and as a result, many clubs and classes were closed due to a lack of funding and facilities needed to engage in fundraising and again work with sponsors and explain the need and importance of after-school programs (ASPs).

During this period, school educational institutions dealt with emotional sphere of children and with the impact of depression on the psychological health of families and children. However, institutions also provided hot food and sometimes medical examinations. As children felt and reflected such adults’ emotions as apathy, frustration, anger, different fears according to Tindall and D. E. Shay, “extracurricular institutions tried to provide children with shelter, an island of stability, an atmosphere of acceptance and understanding”<sup>11</sup>. It is important to use that U.S. afterschool experience of providing acceptance, empathy and psychological support, food in Ukraine in a current situation in work with children – IDPs and those who are still at the ATO (warzone area).

At that time the government started to allocate state funding for after-school. The funds were allocated in the form of wages through such programs as Employment Administration (Works Progress Administration WPA), the Federal Theatre Project (The Federal Arts Project), the National Youth Administration (The National Youth Administration, NYA) which created millions of jobs. A U.S. President Franklin Roosevelt believed that support in the form of employment will be much better than direct payments, as they are “like a drug, gradually destroying the human spirit”, and the work raising a “habit of self-respect and rely on themselves”<sup>12</sup>. It is found that the National Youth Administration is (The National Youth Administration NYA) to support unemployed young people, particularly students, provided the salaries of more than 10,000 young people who worked in the school educational institutions. Furthermore, this program has helped to create a club for boys

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<sup>10</sup> Історія Сполучених Штатів : нарис. – Інформаційне агенство Сполучених Штатів.

<sup>11</sup> Тіндал Д. Б. Історія Америки : научное издание / Д. Б. Тіндал, Д. Е. Шай. – 6-е вид. – Львів : Літопис, 2010. – с. 904.

<sup>12</sup> Ibidem.

in African-American district Birmingham and has resumed private clubs for boys.

The third period of the second stage of the American afterschool – 1940 and 1945 – took place in the Second World War when Japan’s attack on Pearl Harbor defined the American entry into the war<sup>13</sup>. It was found that at this time a concept of “extended day” appeared as the newly government program known as a Lanham Act which provided assistance to start new groups, curriculum and teaching materials at schools. These groups were conducted by college or high school students and were popular among children and supported by local communities, parents and local school districts. State supported after-school in this period also through newly created defense committees of health and child care and recreation. But in general, there was a lot of criticism of its limitations.

During the war a mass relocation of Americans occurred, including a relocation of a large number of black people in the western states, where they worked at the defense companies. Accordingly, it had an impact on demographics and social life of the state and schools and after-school educational institutions had to consider that in their work. Therefore, school educational institutions implemented a policy of “strengthening American values in times of external threat”, and the content of their activities aimed at ensuring that children “sang patriotic songs, recited the oath, discussing democracy and tolerance in society with racial diversity”<sup>14</sup>.

Next, the second stage of the fourth period includes 1946-1954, a post-war period. Unlike other countries America comes from the war as victorious, leading country with improved economic situation. Tindall and David E. Shay in their book “History of America” wrote that “military mobilization stimulated the phenomenal growth of productivity and eliminated unemployment, what ended the Great Depression and built the foundation for a new era of unprecedented prosperity”. Thus, this period is characterized by the “Great American boom” which was characterized by improvement of economic development, crime reduction, optimism and confidence in the future and development of the “baby boom”. In particular, between 1946 and 1960 the number of America’s population increased by 30 million. By the way, according to Tindall and David E. Shay, America after 1940 is the story of a baby boomer generation<sup>15</sup>.

Extracurricular education at this time was trying to debug their normal work, which they did before the war. However, in this period, after-school educational institutions are more gender-oriented; include more girls so that their number was equal with the guys.

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<sup>13</sup> Ibidem.

<sup>14</sup> Тіндал Д. Б. Історія Америки : научное издание / Д. Б. Тіндал, Д. Е. Шай. – 6-е вид. – Львів : Літопис, 2010. – с. 904.

<sup>15</sup> Ibidem.



The fifth period of the second stage includes American afterschool in 1955-1959 and is characterized by the intensification of the struggle for civil rights, including the struggle against segregation which was conducted in schools and in after-school educational institutions. Segregation was influenced by the fact that many people, mostly black, moved from the countryside to the city and townspeople relocated in the suburbs, with better living conditions and better education in the suburbs. Thus, during this period downtown areas with black population was characterized by poor quality of educational services, problematic students.

Afterschool educational institutions in response to such socio-economic conditions started to work more with minorities and African Americans. Though at schools desegregation was not promoted smoothly in spite of the explanation of the U.S. Supreme Court in 1954 that in the field of civil (or civic) education “apart, but equal” doctrine does not apply. Thus, despite the fact that the President stopped the court’s decision in the southern states in 1955 the South reacted very sensitively to the removal of racial separation in schools. Even after the adoption of the Act on Civil Rights in the 1957 Arkansas governor called the National Guard to prevent entering of nine blacks students one of the central schools. Even the President’s personal intervention hasn’t helped and the President introduces paratroopers to protect the students who remained in the city for 1 year<sup>16</sup>.

The above mentioned suggests that during the second stage of school education in the US, which runs from 1921 to 1959 in hard times for the country, the U.S. afterschool is responsive to the challenges and adapt their activities to the needs of the time. In particular, after-school educational institutions take over the functions of educational institutions, introducing elements of patriotic education, based on the education of American values and continue to serve as an “island of refuge and stability”, working with the emotional state of children. American government, in turn, begins to understand the importance and role of afterschool and fund ASPs.

The third stage – 1960–1990 – is characterized by the need to help in combating juvenile delinquency which was influenced by the growth of a gap between rich and poor as a result of economic recession, the emergence of consumer culture and the growing prosperity of the small number of Americans. Also during this period, new opportunities for women, African Americans and other minorities have appeared and became a culmination of the movement for civil rights 1960 and the feminist movement of the 1970s. It should be noted that in this period the difference between the richest and the poorest 20% of the population has doubled. However, proposals of the President Harry Truman to support education funding and federal law “On Civil Rights” under the “New Deal”, unfortunately, does not find support in Congress.

Thus, the lower border of the third stage of ASP in 1960 is characterized by the explosion of human dissatisfaction, shortsightedness and consumer cul-

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<sup>16</sup> Ibidem.

ture as a result of economic downturn. “Tindall and Shay indicate that children from families with low income possessed feelings of inadequacy and inferiority... have problems in school and with police. Also there is an increase in the number of teenage crimes, committed by teenagers and young people from affluent families who have more time, money and mobility”<sup>17</sup>. As a result, schools are out-of-state partner and declare themselves “advanced against juvenile crime” (UNH, Box, folder 27). Meanwhile, the struggle for teenagers starts, they again become “an island of refuge” for children and young people with “negative identity”, as during the Great Depression<sup>18</sup>. In that period after-school educational institutions attempt once again to understand the causes of feelings of “rejection” and experiences of children through art therapy and give them a sense of security, identity, belonging and significance. However, at the same time, the U.S.A created the Commission on Youth, held a special session of Congress and others. A significant event of this period was the First Conference on Children and Youth initiated by the White House in 1969 as a result of broad public discussions on education, including extracurricular activities.

70–80 years are characterized by the growing popularity of school educational institutions due to the increased number of women who went to work and increased government’s attention to education. However, as noted by J. Mahoney, M. Parenti and E. Ziegler in their review of adult education at the time “the nation was not ready” for the implementation of this program<sup>19</sup>. This is shown by the first National Report of the National Council of Jewish Women on the quality of services of a childcare facility. E. Ziegler, who at that time held the office of President of the Bureau of American children, initiates a conference on the care and education of children. The conference takes place to discuss the needs and solutions for all age groups of children and developing “recipes” of children’s programs for preschool and school age. In particular, it emphasizes the importance of afterschool education programs as the best means of quality children’s upbringing using small funds.

It was found that as the result of conference discussions the Act of Extended Development of the child was adopted in 1971, which was “the most balanced educational policy of the U.S.A”<sup>20</sup>. This document provided the right to quality care and education for all children and supported the entire spectrum of education – pre-school, school and extracurricular. However, this document, despite the Congress support, was vetoed by President Nixon, who in 1974 had to resign because of Watergate scandal.

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<sup>17</sup> Тіндал Д. Б. Історія Америки : научне издание / Д. Б. Тіндал, Д. Е. Шай. – 6-е вид. – Львів : Літопис, 2010. – с. 904.

<sup>18</sup> Ibidem.

<sup>19</sup> Mahoney J. L. Afterschool Programs in America : Origins, Growth, Popularity, and Politics / J. L. Mahoney, M. E. Parente, E. F. Zigler. – Journal of Youth Development. – 2009. – vol. 4, no. 3.

<sup>20</sup> Биковська О. В. Позашкільна освіта: теоретико-методичні основи : моногр. / О. В. Биковська – К. : ІВЦ АЛКОН, 2008. – с. 336.

Discussion of school education is restored in the 1980s when a question of extra-curricular, after-school programs for children again becomes relevant due to changes in the demographic situation – increase of single mothers. In particular, in 1983 the First Congress on Children, which raised one of the most urgent problems of the American family – the closure of the children at home and to provide alternative programs for children with adult supervision<sup>21</sup>.

An open discussion is renewed in 1988 when Bruce Babbitt, who supported the children education issues as a former governor of Arizona and one of the potential candidates of the Democratic Party for president in his election program initiates a round table of experts to determine “the most urgent and achievable” problems of child development. However, as indicated by D. Mahoney, M. Parent and E. Ziegler, “although B. Babbitt defeated in the presidential election, the public interest in after-school has been increased”<sup>22</sup>. As a result of these discussions, it was decided to include the issue of afterschool programs for funding. And this led to the next stage of afterschool education in the U.S.A.

So the third stage of school education in the US belongs to 1960-1990 and is characterized by a growing popularity and an increasing number of after-school education. However, at this time protests of the 60s and 70s are renewed as a result of a lack of attention of the government to discrimination against people at all levels. Also American after-school becomes a matter of debate and discussion at various levels.

The fourth stage started in the early 90s and lasted until 2008. Given the variety of events that occurred during that phase, it is logical to divide it into the following periods: 1991–1997, 1998–2001, 2002–2008. The lower level of this stage is due to the fact that in early 90s of the twentieth century America has positioned itself as a superpower, paying great attention to after-school. It was found that an important role in the protection of children’s rights, particularly in the education and including school education, played in the Bill Clinton’s Presidential elections in 1993 and the arrival of the White House First Lady Hillary Clinton. At this time, the Clinton administration and active support of after school influenced the opening of community centers like 21-st Century Community Learning Centers (21 CCLCs). This was an important achievement of after-school and the main source of support of after-school education in America.

However, as it is indicated by Tindall and Shay, significant demographic and racial-ethnic changes took place including an increasing number of single mothers and enlivened immigration from mainly Asia, Latin America and Africa<sup>23</sup>. As a result, in 1994 California legislation initiates Project-187, in which nearly 4 million illegal immigrants are prohibited access to public schools, non

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<sup>21</sup> Mahoney J. L., *op. cit.*

<sup>22</sup> *Ibidem.*

<sup>23</sup> *Ibidem.*

urgent health care and other social services<sup>24</sup>. For the purpose of diverting children from the streets same year after-school educational institutions started receiving financial assistance through Community Learning Centers 21st Century (21CCLs) under the Act to improve America's schools (PL103-382).

The next period of American after-school, the fourth phase covers 1998-2000. During this time, the number of programs and institutions of public learning centers (21CCLs) as an after-school institutions has been growing steadily across America. Thus the U.S. Department of Education provides the first grants on a competitive basis to local agencies that work in partnership with community, business and recreational organizations, and the Charles Stewart Mott Foundation provides them with educational support and technical assistance<sup>25</sup>, then the ESEA funding came increasing to 1 billion dollars to 2002.

The third period of the fourth phase of American after-school, covers 2001-2008 when President Bush administration changes the financing of Social Learning Center (21CCLs). So, adopted in 2001 a bill titles IV (Title IV), Part B of the Act, "No child unattended" [Leave No Child Behind Act, NCLB] provided funding through community centers (21CCLs). That affected the redistribution of funds program (more emphasis on the academic development of children and evaluation of the efficiency of programs). These innovations are governed by the federal government and use them to sustain the lagging schools or schools in impoverished areas.

In particular, in 2002 California Proposition 49 was adopted with the support of then – Governor Arnold Schwarzenegger. This proposition allocated 537,000 dollars partially to support after-school programs, mostly children from low-income families from public schools in 386 school districts.

Thus, the fourth stage of the development of American afterschool starts in the beginning of the 90s, and lasted until 2008, including the following periods: 1991-1997, 1998-2001, and 2002-2008. Given the variety of events that took place during this phase, it is reasonable to divide it to receive significant support from the President and Congress and, ultimately, stable financial support.

Fifth, the current stage of after-school development in the United States began in 2009 and continues to the present. It is characterized by intensive development of after-school at the state and the community and appearance of private after-schools.

As it was pointed out by J. Mahoney, M. Parenti and E. Ziegler, most current after-school programs and initiatives occur at the local level, at the state

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<sup>24</sup> Halpern R. A Different Kind of Child Development Institution: The History of After-School Programs for Low-Income Children / R. Halpern. – *Teachers College Record*, vol. 104, no. 2, March 2002. – p. 178-211.

<sup>25</sup> You for Youth //Afterschool Timeline /About 21st Century Community Learning Centers. – 1-3 p.

or city level and prove to be successful<sup>26</sup>. It was found that quality assessment and study of the effectiveness of after-school programs emphasize their importance and role in academic success. One of the purposes of modern American after-school is also developing children's social behavior and supporting their good health, also the transformation of its purposes from basic care and recreation to provide positive child development, improve the quality of after-school education.

## Conclusions

Thus, the fifth stage of American after-school began in 2009 and continues to the present and is characterized by upgrading of the conceptual foundations of afterschool education and improving its quality.

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<sup>26</sup> J. L. Mahoney, *op. cit.*

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## Institutional framework of manager training in agricultural universities of Ukraine

### Abstract

The article presents the normative framework of specialist training of bachelor, specialist, and master's degrees in the universities of Ukraine of the third-fourth accreditation levels.

**Key words:** qualification level, division of knowledge, higher agricultural educational institution.

### Introduction

At the present stage of development of society the main reserve of scientific and technical progress of Ukraine is the intellectual potential. Moreover, its development involves the creation of conditions for quality education. In this context, higher education is of particular importance within which there is a conscious choice of educational strategy<sup>1</sup>. By Laws “On Education”<sup>2</sup> and “On Higher Education”<sup>3</sup>, the Presidential Decree “On main directions of reforming higher education in Ukraine”<sup>4</sup>, Resolution of the Cabinet of Ministers of Ukraine “On State National Program Education (Ukraine of 21st Century)”<sup>5</sup> and other regulatory documents the appropriate fundamentals to reform the entire educational

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<sup>1</sup> Кремень В.Г. Еліта або лідерство в суспільстві знань // Наукова еліта у розвитку держав: зб. матеріалів II Міжнар. наук.-практ. конф., (Україна, Київ, 9–10 жовт. 2012 р.) / упоряд. О. В. Биковська, О. В. Лісовий, С. О. Лихота, Л. Л. Марченко; М-во освіти і науки, молоді та спорту України; Нац. пед. ун-т ім. М. П. Драгоманова, Ін-т екології економіки і права; Нац. центр „Мала академія наук України”. – Вип. 1. – К. : ТОВ „Праймдрук”, 2012. – с. 12–18.

<sup>2</sup> Закон України „Про освіту” № 1060-12, із змінами від 01.01.2013.

<sup>3</sup> Закон України „Про вищу освіту” № 2984-14, із змінами від 05.12.2012.

<sup>4</sup> Указ Президента України „Про основні напрями реформування вищої освіти в Україні” № 832/95 від 12 вересня 1995 року.

<sup>5</sup> Постанова Кабінету Міністрів України „Про Державну національну програму „Освіта” („Україна XXI століття”)” № 896-93-п, із змінами від 29.05.1996.

system in modern Ukraine were established. In this context, as a segment of a comprehensive set of higher education in general and vocational education in particular, agricultural education is particularly important<sup>6</sup>.

The object of the article is the analysis of regulatory framework, which regulates manager training in higher agricultural education institutions of Ukraine.

**THE MAIN POINTS.** The organization of teaching and educational process in higher agricultural educational institutions has its own specifics caused by the purpose, content and practical nature of professional training of future specialists in agricultural industry.

According to the Resolution of the Cabinet of Ministers of Ukraine “On the list of areas in which there is specialist training in higher educational institutions for education and qualification level of Bachelor”<sup>7</sup> training in branches of knowledge 0901 “Agriculture and Forestry”, 0902 “Fisheries and Aquaculture” and 1001 “Technology and Power Engineering of Agricultural Production” is carried out in the following areas of training (Table. 1).

**Tab. 1.** Higher education institutions of Ukraine of the III–IV levels of accreditation, which provide 0901, 0902, 1001 subject areas training of educational and qualification level of Bachelor

№	Subject area	Subject area code	Number of universities, which provide training in indicated subject area
1.	Agronomy	6.090101	28
2.	Production and processing methods of livestock products	6.090102	14
3.	Forestry and landscape gardening	6.090103	27
4.	Timber logging	6.090104	1
5.	Crop protection	6.090105	7
6.	Aquatic bioresources and aquiculture	6.090201	11
7.	Fishing industry	6.090202	1
8.	Energetics and electric systems in agro-industrial complex	6.100101	10
9.	Processes, machinery and equipment of agro-industrial production	6.100102	15

Source: own work

<sup>6</sup> Білан С.О. Аграрна освіта в Україні: історичний аспект (90-ті роки ХХ – початок ХХІ ст.): Автореф. дис... канд. іст. наук: 07.00.01 / С.О. Білан ; Нац. пед. ун-т ім. М.П. Драгоманова. – К., 2005. – с. 20 – укр.

<sup>7</sup> Постанова КМУ від 13 грудня 2006 р. № 1719 „Про перелік напрямів, за якими здійснюється підготовка фахівців у вищих навчальних закладах за освітньо-кваліфікаційним рівнем бакалавра” [Електронний ресурс]. – Режим доступу: <http://zakon4.rada.gov.ua/laws/show/1719-2006-p>



According to the Resolution of the Cabinet of Ministers of Ukraine “On approving the list of specialties which have specialist training in higher educational institutions for education and qualification levels of Specialist and Master”<sup>8</sup> training in branches of knowledge 0901 “Agriculture and Forestry”, 0902 “Fisheries and Aquaculture” and 1001 “Technology and Power Engineering of Agricultural Production” is carried out in the following areas of training (Table. 2).

**Tab. 2.** Number of universities of Ukraine of the III–IV levels of accreditation, which provide 0901, 0902, 1001 subject areas training of educational and qualification level of Specialist and Magister

№	Speciality	Educational and qualification level of Specialist		Educational and qualification level of Magister	
		Subject area code	Number of universities, which provide training in indicated subject area	Subject area code	Number of universities, which provide training in indicated subject area
1.	Agronomy	7.09010101	18	8.09010101	18
2.	Horticochemistry and soil science	7.09010102	4	8.09010102	5
3.	Scientific soil assessment	7.09010103	–	8.09010103	2
4.	Fruit and vegetable growing and viticulture	7.09010104	7	8.09010104	8
5.	Selection and genetics of agricultural crops	7.09010105	1	8.09010105	4
6.	Agronomical amelioration	7.09010106	–	8.09010106	–
7.	Covered soil technology	7.09010107	–	8.09010107	1
8.	Seed industry	7.09010108	–	8.09010108	–
9.	Storage and improvement of crop production technology	7.09010111	–	8.09010111	–
10.	Technology of production and processing of livestock products	7.09010201	13	8.09010201	14
11.	Feed milling	7.09010202	–	8.09010202	1
12.	Selective breeding of animals	7.09010203	–	8.09010203	2
13.	Poultry farming	7.09010204	–	8.09010204	1

<sup>8</sup> Постанова КМУ від 27 серпня 2010 р. № 787 “Про затвердження переліку спеціальностей, за якими здійснюється підготовка фахівців у вищих навчальних закладах за освітньо-кваліфікаційними рівнями спеціаліста і магістра” / [Електронний ресурс] – Режим доступу: <http://zakon4.rada.gov.ua/laws/show/787-2010-п>.

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14.	Horse breeding	7.09010205	–	8.09010205	2
15.	Apiculture	7.09010206	–	8.09010206	–
16.	Animal breeding	7.09010207	–	8.09010207	1
17.	Forest husbandry	7.09010301	10	8.09010301	7
18.	Hunting sector	7.09010302	–	8.09010302	2
19.	Landscape gardening	7.09010303	11	8.09010303	7
20.	Logging operations technology	7.09010401	1	8.09010401	1
21.	Plant protection	7.09010501	5	8.09010501	6
22.	Plant quarantine	7.09010502	–	8.09010502	–
23.	Aquatic bioresources	7.09020101	5	8.09020101	–
24.	Aquiculture	7.09020102	–	8.09020102	–
25.	Protection, reproduction and rational use of hydrobioresources	7.09020103	1	8.09020103	–
26.	Commercial fishing	7.09020201	–	8.09020201	–
27.	Energetics of agricultural production	7.10010101	7	8.10010101	7
28.	Electrotechnical systems and technologies of agricultural production	7.10010102	–	8.10010102	–
29.	Electrification and automation of agricultural production	7.10010103	–	8.10010103	1
30.	Energetical management and audit of agribusiness	7.10010104	–	8.10010104	–
31.	Processes, machinery and equipment of agro-industrial enterprise	7.10010201	2	8.10010201	2
32.	Transport technology and equipment of agro-industrial complex	7.10010202	–	8.10010202	–
33.	Mechanization of agrarian industry	7.10010203	12	8.10010203	13

Source: own work

Thus, it can be concluded that higher educational institutions in structure of which prevail those training areas and specialties, which relate to branches of knowledge 0901 “Agriculture and Forestry”, 0902 “Fisheries and Aquaculture” and 1001 “Technology and Energy of Agricultural Production” refer to higher agricultural educational institutions in Ukraine of III–IV accreditation levels.

It should be noted that in the majority of the Ukrainian universities training specialists for EQL of Bachelor, Specialist and Master on these branches of knowledge is carried out in several directions. Thus, in Ukraine as of 2014 there are more than 20 institutions of higher agricultural educational institu-

tions of III–IV accreditation levels and about 200 000 students, including nearly 150 000 those who have full-time education (Table 3).

**Tab. 3.** List of determined agrarian education institutions of Ukraine of the III–IV levels of accreditation, ranged according to quantity of 0901, 0902, 1001 subject areas

№	Numbers of subject areas	Higher agrarian education institution
1	7	National University of Life and Environmental Sciences of Ukraine (basic university, Kyiv)
2	7	Sumy National Agrarian University
3	6	Vinnysia National Agrarian University
4	6	Zhytomyr National Agroecological University
5	5	Dnipropetrovsk State Agrarian-economical University
6	5	Podolski State Agricultural and Technical University
7	4	Odessa State Agrarian University
8	4	Bilotserkivskiy National Agrarian University
9	4	Lugansk National Agrarian University
10	4	Kherson State Agrarian University
11	4	Uman National University of Horticulture
12	4	Mykolayiv National Agrarian University
13	3	V. Dokuchaev Kharkiv National Agrarian University
14	3	Lviv National Agrarian University
15	3	Taurian State Agrotechnical University
16	3	Kharkiv National Agrarian University named after V.V. Dokuchaev
17	3	Poltava State Agrarian Academy
18	3	Kirovohrad National Technical University
19	2	Lviv National University of Veterinary Medicine and Biotechnologies named after S.Z. Gzhytskyi
20	2	Kharkiv Petro Vasylenko National Technical University of Agriculture
21	2	National University of Water Management and Nature Resources use
22	2	National Forestry and Wood-Technology University of Ukraine

Source: own work

Enrolment formality includes training by the state order and under the contract. It is worth noting that in some specialties none university of Ukraine does not have educational training for EQL of Specialist or Master. In particular, there is no training in such specialties as “Agronomical amelioration”, “Seed growing”, “Technology of storage and rework of crop production”, “Beekeeping”, “Quarantine of Plants”, “Aquaculture”, “Industrial Fishery”, “Electrotechnical systems and technologies in agroindustrial production”,

“Energy management and auditing in agroindustrial production” and “Transport technologies and means in agroindustrial sector”.

Today, it is important to realize that the agrarian sphere must continuously change taking into account changes of external environment and its needs. Determining role in this process belongs to a manager. But there is no doubt that the formation of a highly qualified specialist of the relevant field in agrarian universities who owns management basics, specific knowledge and skills in the field of strategic management is impossible without fundamental training<sup>9</sup>.

Thus, according to the Resolution of the Cabinet of Ministers of Ukraine “On the list of areas in which there is specialist training in higher educational institutions for education and qualification level of Bachelor”<sup>10</sup> and “On approving the list of specialties which have specialist training in higher educational institutions for education and qualification levels of Specialist and Master”<sup>11</sup> training of students in the branch of knowledge 0306 “Management and Administering” is carried out in the area 6.030601 “Management”, while training of Specialists and Masters – in several specialties (Table 4).

**Tab. 4.** List of specialties of 0306 “Management and administration” subject area

Speciality	Speciality code	
	Educational and qualification level of Specialist	Educational and qualification level of Magister
Management of organizations and administrating (types of economics activities)	7.03060101	8.03060101
Management of innovation activity	7.03060102	8.03060102
Management of environmental protection	7.03060103	8.03060103
Management of international economic activity	7.03060104	8.03060104
Management of investment activity	7.03060105	8.03060105
Management in the field of economic competition	7.03060106	8.03060106
Logistics	7.03060107	8.03060107

Source: own work

<sup>9</sup> Галайко Ю.А. Особливості фундаментної підготовки менеджерів в аграрних вищих навчальних закладах Режим доступу: <http://elibrary.nubip.edu.ua/10453/1/11gia.pdf>

<sup>10</sup> Постанова КМУ від 13 грудня 2006 р. № 1719 „Про перелік напрямів, за якими здійснюється підготовка фахівців у вищих навчальних закладах за освітньо-кваліфікаційним рівнем бакалавра” [Електронний ресурс]. – Режим доступу: <http://zakon4.rada.gov.ua/laws/show/1719-2006-п>

<sup>11</sup> Постанова КМУ від 27 серпня 2010 р. № 787 „Про затвердження переліку спеціальностей, за якими здійснюється підготовка фахівців у вищих навчальних закладах за освітньо-кваліфікаційними рівнями спеціаліста і магістра” / [Електронний ресурс] – Режим доступу: <http://zakon4.rada.gov.ua/laws/show/787-2010-п>.

Of the total list of 22 higher agricultural education institutions of Ukraine (table 3) as of 2013 in all institutions except Taurian State Agrotechnical University among other subject areas and specialities, training of bachelors, specialists and masters in the field of 0306 “Management and Administration” of full-time and part-time studies is provided.

It is worth noting that in the field of “Management of investment activity” and “Management in the field of economic competition” training of masters and specialists in agricultural universities is not carried out at all, so there is a significant reserve for diversification increasing of educational speciality services of 0306 “Management and Administration” subject area in higher agrarian education institutions of Ukraine.

## Conclusions

Consequently, agricultural enterprises are not always able to find the required number of graduates in particular specialty, which reduces the competitiveness of the domestic agricultural sector. Among the main reasons experts mention insufficient basic material means of universities, low level of salaries of teaching staff, not always actual content of the curriculum, etc.

For this reason, in order to increase the effectiveness of manager training in agrarian universities of Ukraine it necessary to study foreign countries experience and implement its best examples into the educational process of national universities that will be described in our future investigations.

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## Standardization of education in higher education Institutions of Ukraine and Poland

### Abstract

In the article the curriculum of Pedagogical University of Cracow (Poland) of educational and qualification level of bachelor with the specialization in “Philology” (English and literature) is considered and its comparing with the pedagogical universities of Ukraine is carried out.

**Key words:** pedagogical university, bachelor, curriculum, comparative analysis, philology

### Introduction

The process of European integration involves the formation of common educational and scientific space and the development of common standards and criteria of education. The concept of educational standards is closely related with such categories as “education quality”, “efficiency of professional work”, “monitoring of the quality of education”, and emphasizes the strategic objective of improving the system of monitoring and evaluation of the quality of education.

Implementation of the Bologna process in Ukraine updates studying the experience of the countries which have begun the process of adapting their education systems to modern European models much earlier and have already implemented and successfully used new principles and methods in higher education.

### The main points

The object of the article is detailed analysis of the curriculum of Pedagogical University of Kraków in Bachelor’s degree programme for “Philology” (English Language and Literature) and comparing it with pedagogical educational institutions of Ukraine: National Pedagogical Dragomanov University,

Yuriy Fedkovych Chernivtsi National University and Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynsky.

The functioning of higher education in Poland is defined by four laws: “On Higher Education”, “On vocational education”, “On the State Committee for Scientific Research” and “On the academic titles and degrees”<sup>1</sup>.

The curriculum of higher educational institution for training future English teachers provides 4-years training term for Ukrainian and 3-years training term for Polish universities with a total academic workload of 180 ECTS.

For licentiate qualification of Philology it is necessary to master 540 hours of classes, including 360 hours of academic disciplines and 180 hours of practice at school. It should be noted that the standard provides minimum number of hours to study these subjects and a final decision on the optimal amount of academic load is accepted by a higher educational institution.

The program minimum defines such allocation of subjects:

- A. Subjects of guiding study according to a particular training direction.
- B. Subjects of additional specialization.
- C. Subjects of pedagogical direction.
- D. Pedagogical practice.
- E. Information technologies.
- F. Foreign language (the need to master foreign language by graduates at the level necessary for the first-degree study – C1 CEFR is emphasized). We have studied the educational standard, in addition to data on subjects and their scope, which contains program requirements to general content, knowledge and skills, which a student has to obtain as a result of studying the above subjects.

Another important component of the educational process of a pedagogical higher educational institution – teaching practice, which aims to study work organization of different types of schools, improvement of professional and pedagogical knowledge, abilities and skills acquired in the system of higher education, forming skills of giving lessons, studying psychological peculiarities of students, their cognitive interests and relationships in the team and so on<sup>2</sup>.

Educational standard provides at least 30% of the time for training practice for the first three years of studying and at least 40% – for the fourth year.

Therefore, standardization of educational process involves the development of clearly defined expected learning outcomes (Learning Outcomes) that means compatibility of knowledge and skills offered by universities and determined according to the Bologna process<sup>3</sup>.

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<sup>1</sup> Standardy kształcenia nauczycieli, o których mowa w § 1, dotyczą studiów i studiów podyplomowych rozpoczynających się od roku akademickiego 2004/2005.

<sup>2</sup> M. Kwiek, *Zmierzch nowoczesnego uniwersytetu*, 2001. Available from: <http://www.forumakad.pl/archiwum/2000/01/artykuly/08-agma.htm>.

<sup>3</sup> Стандарти і рекомендації щодо забезпечення якості в європейському просторі вищої освіти. – К. : Ленвіт, 2006. – с. 35.



General requirements for training future professionals are carried out according to the European educational requirements whereby the foreign language competence is characterized by mastering it at level C1 CEFR (Common European Framework of Reference)<sup>4</sup>.

The second foreign language, at the choice of a student, can be German, French or Russian.

The comparisons of the number of credits for the English language studying for the whole period of training are shown in Table 1.

**Tab. 1.** Total academic workload for the English language studying, credits

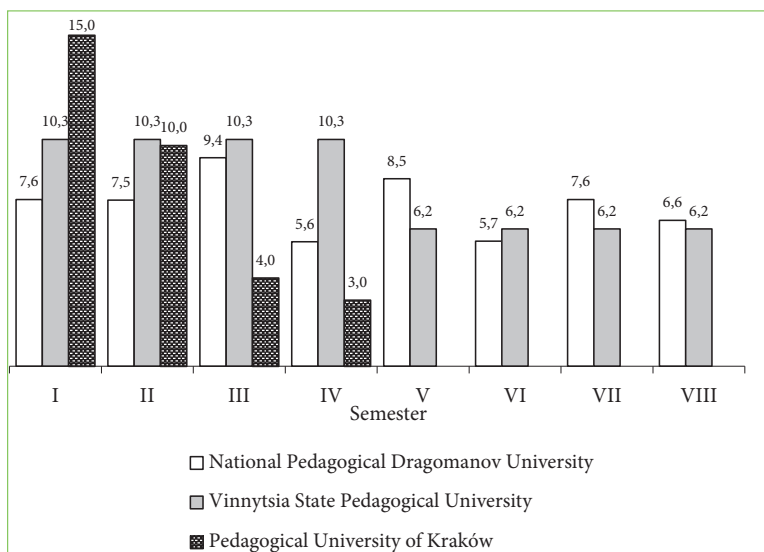
Educational institution	Number of credits	% in comparison with the Pedagogical University of Cracow
Pedagogical University of Cracow	32	–
National Pedagogical Dragomanov University	58,5	182,8
Yuriy Fedkovych Chernivtsi National University	61	190,6
Vinnytsia State Pedagogical University	66	206,3

Source: own work

The table 1 shows that in local institutions of higher education there are more hours for studying English language compared with the Polish educational institution – from 1.8 to 2.1 times.

However, the load on studying by semesters in the context of researched higher educational institutions (Fig. 1.2) shows that in the Polish institution students actively start to learn the English language from the first semester, where 15 credits are given to study it, that is twice more than in National Pedagogical Dragomanov University and a half times – in Vinnytsia State Pedagogical University. In the second semester we note the reduction of hours to 10 credits equal to semester load for studying English at local universities. Load in the third and fourth semesters of this discipline is reduced to 4 and 3 credits respectively, that is almost twice lower than the corresponding load at the Ukrainian universities. After regression analysis of the dynamics of load on studying English in the Polish higher educational institution we get a linear regression equation of the type  $y = 18.5 - 4.2x$ , which shows that the average load per semester was declining by 4.2 credits.

<sup>4</sup> Загальноєвропейські рекомендації з мовної освіти : вивчення, викладання, оцінювання. – К. : Ленвіт, 2003. – с. 213.



**Fig. 1.** Dynamics of the academic workload for the English language studying, credits

To compare the load according to the curricula in the context of subjects of researched higher educational institutions and checking them for similarity that is matching quantitative and proportional terms, we carry out correlation analysis which would provide an opinion on the similarity of national and foreign curricula<sup>5</sup>. Correlation analysis makes it possible to determine whether selections of subjects are associated by the number of credits that is higher values of credits of one selection of disciplines are connected with higher values of another selection in case of a positive correlation, or conversely, small values of one selection are connected with larger values of another one if it is a negative correlation or data of two ranges are unrelated in case of zero correlation. General formula for calculating the correlation coefficient is:

$$r = \frac{N \sum_i x_i y_i - \sum_i x_i \sum_j y_j}{\sqrt{\left[ N \sum_i x_i^2 - \left( \sum_i x_i \right)^2 \right] \left[ N \sum_i y_i^2 - \left( \sum_i y_i \right)^2 \right]}}$$

Where n – the number of pairs of comparable subjects in the Ukrainian and Polish universities;

x, y – the number of credits for studying subjects in the Ukrainian and Polish universities.

<sup>5</sup> E. Hornowska, *O pomiarze jakości usług w obszarze edukacji*, [w:] *Ewaluacja a jakość kształcenia w szkole wyższej*, red. A. Brzezińska, J. Brzeziński, A. Elias, Wydawnictwo SWPS, Warszawa 2004.

As a result of correlation analysis coefficients of pair correlation were obtained that characterize the similarity of each of the curriculum in local universities to the Polish one in the context of all disciplines ( $r_1$ ) and subjects that are studied in the Ukrainian and Polish higher educational institutions ( $r_2$ ) Table. 2.  $R_1$  coefficient shows the total similarity of the curriculum taking into account the totality of academic disciplines, whereas  $r_2$  shows the degree of share similarity in the structure of the curriculum for disciplines that are taught in the Ukrainian and Polish universities.

**Tab. 2.** Correlation coefficient of the curriculum similarity ( $r$ ) of the investigated higher education institutions

Universities	$r_1$	$r_2$
National Pedagogical Dragomanov University (Ukraine) / Pedagogical University of Cracow (Poland)	0,7679	0,9136
Vinnitsia State Pedagogical University (Ukraine) / Pedagogical University of Cracow (Poland)	0,8051	0,9167

Source: own work

These values of the coefficients of pair correlations show a considerable similarity ( $r \geq 0.7$ ) of curricula of the Ukrainian and Polish universities, but the most identical to Pedagogical University of Cracow is the curriculum of Vinnitsia State Pedagogical University and National Pedagogical Dragomanov University.

## Conclusions

So, on the basis of theoretical analysis this brings us to the conclusion that Ukrainian and Polish standards of educational and qualification level of Bachelor with the specialization in “Philology” (English and literature) differ in terms of training, but their average annual workload is the same – 60 ECTS. Ukrainian educational standard provides the division of training courses for cycles and distinctively indicates the number of hours of professional electives and selective subjects, while the Polish standard specifies only the minimum number of hours to study professional subjects, providing educational institution to choose the rest ones. However, despite some differences we can say that at the heart of the concept of training of future English teachers the principles of compliance with the Bologna process requirements, graded training, sufficient psychological and pedagogical training, profiling, and variability are based.

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## Labour migration as a from of expanding employce competencies

### Abstract

Transformations of work take place as a result of many factors. One of them is the scientific and technical progress. Years ago, significant progress has been made through automation, followed by robotics, and now the computerization of production processes. There has been a massive shift from physical work to intellectual work, from simple to complex work. Over time, mental effort gained in importance to become dominant. Finally, included the creativity - also auto - creative efforts. This in turn caused a change in eligibility requirements based on experience and replacing them with those which are systems of motor skills and intellectual supported by scientific knowledge and relevant to the job requirements personality traits.

In Poland, a significant impact on the transformation of work have change of the political system. The political transformation has contributed to the occurrence of migration. During a stay in emigration takes place relatively deep reconstruction of the structure of knowledge and skills in the wider cultural transformation for the individual and society.

**Key words:** transformations of work, labour migration.

Transformations of work take place as a result of many factors. One of them is the scientific and technical progress. Years ago, significant progress has been made through automation, followed by robotics, and now the computerization of production processes. There has been a massive shift from physical work to intellectual work, from simple to complex work. Over time, mental effort gained in importance to become dominant. Finally, included the creativity - also auto - creative efforts. This in turn caused a change in eligibility requirements based on experience and replacing them with those which are systems of motor skills and intellectual supported by scientific knowledge and relevant to the job requirements personality traits.

The economy is looking for “ready” high-skilled workers. They are the ones in the long term, enriched by experience, decide on competitiveness of the company and the economy. Their level depends largely on the state of educational thought in the process of defining the transformation of learning and teaching and the organization of education and science<sup>1</sup>.

Polish Language Dictionary defines qualifications as: education, preparation needed to practice some activities; talents, suitable for something<sup>2</sup>. Developer of labor pedagogy, Tadeusz W. Nowacki qualifications defines as a system of mental and practical skills, based on the corresponding systems tailored interdisciplinary knowledge to deal effectively with different but specific classes of professional tasks and deliberately shaped human psychophysical features which condition effectively<sup>3</sup>.

So understood qualifications divided into: labor and professional assigning greater meaning to “qualifications of employees”, which consists of three types of partial qualifications. These are: physical and health qualifications, socio-moral and proper qualifications. Generally the professional qualifications understands the scope and quality of the preparation necessary to perform a profession, which consists of: the level of general education, professional knowledge, professional skills and especially the degree of skill and the ability to organize and improving work, talent and professional interests<sup>4</sup>.

In the structure of qualifications (knowledge) are distinguished by messages, skills and attributes necessary to perform psychophysical set of professional tasks.

The first component of qualifications – knowledge – indicates the importance of the broader knowledge in the work process. If the work will be understood as a series of interrelated professional tasks, in each case to carry out specific tasks you need a different scope and nature of knowledge. Nowadays, due to the development of techniques and technology, dominated jobs that require employees to appropriate intellectual preparation. What kind of knowledge, however, is it? For our discussion, assume that knowledge situates itself between the data and wisdom, which we refer to as the knowledge and experience (professional and life). It is more than information and data - is close to the news. It can be recognized as the effect of structuring and hierarchization of messages.

Skills understood as a willingness to deliberate action, based on some knowledge as to the objects and phenomena and the specific elements mas-

<sup>1</sup> S. M. Kwiatkowski, *Nauki pedagogiczne z myślą o randze intelektualnej działania ludzkiego*, [w:] *Nauki pedagogiczne w perspektywie społeczeństwa wiedzy i pracy*, t. I, Z. Wiatrowski, I. Pyrzyk (red.), Włocławskie Towarzystwo Naukowe, Wyższa Szkoła Humanistyczno-Ekonomiczna we Włocławku, Włocławek 2010, s. 65.

<sup>2</sup> *Słownik języka polskiego*, t. I, M. Szymczak (red.), Wydawnictwo Naukowe PWN, wyd. VIII, Warszawa 1993, s. 1096.

<sup>3</sup> T. W. Nowacki, *Kształcenie i doskonalenie pracowników. Zarys andragogiki pracy*, Warszawa 1983, s. 312–316.

<sup>4</sup> W. Okoń, *Nowy słownik pedagogiczny*, Warszawa 1996, s. 146.

tering tasks<sup>5</sup>. Skills relate to perform the duties of an intellectual nature (theoretical) or practical. Among the practical skills T stands Nowacki Skill level: elementary, functional and complex<sup>6</sup>. Knowledge, according to S. Kwiatkowski, is a kind of structure, where skills are based. The researcher also indicates the skills that do not have an adequate basis in the form of design knowledge, but are the result of imitation (procedural knowledge without understanding, that is, without elements of knowledge of cause and effect)<sup>7</sup>.

The degree of complexity of modern professional tasks will in the opinion of Stefan M. Kwiatkowski, changes inside the sets of skills. Skills recognized for some time specialized over time move towards the core for a given profession, and even the general vocational or over-professional. Currently expands the set of skills "for all". As a scholar cites examples of skills until recently considered to be specialized, such as: applying information technology to communicate effectively in foreign languages, or interpersonal skills<sup>8</sup>.

The last of the components forming a coherent system of qualifications are psychophysical features that include sensory motor skills, abilities and personality traits. The knowledge and skills gained during the school quickly outdated. This is a natural consequence of technical and technological progress. In this situation, they take on a special meaning<sup>9</sup>.

A kind of description of reality concerning the labor process are standards of professional qualifications. They set the standard minimum qualification requirements for the profession with respect to the types and levels of qualifications. Standard professional qualification is a description of the requirements in terms of knowledge, skills and psychophysical features<sup>10</sup>.

Levels of qualification form a hierarchical system of qualifications, reflecting the complexity and difficulty of professional tasks and the corresponding system of qualification requirements. Is usually adopted five-hierarchy - from of qualifications necessary to perform simple tasks (level 1) to the qualifications required in the performance of complex tasks, often embedded in problematic situations that require decisions of strategic importance for the company (level 5). Today is observed dominance of tasks that require of qualifications from the highest (5) level. This trend is observed in the vast majority of the competition as a result not only of progressive complexity of technological processes, but also strive to improve quality while increasing productivity<sup>11</sup>.

As an educator, Stefan M. Kwiatkowski proposes considered together as the basis for theoretical knowledge, skills and application of knowledge as psy-

<sup>5</sup> T. W. Nowacki, *Podstawy dydaktyki zawodowej*, PWN, Warszawa 1973, s. 184.

<sup>6</sup> Ibidem, s. 191.

<sup>7</sup> S. M. Kwiatkowski, *Nauki pedagogiczne z myślą o randze intelektualnej działania ludzkiego...*, *op. cit.*, s. 60.

<sup>8</sup> Ibidem, s. 61.

<sup>9</sup> Ibidem.

<sup>10</sup> Ibidem, s. 62.

<sup>11</sup> Ibidem.

chophysical characteristics (including in particular personality traits) as individual determinants trigger action<sup>12</sup>.

On the one hand, the continuous transformation of the work make it necessary to keep up with them all, those who want to keep in the labor market – there the modernization work makes the employer forced to function in a highly competitive environment resulting from the process of globalization, on the other hand, all who under conditions of low unemployment want to develop professionally must improve their qualifications. A higher level of professional qualifications, often supported by new knowledge and skills is a great asset in the financial negotiations with the employer.

### Working in the knowledge-based economy

T. L. Friedman phenomenon shows that, in his view, fundamentally transforming the global balance of power and opportunities in the twenty-first century. The axis of the concept is the thesis that the flattening of the world, through which the author understands the connection of people of different cultures and civilizations in the global networks. Removal of barriers, hierarchy, divisions and limitations is made possible by advances in technology. Friedman shows the 10 forces that in his opinion “flattened” the world. The first force is the collapse of the communist block and open up their economies to free market competition. As the cut-off date he assumes November 9, 1989, the day the Berlin Wall fell. This is the first approved by the author, a symbolic date defining the beginning of a new era, related to the acceleration of progress through the world is flatening. The second is the debut of the Netscape Web browser. The third power became the management software workflow. They allow the use of this resource, regardless of the time of day or the customer’s geographic location. Uploading a fourth force, in which both professional experts and amateurs-hobbyists develop innovative projects, usually on solutions that charge via the Internet available to other users, while still perfecting it. The fifth force is outsourcing relies on redirecting production to regions where cheaper workers can perform various simple tasks generally productive or service. The sixth power is directed chiefly to the opening of China to international cooperation and free trade with the rest of the world. The seventh is to build competitive advantage in the precise, reliable and fast supply chain. The strength is the eighth, insourcing relies on taking over part of the function of one company by another, that is better prepared for that and for whom this is only a minor deviation from the currently implemented strategy. Ninth force, which has its source in the resources and characteristics of computer networks, is based on the timelessness of information provided to the network. The tenth is the ability to communicate different devices with each other and with the man anywhere in the world. IT enables access to almost unlimited

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<sup>12</sup> Ibidem, s. 59–60.



information resources, while providing unlimited opportunities to communicate and collaborate<sup>13</sup>.

The intellectual capital, especially its profit in the flattened world, on the one hand, it is the product of the other important factor in mental changes, decision-making and functional. The flattened world is expecting on such people, who can access information and make use of it in the form of implementation of the different objectives and tasks, through acquired skills and constantly improved in order to claim the championship in dealing with the world of nature, culture, science and technology and with others and with himself<sup>14</sup>.

We can of course argue that the balance of forces / factors that pointed to the well-known American journalist, based only on their own observations and thoughts, is the cause of structural and functional changes of modern businesses, but we must note that the principles of the knowledge-based organization and functioning of the seen from the perspective of the organization of industrial significantly different from each other.

Knowledge-based organizations, inter alia, exhibit greater productivity with less employment, observes A. Bańka<sup>15</sup>. As a result of the restructuring, the nature of work is changing. Working with well-defined tasks and the responsibilities to the organization, disappears. The employee has the flexibility to move from one job to another. It is not easy, because every change job training is associated with new or modified skill. It is therefore a continuous process involving permanent widening and deepening of knowledge and the integration of the 'new' knowledge of existing skills to their gradual transformation<sup>16</sup>. Boundaries between activities performed individually and collectively are blurred. Becomes the dominant notion of the concept of "work areas". The categories around which operates a modern organization, are "competence". Knowledge, skills and attitudes are matched to the individual tasks. As a result, people do "task areas", to which they are best prepared. The competence of employees are the basis of goodwill, as generate income in the form of intangible assets (knowledge, image etc)<sup>17</sup>.

If competence is becoming a key concept of the new economy let us be precise how it should be understood. Polish Language Dictionary defines competence as: terms of reference, powers of attorney, the scope of the affairs of

<sup>13</sup> T. L. Friedman, *Świat jest płaski. Krótka historia XXI wieku*, tłum. T. Hornowski, REBIS, Poznań 2006.

<sup>14</sup> K. Wenta, *Kapitał intelektualny w społeczeństwie wiedzy*, [w:] *Nauki pedagogiczne w perspektywie społeczeństwa wiedzy i pracy*, t. I, Z. Wiatrowski, I. Pyrzyk (red.), Włocławskie Towarzystwo Naukowe, Wyższa Szkoła Humanistyczno-Ekonomiczna we Włocławku, Włocławek 2010, s. 243.

<sup>15</sup> A. Bańka, *Nowy wymiar pracy i organizacji w społeczeństwie wiedzy. Wyzwania dla psychologii i pedagogiki*, [w:] *Nauki pedagogiczne w perspektywie społeczeństwa wiedzy i pracy*, Z. Wiatrowski, I. Pyrzyk (red.), t. I, Włocławskie Towarzystwo Naukowe, Wyższa Szkoła Humanistyczno-Ekonomiczna we Włocławku, Włocławek 2010, s. 72.

<sup>16</sup> S. Kwiatkowski, *Nauki pedagogiczne z myślą o randze...*, *op. cit.*, s. 61.

<sup>17</sup> A. Bańka, *Nowy wymiar pracy...*, *op. cit.*, s. 72.

an institution or subject to a specific body, etc.; the scope of one's knowledge, skills and responsibility<sup>18</sup>. In the Dictionary labor pedagogy 'competence' is understood as given on the basis of appropriate qualifications range of powers, and authority to act and decide and make judgments in a particular area. One is competent when it has the power to act and qualifications for it<sup>19</sup>. For the purposes of this paper I defined the competence as a team capacity to use knowledge, skills and attitudes to accomplish tasks at a designated level of employee and accepting responsibility for them.

According to A. Bańka, replacing the traditional human capital, based on qualifications, new – based on competence, leads to a situation in which employers are interested in observable behavior of workers – providing immediate return on labor costs, and not hidden potential, which are abilities. Competence give employers a direct return on investment, which is the very fact of employment of the employee<sup>20</sup>.

## Labour migration as a form of competence development

In Poland, a significant impact on the transformation of work have change of the political system. From a centrally controlled, command-and- distribute system go to a market economy. Such changes profoundly impinge on education. You have to make a completely different educational goals, putting the focus on the formation of worker characteristics such as: initiative, considering the competition for the normal and the willingness to risk, responsibility for yourself and loved ones, learning throughout life, readiness to change their profession, occupational mobility, etc. but what about those who were prepared to work under the previous system of education?

The political transformation has contributed to the large scale of a particular phenomenon of migration. Hundreds of thousands of our countrymen after 1989 moved to work in Western Europe and overseas. In the years 1989–2003 mainly for economic reasons temporarily or permanently emigrated from Polish approximately 3 million people. Another 2–3 million after joining the European Union. Migration of this scale and nature is the phenomenon not typically Polish. In the last fifteen years in the Europe and Central Asia migrated about 35 million people (World Bank Report). For example, 13 million people migrated to Russia (recall that in 1989, 28 million people lived in other republics than the republic of birth – approximately 10% of the population of the USSR). Migration of people in Ukraine is already impressive, and more recently has been in even greater intensity.

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<sup>18</sup> *Słownik języka polskiego*, t. I, M. Szymczak (red.), Wydawnictwo Naukowe PWN, Wyd. VIII, Warszawa 1993, s. 977.

<sup>19</sup> T. W. Nowacki, K. Korabiowa-Nowacka, B. Baraniak, *Nowy słownik pedagogiki pracy*, Warszawa 2000, s. 101.

<sup>20</sup> A. Bańka, *Nowy wymiar pracy...*, *op. cit.*, s. 73.

The data are far not accurate due to the high dynamics of the phenomenon and unwillingness of immigrants to the official register in the new countries. Let us remember that in some countries the labor market is still limited or closed. In terms of the democratic system is difficult to grasp the real scale of this phenomenon. Emigration in the Polish edition are mainly men with vocational education. Also university graduates leave the country, for whom the western opening of labor markets seems to be lifetime opportunity. Unfortunately immigrants who have higher education rarely perform learned or similar profession. Usually reach secondary sectors of the labor markets and make work in construction, agriculture, hotel and household services. For them it is probably an internship, during which acquire certain skills and habits, but it happens usually far outside the obtained during the study of knowledge. Things are different in the case of graduates of vocational schools. They usually work in professions and have learned on the western labor market access to the latest technologies significantly increase their competence. Their return is easier and often only determined to create the jobs and ensuring the expected salary.

Functioning in a completely new cultural conditions usually connected with considerable stress, strong motivation and diligence contributes to broadly understood development. Even when the immigrant does not perform work in their profession, they acquires through contact with other cultures work new knowledge, new experiences, skills, habits. Shaping their own value system modeled on the existing values in the new environment. This is particularly important because the previous system has serious disturbances in the system of Polish worker. Values such as respect for labor, respect for the right job, respect for fundamental moral principles will bear fruit in the future, after the return and start working in the country. Under conditions of prolonged, several years abroad immigrant trying to learn new skills or get a job in a learned profession in the country. This is often associated with the implementation of the new and unknown technologies through self-study or as part of institutionalized education. Strong motivation accelerates this process very well.

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**In conclusion**, during a stay in emigration takes place relatively deep reconstruction of the structure of knowledge and skills in the wider cultural transformation for the individual and society.

The mobility of highly skilled, competent employees is inevitable. It should, however, affect its scale and strengthen the tendency to return migration. It is crucial to creating suitable working conditions and professional development. Ireland's experience shows that the number of returns depends to a large extent on the opening of the economy and the development of policies to promote domestic investment.

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## Роль внешкольного образования в предупреждении детской преступности, безнадзорности и беспризорности

„Чем совершеннее воспитание – тем  
счастливее народы, ибо, как мы видим,  
пренебрежение к воспитанию приводит  
к гибели не только отдельных людей, но  
и целых народов”

Гельвецкий

### Abstract

In the article questions are examined in relation to the decision of important tasks of the educational and social politics sent to self-realization of child in society out-of-school educational establishments, bringing in of children, apt to violation norms of criminal code to out-of-school education, prophylaxes of negative behavior in child's and youth environment.

**Key words:** non-formal education, preventive education, offence, criminality among minor, prophylaxis of offences and criminality, socialization of children and young people by facilities of non-formal education, organized employment of category of schoolchildren in after educational time.

Актуальность. Сложная ситуация в Украине, углубление кризисного состояния одновременно в трех сферах жизнедеятельности – материальной, социальной и духовной, вызвала глубокие сдвиги в мировосприятии, ориентации молодежи в сферах культуры, образования, профессионального самоопределения. От нестабильности общества страдают, прежде всего, дети. Особенно губительным является растерянность, потеря идеалов, удручающе восприятие жизни, отчуждение от общества.

На этом фоне наблюдается тенденция к обострению социально-экономических, психолого-педагогических и медико-биологических факто-

ров, которые детерминируют деструктивное поведение несовершеннолетних. Растет численность детей с нарушением норм поведения и тех, которые относятся к „группе риска” и приобщаются к раннему алкоголизму, наркомании, проституции, увеличивается удельный вес противоправной, агрессивной и аутоагрессивного поведения подростков под влиянием алкогольного и наркотического опьянения.

В этих условиях крайне важна консолидация усилий всех звеньев отечественного образования, направленных на реальное введение превентивного воспитания.

Основные положения. В научной литературе термин „превентивное воспитание” трактуется как система подготовительных и профилактических действий, направленных на предотвращение формирования у учащихся негативных привычек, черт характера, проявления асоциального поведения подростков и организации надлежащего ухода за деятельностью школьников. Целью превентивного воспитания является формирование правового сознания на основе тех правовых знаний, представлений, убеждений, сложившихся в нашем обществе, чувствах, которые регулируют поведение: чувство законности избранной цели, правомерности путей ее реализации, справедливости, активного противодействия нарушителям законов нашей страны; коренное повышение правовой культуры всех участников учебно-воспитательного процесса; формирования здорового образа жизни, предупреждения асоциальных проявлений среди учеников, профилактика употребления наркотических веществ и так далее.

В превентивном воспитании учащейся молодежи важным является привлечение к воспитательному процессу родителей, общественных организаций, самоуправления; координация взаимодействия школы, семьи и общественности. Постоянное сотрудничество образовательного учреждения с родителями, другими общественными воспитательными институтами обеспечивает устойчивость и стабильность учебно-воспитательного процесса, способствует устранению психолого-педагогических нарушений социальной адаптации несовершеннолетних.

В соответствии с законодательством об образовании Украины одним из приоритетных направлений воспитательной работы в системе образования является содействие творческому развитию личности<sup>1</sup>. В этом контексте звено внешкольной системы образования является одной из самых продуктивных. Ведь согласно Закону Украины „О внешкольном образовании” и Национальной стратегии развития образования в Украине на период до 2021 года является создание условий для творческого, интеллектуального, духовного и физического развития воспитанников, учащихся и слушателей; поиск, развитие и поддержка способных, одаренных и талантливых воспитанников,

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<sup>1</sup> Е. Красняков, Государственная политика в сфере внешкольного образования, „Родная школа” 2014, № 4–5, с. 17–20.

учеников, слушателей, организация досуга воспитанников, учащихся и слушателей, поиск новых форм; профилактика безнадзорности, правонарушений<sup>2</sup>, обеспечение равного доступа детей и молодежи с учетом их личностных потребностей к обучению, развитию средствами внешкольного образования (создание для охвата различными формами дополнительного образования не менее 70% детей соответствующего возраста)<sup>3</sup>.

Таким образом, на внешкольное образование возложена не только воспитательная функция, в общем, ее понимании, но и внедрение действенных факторов превентивного воспитания путем организации содержательного досуга детей и молодежи (привлечение к участию в кружках по направлениям внешкольного образования), что, по нашему мнению, является одним из действенных средств предупреждения преступности и правонарушений среди ученической и студенческой молодежи.

Итак, целью статьи является освещение роли внешкольного образования в предупреждении детской преступности, безнадзорности и беспризорности, необходимости сохранения и развития сети внешкольных учебных заведений, совершенствования механизмов финансирования системы внешкольного образования.

Преступность среди несовершеннолетних, детская безнадзорность и беспризорность – трагические явления современности, которые вызывают у нас боль и печаль за детьми с потерянным детством и юностью.

Коренные социально-экономические изменения в Украине во многом способствовали разрушению прежних устаревших стереотипов поведения, нормативов и ценностных ориентаций. Теперь имеем кризис традиционных институтов социализации молодого поколения, нарушение механизма преемственности поколений, отчуждение несовершеннолетних от культуры. Дети, подростки, молодежь, находясь под влиянием хронических, непрерывно возрастающих интенсивных стрессовых ситуаций, не готовы к их преодолению и страдают от возможных негативных последствий. Это способствует поиску средств, помогающих уходить от тяжелых переживаний.

В данной ситуации на первое место вышла наркотизация подростков, позволяет спрятаться от действительности, различные виды злоупотреблений психоактивных веществ и алкоголя, кражи личного и государственного имущества, хулиганство, грабежи, разбойные нападения, изнасилования, тяжкие телесные повреждения и даже злонамеренные убийства. Вследствие безнадзорности существенно не меняется и общее

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<sup>2</sup> Законодательство в сфере образования и профессионального обучения (Верховная Рада Украины. Комитет по вопросам науки и образования). Сост. Б. Г. Чижевський, В. П. Головинов, Е. В. Красняков, Н. Н. Шевченко, Парламентское издательство, Киев 2013, с. 167.

<sup>3</sup> Указ Президента Украины „О Национальной стратегии развития образования в Украине на период до 2012 року”, <http://www.president.gov.ua/ru/vosgyute/15828.html>.

количество правонарушений и преступлений среди несовершеннолетних. К тому же, по утверждению специалистов, всё более усложняется и структура преступности. По данным управления криминальной милиции по делам детей Министерства внутренних дел Украины в течение 2013 несовершеннолетними или с их участием совершено 11 346 правонарушений, из них 5 126 тяжких и особо тяжких. Выявлено 7 378 несовершеннолетних, совершивших уголовные преступления, из них 5 036 – ученики, слушатели, воспитанники и студенты учебных заведений, в том числе 3 043 – общеобразовательных учебных заведений, 1 720 – профессионально-технических учебных заведений и 282 – высших учебных заведений. В течение первого квартала 2014 года уровень преступности среди несовершеннолетних вырос на 57,1%, больше всего в Днепропетровской, Донецкой, Запорожской, Кировоградской, Луганской, Николаевской, Одесской областях. Более половины из 1,2 тысячи совершенных преступлений – тяжкие и особо тяжкие. Около 400 подростков совершили преступления повторно<sup>4</sup>.

К сожалению, кардинально не меняется так называемая „группа риска”. Это дети-сироты и дети, лишенные родительской опеки. По данным Министерства образования и науки Украины по состоянию на конец 2013 года в учебных учреждениях системы образования Украины учится 60 395 детей этой категории.

Считается, что наиболее эффективной формой борьбы с правонарушениями и преступностью среди детей, подростков и молодежи является их профилактика. Действующим законодательством Украины понятие профилактики правонарушений среди детей рассматривается как деятельность, которая направлена на выявление и устранение причин и условий, способствующих совершению детьми правонарушений, а также положительное влияние на поведение отдельных детей на территории Украины, в ее отдельном регионе, в семье, на предприятии, в учреждении или организации независимо от форм собственности, по месту жительства<sup>5</sup>.

Проблема преступности несовершеннолетних не нова. Она была предметом исследований известных юристов, психологов, педагогов, работников социальных служб и правоохранительных органов. За последние несколько лет опубликовано немало работ по анализу причин преступности несовершеннолетних, определению форм и методов борьбы с этим негативным явлением как учебно-методического, так и практического характера. Особого внимания заслуживают исследования таких ученых: Ю. Антонян, Т. Барил, А. Белкин,

<sup>4</sup> Уровень детской преступности в Украине повысился на 57% – ГПУ, [http://zib.com.ua//ua/print/83440-riven\\_dityachoi\\_zlochinnosti\\_v\\_ukraini\\_zris\\_na\\_57\\_-gpu.html](http://zib.com.ua//ua/print/83440-riven_dityachoi_zlochinnosti_v_ukraini_zris_na_57_-gpu.html).

<sup>5</sup> Об органах и службе по делам детей и специальные учреждения для детей, Закон Украины от 24.01.1995 № 20/95-ВР, <http://zakon3.rada.gov.ua/rada/show/20/95-%D0%B2%D1%80>.



И. Бошкатов, Ф. Бурчак, В. Бурдин, А. Гришко, Г. Душейко, Н. Максимова, П. Михайленко, Л. Мороз, В. Оржеховская, В. Сташис, В. Таций, С. Яковенко и другие.

Исследователи проблем профилактики правонарушений и преступности среди несовершеннолетних рассматривают профилактическую деятельность как одно из средств социального регулирования общественных отношений в целях ликвидации детерминант преступности, как взаимодействия мер экономико-социального, воспитательно-педагогического, организационного и правового характера, как сочетание различных уровней предупреждения преступности. Система мер предупреждения преступности несовершеннолетних базируется на принципах общего социального характера, который предназначен обеспечить необходимый уровень благосостояния, культуры, воспитания и обучения молодых людей. По их мнению, эта система таких мероприятий:

- действует в соотношении с социальной, экономической, молодежной, уголовной политикой государства, реализуется через ряд целевых программ, оказание материальной и иной помощи семьям и детям, предотвращения безнадзорности и правонарушений среди несовершеннолетних,
- имеет самостоятельную законодательную базу – комплекс правовых актов, регулирующих вопросы создания оптимальных условий жизни, воспитания детей и молодежи, защиты их прав и интересов, нейтрализации негативного воздействия на них, предотвращения безнадзорности, аморальным проявлениям и т. д.,
- обеспечивает деятельность всех субъектов профилактики преступлений среди несовершеннолетних, которая опирается на соответствующую информационно-аналитическую базу и обеспечивается бюджетным финансированием<sup>6</sup>.

Бесспорно, профилактика правонарушений среди несовершеннолетних является, прежде всего, проблемой педагогической, потому, что она связана с решением определенного круга воспитательных задач. Профилактическая работа в системе образования – процесс сложный, многоаспектный, длительный по времени и имеет свои исключительные возможности. Например, ни одна другая социальная структура не в состоянии решать задачу ранней профилактической работы (исключение составляет семья, однако и она сама нередко выступает в качестве объекта профилактической деятельности). Именно в учебном заведении (детский сад, начальная школа, внешкольное учебное заведение) должны закладываться основы ранней профилактики, которые предусматривают создание условий, обеспечивающих возможность нормального развития

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<sup>6</sup> Мероприятия профилактики преступлений среди несовершеннолетних, [http://pidruchniki.ws/1800010249632/pravo/zahodi\\_profilaktiki\\_zlochiviv\\_vchiniyayutsya\\_nepovnolitnimi](http://pidruchniki.ws/1800010249632/pravo/zahodi_profilaktiki_zlochiviv_vchiniyayutsya_nepovnolitnimi).

детей, своевременное выявление типичных кризисных ситуаций, возникающих у учащихся определенного возраста.

Внешкольное образование, как составляющая непрерывного образования Украины, является именно тем уникальным звеном, которое имеет возможности влиять на занятость детей и подростков во внеурочное время. Посещение кружков, секций, студий, клубов, внешкольных учебных заведений детьми и подростками, которые склонны к совершению правонарушений, детьми-сиротами и детьми, лишенными родительской опеки отвлекает их от „влияния улицы”, позволяет получать знания, навыки или услуги из тех направлений деятельности, которые вызывают личный интерес, позволяет педагогическим работникам проводить эффективную профилактическую работу. Поэтому органам государственной власти и местного самоуправления, внешкольным учебным заведениям, общеобразовательным школам, родителям, общественным организациям, которые занимаются проблемами предотвращения преступности среди несовершеннолетних, крайне важно уделить особое внимание привлечению к различным формам работы внешкольных учебных заведений детей, склонных к нарушению норм уголовного кодекса.

В современных условиях роль государственных органов, занимающихся проблемами детей и молодежи, неизмеримо должна расти, поскольку только государство может определить социальный статус несовершеннолетних в обществе, обеспечить личности возможность для всестороннего развития, повышения ее общекультурного и профессионального уровней.

Проблема преступности среди детей, подростков и молодежи, ее профилактика становится общегосударственной проблемой. Сейчас уже мало рассматривать и решать отдельные проблемы профилактики преступности среди подростков на уровне школы, внешкольного учебного заведения, средств массовой информации, семьи и т.д., но и рассматривать эту проблему комплексно, на уровне особого вопроса государства.

По нашему мнению, в современных условиях на общегосударственном уровне крайне необходимо осуществить следующие мероприятия:

- усиление работы с несовершеннолетними, которые не работают и не учатся,
- обеспечение выполнения требований статей 21, 22 Закона Украины „Об образовании” в части стопроцентного обеспечения работниками психологической службы учебных заведений и создание условий для обеспечения содержательного досуга и занятости детей и молодежи в свободное время,
- обеспечение систематической, профилактической просветительской работы в учебных учреждениях по вопросам формирования здорового образа жизни, предотвращение употребления наркотических веществ детьми, ученической и студенческой молодежью,

- обеспечить работу в учебных учреждениях, в том числе внешкольных, общедоступных кружков, спортивных секций, клубов и привлечение к участию в них детей и учащуюся молодежь,
- сохранение и развитие сети государственных и коммунальных учебных заведений без права их перепрофилирования, переподчинения, слияния, передачу помещений, оборудования, техники в аренду,
- развитие и создание новых типов учебно-воспитательных заведений, организацию полноценного досуга,
- внедрение прогрессивных, эффективных механизмов финансирования системы внешкольного образования, закрепление на законодательном уровне нормы о запрете передачи на местные бюджеты финансирования учреждений дополнительного образования,
- решение болезненного вопроса кадрового обеспечения внешкольных учебных заведений, внедрение механизмов стимулирования притока молодых специалистов, повышение уровня оплаты труда руководителей кружков, секций, творческих объединений и так далее,
- обеспечение доступности учреждений культуры и отдыха для семей с детьми (театров, кино и концертных залов, баз летнего отдыха, спортивно-оздоровительных лагерей и т.д.),
- недопустимости использования государственных объектов физкультуры и спорта не по назначению,
- восстановление сети спортивных секций и сооружений по месту жительства,
- восстановление системы правового обучения с участием работников органов юстиции, прокуратуры, суда, внутренних дел, государственного арбитража, адвокатуры, юридических служб государственных предприятий, органов образования, культуры.

Выводы. Итак, практика утверждает, что внешкольные учреждения являются самостоятельным видом образовательной деятельности и никогда никакой (современной) школой заменены не будут, потому что чем более высокий уровень школьного образования, тем шире спектр интересов и запросов личности, а школа их самостоятельно не удовлетворит.

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## Содержание подготовки будущих педагогов Внешкольных учреждений по направлению „технологическое образование”

### Abstract

In the article presents main issues of the content of training future pedagog for non-formal education on the direction “Technology education”. Special attention is paid to the implementation of the content of the training through educational disciplines “Theory and methods of non-formal education”, “Fundamentals of engineering and technology”, “Technology practicum”, “Car practicum”, “Nanotechnology”.

**Key words:** non-formal education, training future pedagog, educational disciplines

Актуальность. На сегодня у подрастающего поколения важным и актуальным является вопрос выбора профессии, который не может быть решен не имея определенного профессионального опыта. Формирование профессионального опыта, по нашему мнению, целесообразно начинать еще в подростковом возрасте, что обусловлено временем, необходимым для получения этого опыта. Ведь невозможно решить вопрос склонности к той или иной работе не испытав себя в ней.

Поэтому мы видим одной из задач внешкольных учебных учреждений в создании условий, благодаря которым подростки могли бы ознакомиться с различными профессиями и выбрать ту, которая им нравится еще до окончания обучения в школе и получения аттестата о среднем образовании. В этом случае выбор направления дальнейшего обучения и трудоустройства происходит сознательно и целенаправленно.

В то же время важную роль в выборе будущей профессиональной деятельности занимают именно педагоги учебных учреждений, от профессионализма, компетентности и опытности которых зависит будущее их воспитанников.

Установлено, что государственная политика в области профессиональной подготовки специалистов, их обучения и воспитания в Украине определена в Конституции Украины, Законе Украины „Про образование”, „Про высшее образование”, „Про научную и научно-тех-

ни-ческую деятельность”. Современные концептуальные идеи и взгляды на стратегию и основные направления развития образования раскрыто в Национальной стратегии развития образования в Украине на период до 2021 года и других нормативно-правовых документах.

Концептуальные положения и прикладные разработки по вопросам трудового и профессионального обучения представлено в работах таких выдающихся ученых, как: П. Р. Атутов, Ю. К. Васильев, А. В. Вихрущ, П. Н. Гусак, В. И. Гусев, Й. Н. Гушулей, М. Н. Делик, А. И. Демин, В. И. Качнев, Н. С. Корець, Т. В. Кудрявцев, В. Г. Кузь, Г. Е. Левченко, В. Н. Мадзигон, В. К. Сидоренко, Г. П. Скульский, А. Е. Стахурский, В. Г. Разумовский, Г. В. Терещук, Д. А. Тхоржевский и др.

Вопрос внешкольного образования, деятельности кружков внешкольных учебных учреждений научно-технического направления освещен в научно-педагогических трудах Л. К. Балясной, Е. В. Быковской, Г. Г. Ковганич, М. Б. Коваль, Т. И. Сущенко и др.

В то же время проблема профессиональной подготовки будущих учителей трудового обучения для внешкольных учебных заведений остается актуальной, где важное место принадлежит вопросу содержания подготовки<sup>1</sup>. Это обусловлено тем, что достижение основной цели и задач образования обеспечивается прежде всего ее содержанием. И именно содержание образования должно определять качество и доступность, обеспечить формирование профессиональных качеств.

Таким образом, в статье основное внимание уделим содержанию подготовки будущих руководителей научно-технических кружков по направлению „Технологическое образование”.

Основные положения. Установлено, что в системе образования определение, отбор и формирование содержания является наиболее важным и сложным вопросом. Итак, содержание высшего образования обусловлено целями и потребностями общества; системой знаний, умений и навыков; профессиональными, мировоззренческими и гражданскими качествами, которые должны быть сформированы в процессе обучения с учетом перспектив развития общества, науки, техники, технологий, культуры и искусства<sup>2</sup>.

Необходимо учитывать, что содержание подготовки педагогических работников для внешкольного образования в Украине создает предпосылки для:

- формирования компетенций личности и определяется на основе общечеловеческих и национальных ценностей, научности и систематичности знаний, их значимости для социального становления человека, гуманизации и демократизации образования, взаимоуважения

<sup>1</sup> Д. А. Тхоржевский, *Методика трудового обучения, Вища школа*, Киев 1973, с. 352.

<sup>2</sup> П. Р. Атутов, *Система трудового воспитания*, Просвещение, Москва 1981, с. 102.

- между национальностями и народами, светский характер образования,
- индивидуализации и дифференциации образования, его профилизации, внедрения современных педагогических методик и технологий обучения, воспитания, развития и социализации личности в свободное время во внешкольных учебных учреждениях и других социальных институтах.

Итак, содержание подготовки педагогических работников для внешкольного образования мы рассматриваем как научно-обоснованную систему дидактически и методически оформленного материала.

Установлено, что основной целью профессиональной подготовки будущих педагогов-внешкольников является осуществление профессиональной деятельности в сфере внешкольного образования. Содержание подготовки будущих педагогов внешкольных учебных учреждений должно быть направлено на последовательное освоение студентами вопросов теории и практики внешкольного образования, условий обеспечения ее организации и проведения<sup>3</sup>.

Установлено, что содержание образования структурируется и реализуется в системе учебных дисциплин, предметов, курсов и представлен в учебных планах, программах, учебниках, пособиях, методических материалах, дидактических средствах и т. п.<sup>4</sup>

Выяснено, что содержание подготовки будущих педагогов внешкольных учебных учреждений должно включать следующие составляющие: фундаментальную, педагогическую и методическую, распределяемых по соответствующим циклам, подготовки. При этом особенностью содержания является практико-ориентированный характер.

Таким образом, более подробно рассмотрим содержание подготовки будущих руководителей научно-технических кружков по направлению „Технологическое образование”, которое реализуется через учебные дисциплины „Теория и методика внешкольного образования”, „Основы техники и технологий”, „Технологический практикум”, „Автомобильный практикум”, „Нанотехнологии”.

Особое значение в подготовке педагогических работников для внешкольного образования в Украине имеет учебная дисциплина „Теория и методика внешкольного образования”, главной целью которой является подготовка будущих педагогов к осуществлению профессиональной деятельности в сфере внешкольного образования<sup>5</sup>.

Изучение дисциплины предполагает решение следующих задач:

<sup>3</sup> Позашкільна освіта в Україні: навч. посіб. За ред. О. В. Биковської, ІВЦ АЛКОН, Київ 2006, с. 224.

<sup>4</sup> М. С. Корець, Науково-технічна підготовка вчителів для освітньої галузі „Технології”: моногр., НПУ ім. М.П. Драгоманова, Київ 2002, с. 258.

<sup>5</sup> Позашкільна освіта в Україні: навч. посіб. За ред. О. В. Биковської, ІВЦ АЛКОН, Київ 2006, с. 224.

- усвоение студентами совокупности теоретических знаний теории и методики внешкольного образования, проектирования педагогического процесса во внешкольных учебных учреждениях, углубления их общеобразовательной, фундаментальной и профессиональной подготовки,
- формирование умений и навыков организации и осуществления педагогической деятельности в сфере внешкольного образования,
- расширение опыта творческой работы студентов, разработка и выполнение индивидуальных творческих задач по вопросам внешкольного образования,
- совершенствование культуры труда и развитие комплекса личностных качеств, необходимых каждому студенту как будущему педагогу.

Соответственно к поставленной цели и задачам, содержание программы учебной дисциплины „Теория и методика внешкольного образования” направлено на последовательное освоение студентами вопросов теории и практики внешкольного образования, условий обеспечения ее организации и осуществления. Программа направляет студентов на ознакомление с современным содержанием внешкольного образования, новейшими методическими разработками, достижениями психолого-педагогической науки, а также лучшим педагогическим опытом работы во внешкольных и других учебных учреждениях.

Программа включает три раздела (модуля): „Теоретические основы внешкольного образования”, „Управленческие основы внешкольного образования”, „Методика внешкольного образования во внешкольных учебных учреждениях”. Их содержание конкретизировано в темах занятий.

Усвоения студентами учебного материала по дисциплине „Теория и методика внешкольного образования” наиболее эффективно осуществлять в таких формах организации учебного процесса, как учебные занятия, индивидуальная и самостоятельная работа студентов, контрольные мероприятия.

Основными видами проведения учебных занятий по дисциплине „Теория и методика внешкольного образования” являются лекции и лабораторные занятия. При условии увеличения количества часов, предусмотренных данной программой, для освоения студентами материала предлагается дополнительное проведение семинарских занятий.

В программе представлена ориентировочная тематика семинарских занятий, а также расширенный перечень тем лабораторных занятий.

Значительное место в овладении учебной дисциплины „Теория и методика внешкольного образования” отводится самостоятельной работе студентов. Она предусматривает овладение студентами учебного материала в свободное от аудиторной работы время.

Содержание самостоятельной работы студентов определяется индивидуальными задачами, в т.ч. учебно-исследовательскими по вопросам внешкольного образования, а также методическими материалами, указаниями преподавателя и т. п.



Для самостоятельной работы рекомендуются отдельные вопросы. При этом соотношение объемов аудиторных занятий и самостоятельной работы студентов должно составлять соответственно 58% до 42%.

С целью оценки результатов обучения студентов по дисциплине „Теория и методика внешкольного образования” во время проведения занятий проводятся контрольные мероприятия. Поточный контроль проводится по модульно-рейтинговой системе, а итоговый – в форме семестрового зачета.

В процессе изучения учебной дисциплины студенты должны знать основные положения относительно историко-теоретических и организационно-управленческих основ внешкольного образования, содержание и методики внешкольного образования во внешкольных учебных учреждениях. Также студенты должны уметь организовывать учебно-воспитательный процесс во внешкольных учебных учреждениях.

Следующую важную роль в реализации содержания профессиональной подготовки будущих руководителей научно-технических кружков по направлению „Технологическое образование” имеет программа учебной дисциплины „Основы техники и технологии”. Ведь содержание профессиональной подготовки может быть полноценно обеспечено только при наличии в структуре подготовки соответственной учебной дисциплины.

Целью учебной дисциплины „Основы техники и технологии” является формирование у студентов совокупности знаний о сущности технологических процессов. В частности тех, которые непосредственно касаются знаний о способах деятельности человека, его эволюцию и тенденции развития, результаты и последствия воздействия производственной деятельности на личность, общество и природу.

Задачей курса является теоретическое и практическое освоение производственных закономерностей и технологических процессов. В то же время необходимым постаает обеспечивать формирование культуры труда, технической культуры, результаты и последствия производственной деятельности, применение, получение или преобразование объектов природного, искусственного и социальной среды. Ведь данные вопросы очень важны для формирования понятий о труде, окружающей среде, последствий жизнедеятельности человека.

Установлено, что учебная дисциплина „Технологический практикум” является одной из базовых, которая реализуется в содержании подготовки будущих руководителей научно-технических кружков по направлению „Технологическое образование” и начинает преподаваться с I курса.

Целью учебной дисциплины „Технологический практикум” является ознакомление студентов с техниками изготовления изделий из металла, проволоки, древесины, бумаги, природных материалов. Это особенно важно для будущей профессиональной деятельности при работе с детьми во внешкольных учебных учреждениях.

При подготовке по данной учебной дисциплине студенты получают совокупность знаний и практических умений по обработке материалов, черчению, электротехники, физики и т. п. Это позволяет студентам в дальнейшем развивать пространственное воображение учеников, моторику, побуждать их к творческой деятельности, приобретая необходимые навыки для практической работы с доступными материалами и инструментами.

При изучении учебной дисциплины „Автомобильный практикум” будущие учителя технологий по специализации „внешкольное образование” приобретают практические знания по устройству автомобиля, целостного представления об автомобиле как о важном вещественном элементе современного транспорта.

Важность получения такого материала определяется требованиями современного общества, с его высоко развитой системой автомобильного сообщения.

Ознакомление будущих педагогов внешкольных учебных учреждений с учебной дисциплиной „Нанотехнологии” является чрезвычайно важным, поскольку нанотехнологии являются одним из самых перспективных направлений научно-технического прогресса, на развитие которого ведущие государства мира тратят значительные ресурсы.

По прогнозам ученых нанотехнологии в XXI веке сделают такую же революцию в манипулировании материей, которую в XX веке сделали компьютеры в манипулировании информацией, а их развитие изменит жизнь человечества больше, чем изобретение письменности, паровой машины или электричества.

В содержании учебной дисциплины „Нанотехнологии” необходимо рассмотрение основных понятий по нанотехнологиям, направлений ее использования и перспектив развития.

Выводы. Таким образом, овладение студентами по направлению подготовки „Технологическое образование” учебных дисциплин „Теория и методика внешкольного образования”, „Основы техники и технологий”, „Технологический практикум”, „Автомобильный практикум”, „Нанотехнологии” является важной составляющей содержания подготовки их как будущих руководителей научно-технических кружков.

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## Тенденции формирования управленческой культуры Будущих инженеров железнодорожного транспорта украины в процессе профессиональной подготовки

### Abstract

The article reveals the pedagogical paradigms and conceptual approaches to the formation of administrative culture of Railway Engineers in higher education, taking into account the leading trends in the development of the national system of vocational education of engineering personnel in Ukraine, its modernization on the basis of priority creative teaching activities of the faculty of higher technical educational institutions, promoting training of engineers of the new formation, ready for innovative engineering, innovative thinking, adequate national values and culture of safety on the railways. The latter is particularly actualizes the need to rethink the old targets and traditional conceptual approaches to the formation of administrative culture of Railway Engineers in the process of training.

**Key words:** Railway Transport Engineers, pedagogical paradigm, management culture, formation, professional value

Актуальность. Зримой приметой времени является переосмысление профессиональных ценностей инженера железнодорожного транспорта, поиск путей формирования ярких творческих личностей, умеющих в современных условиях утверждать собственные модели культуры управления жизнью, производством, людьми.

Это связано с тем, что XXI век начался в эпоху глобальных революций: в физике, в области средств мгновенных коммуникаций. Они изменили прежние представления о природе, об окружающем мире, о мироустройстве. Углубили новые знания о человеке, об энергии, информации и позволили по-новому – целостно, посмотреть на человекознание, на самого человека, его профессиональную миссию и парадигму. Вскрыли множество негативного: рост невежества и бездуховности, несоответствие образования требованиям времени, увеличение смертности.

Выход из сложившейся ситуации видится, прежде всего, в изменении, преобразовании системы профессионального образования, которая должна формировать общенациональную культуру, новое мировоззре-

ние, высокую моральную культуру современного специалиста, выпускника высшего учебного заведения<sup>1</sup>.

Во многих странах уже сегодня выше всего ценится управленческая культура инженера железнодорожного транспорта, его умение организовать свой труд и психологически комфортное взаимодействие со многими людьми.

В период социально-экономических трансформационных изменений, которые происходят в ценностной системе инженера железнодорожного транспорта (далее – ЖТ), особое значение приобретает повышение его управленческой культуры, которая рассматривается нами как личностные переживания профессиональных проблем, которые осознаются как преграды, возникающие в результате блокирования возможностей достижения творческих намерений и целей, имеющих для инженера жизненную значимость.

Целенаправленное формирование управленческой культуры инженера в этой связи требует переосмысления не только в плане ее роли и значения для ускорения и модернизации отечественного железнодорожного транспорта, но и готовности преподавателей железнодорожных вузов к осуществлению новой кадровой политики, особенностью которой является целостное педагогическое обеспечение профессиональной подготовки инженерных кадров, качество которых напрямую зависит от таких важных педагогических факторов, обеспечивающих формирование общей и управленческой культуры выпускников в процессе профессиональной подготовки:

- интенсивность педагогического влияния на культуру вузовского педагогического процесса, учебных отношений преподавателей и студентов,
- создание соответствующего психоэмоционального фона,
- продуктивное развитие не студенческого, а профессионального мышления, профессионально-личностных качеств, ценностных ориентаций, стремления к самосовершенствованию,
- стимулирования профессионально-творческой самореализации и повышение социальной активности будущих специалистов,
- создание условий для профессиональной адаптации к новым высотам культуры производственных отношений, к преобразованию и обогащению управленческого климата в производственных коллективах.

На практике, инженерные проблемы на железнодорожном производстве, любые сложные, нерешаемые вопросы не могут быть „подъемными”, претворенными в жизнь, помимо успешного управления или системно организованного, масштабного и скоординированного, каждодневного и постоянного управленческого влияния, связанного с производительностью инженерного труда.

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<sup>1</sup> М.С. Гончаренко, *Валеопедагогические основы духовности: учебное пособие*, ХНУ имени В.Н. Каразина, Харьков 2007, с. 288.

На чем основана управленческая культура инженера после окончания высшего учебного заведения?

Во-первых, на стремлении к демократической системе отношений в коллективах.

Во-вторых, в обеспечении права всем желающим, возможность и равные шансы для каждого члена производственного коллектива проявлять в вопросах управления самостоятельность и инициативу в поисках компромисса между жесткой централизацией и полной автономией.

В-третьих, постоянном обновлении и корректировке дополнительных ресурсов управления, отхода от ориентации современного инженера на традиционно „всегда правого руководителя”.

В-четвертых, в осуществлении осознанного, целесообразного, морально и научно варифицированного выбора способов конкретного управленческого действия и выявления социально-профессиональной активности.

Сегодня все больше ученых (Т. Гура, О. Игнатюк, А. Пономарев, А. Романовский, Л. ТОВАЖНЯНСКИЙ, Т. Шаргун и др.) в процессе проектирования содержания профессионального образования будущего инженера модели XXI века склоняются к мысли о необходимости реформирования системы образования, качественно нового подхода к определению его цели, задач и содержания. Одной из ведущих тенденций развития и совершенствования современного образования является переход к ценностной парадигме, требующей развития системы взглядов, которые интегрируют аксиологические основы традиционных и инновационных процессов.

Цель статьи – раскрыть основные тенденции и особенности формирования управленческой культуры будущих инженеров железнодорожного транспорта в процессе профессиональной подготовки в высших учебных заведениях.

Основные положения. Уже первый опыт научных поисков показал: в рамках традиционного вузовского преподавания, ориентированного только на получение специальных знаний, умений и навыков, эта задача не может быть реализована. Требуется переоценка концептуальной стратегии непрерывного инженерного образования, смена прежних теоретических моделей подготовки и переподготовки железнодорожных кадров, новое понимание сути и назначения инженерной деятельности с учетом обновления всех сфер жизни общества.

Как и любая сфера человеческой деятельности, управление является конкретизацией общей деятельности инженера. Потому управленческая культура перестала быть узкоспециализированной, все больше становясь сущностной характеристикой жизнедеятельности любого современного специалиста и в этой связи имеет жизненную ценность, как для самого инженера, так и для железнодорожного хозяйства. Наличие управленческой культуры инженера железнодорожного транспорта является залогом успешной его жизнедеятельности, творческого развития и профес-

сионального становления. Потому эта проблема усиленно, объективно и своевременно поднимается на уровень научного исследования развития управленческой культуры всех граждан Украины.

По нашему мнению, понятие „управленческая культура инженера железнодорожного транспорта” – это есть:

- ответственность, и понимание не только значимости, но и динамики жизни,
- модернизация моральных ориентиров и профессиональных ценностей,
- достойный уровень освоения высоких технологий и их поддержка,
- опережающий стиль их практического использования,
- своевременность и эффективность решений,
- адекватность профессиональных практических действий,
- умение обогащать имеющихся в коллективе положительных ценностей и традиций; преодоление раскольного сознания,
- изменение отношения к научному знанию и учету мирового опережающего производственного опыта.

И хотя разница в управленческой подготовке управленцев и инженеров ЖТ весьма существенна, рациональность и эффективность их управленческой культуры во многом влияет на всю практическую деятельность отрасли, независимо от конкретной функциональной роли.

Г. Атаманчук доказал, что в условиях рыночной экономики, частной собственности, свободы, предпринимательства в высокой управленческой культуре нуждается каждый человек. Необходимо осмысленное отношение каждого грамотного человека к управлению, а не „слепое” подчинение ему под давлением конкретных механизмов. В то же время важен комплексный подход к трактовке самой сути управленческой культуры граждан. Все ее составные: управленческие знания, понимание, умение; практическое управленческое поведение; отношение к управленческим институтам – имеют значение и должны учитываться в развитии и оценке ее уровня<sup>2</sup>.

Ибо многое в жизни инженера железнодорожного транспорта зависит от наличия у него культуры управления и ему часто приходится в различных формах решать свои вопросы в органах государственной власти и органах местного самоуправления, для чего требуется управленческая компетентность во всей сложности, динамичности и противоречивости, обусловленности, обоснованности и эффективности.

Названные составляющие управленческой компетентности и культуры инженера ЖТ выступают непосредственно как объективная необходимость вовлечения его в процессы разработки, принятия и исполнения управленческих решений системно и последовательно.

<sup>2</sup> Г. В. Атаманчук, *Теория государственного управления: курс лекций*, 4-е изд., сер., Издательство „Омега-Л”, Москва 2009, с. 371.

Между тем перед ним не открываются такие возможности из-за управленческой некомпетентности и плохой информированности, из-за не вовлеченности в управленческие процессы, отсутствия управленческих знаний, дарований и увлечений.

Опыт многих стран, добившихся продвижения в развитии экономики и железнодорожном транспорте в целом, отчетливо подтверждает: управленческая культура инженеров является предпосылкой и условием совершенствования их профессионализма, уважительного психологического контакта с властью, активного проявления управленческой культуры, интеллектуальных взаимосвязей, обмена информацией.

Дело осложняется тем, что в процессе профессиональной подготовки инженерных кадров для железнодорожного транспорта отсутствует целенаправленный поиск путей педагогического перехода будущего инженера от обучения к профессиональному самообучению, развитию способности адекватно воспринимать собственные личностные качества. Этому способствует: стимулирование свободомыслия, максимальная эмоциональная вовлеченность в конкретную управленческую ситуацию, тренировка восприимчивости в приобретении новых навыков объективного анализа сложных управленческих решений в железнодорожной отрасли.

По нашему глубокому убеждению, пренебрежение этими вопросами со стороны высшей школы не только существенно снижает уровень профессионализма выпускаемых инженеров, но и заметно ограничивает возможности их инновационного мышления, возможности коммуникации, их творческой и личной профессиональной самореализации.

Эти же вопросы исследуют представители педагогики высшей школы. Речь идет о назрелой необходимости внесения изменений в выбор целей профессиональной подготовки специалистов, в ее содержание. Особая роль при этом отводится формированию управленческой культуры, от которой прямо зависит и качество функционирования предприятий, и психологическое состояние людей, и их отношение к работе, к выполнению своих профессиональных функций.

Отсюда вывод: высшие учебные заведения, готовящие специалистов ЖТ, призваны корректировать профессиональную подготовку специалистов с учетом тенденций общественного развития и в соответствии с логикой развития научно-технического и социального прогресса.

По глубокому убеждению А. Романовского, лучшей управленческой элитой будет новая генерация руководителей, подготовленной, благодаря новой образовательной системы так, что все инженеры, которые готовятся в высших технических учебных заведениях Украины, станут основой будущей управленческой элиты, которая одновременно с получением технических знаний, должна научиться современным технологиям управления параллельно с современной гуманитарной подготовкой". По его мнению, в результате реализации такого подхода инженеры должны стать профессионалами-управленцами, широко образованными



в гуманитарных науках. По своим убеждениям они должны быть, прежде всего, гуманистами, высокоморальными, духовно развитыми лидерами, которые могут принимать все управленческие решения, исходя из приоритетов общечеловеческих ценностей<sup>3</sup>.

Таким образом, совершенно очевидно, что в условиях, с одной стороны, общей демократизации общественной жизни, а с другой, – в условиях всевозрастающих противоречий между деятельностью человека и ее негативными результатами существенно возрастает роль и значение личностного фактора, который становится решающим как основной источник и главный резерв эффективности производственной сферы, научно-технического и социального прогресса. То есть, инженер рассматривается сегодня не только и не сколько как субъект производства, а, прежде всего, как определяющий фактор развития социума, создавая и новый уровень делового общения, стимулирующее созидательный процесс сотрудничества, и сотворчества в коллективах на основе морально-этических принципов и эффективной с точки зрения профессиональной педагогики, психологической комфортности человеческой коммуникации.

Учитывая все изложенное выше, мы рассматриваем наиболее важные сегменты в изменении профессиональной подготовки инженеров железнодорожного транспорта, в частности, такие:

- ориентация преподавателей высших учебных заведений на перевод в осуществлении профессионального образования инженеров ЖТ от прошлого к будущему в условиях современного информационного общества,
- для повышения вузовского педагогического процесса, качественного его функционирования необходимо формировать целостностно-системное представление о нем,
- основное предназначение организаторов профессиональной подготовки инженеров ЖТ – целенаправленная и соответственная ее направленность на обеспечение условий самоопределения в жизни и профессии, самореализации личности в течение всей жизни,
- реализация новой образовательной парадигмы связана с изменением педагогического мышления, ориентацией методического обеспечения профессиональной подготовки на активное проявление студентами своей эрудиции, профессиональных знаний не во время зачетов и экзаменов, а в процессе занятий, умения мыслить в глубоком мировоззренческом диапазоне, выходя за рамки сложившихся ранее схем и стереотипов в условиях духовного взаимообогащения,
- трансформация на новых концептуальных основах процесса созидания творческого потенциала в освоении будущей инженерной профессии с помощью уже известной „креативной педагогики”, в резуль-

<sup>3</sup> А.Г. Романовський, *Гуманітарно-технічна еліта – поступ з минулого в майбутнє*, [в:] *Традиції і національно-культурний поступ: зб.наук. пр.*, НТУ „ХПІ”, Харків 2005, с. 13–18.

тате которой создается новый учебный план, новый учебный процесс, новый учебный материал и, наконец, – и это самое главное – новый творец вузовского педагогического процесса, постоянно профессионально изменяющаяся личность преподавателя, вызывающая у студентов желание меняться как личность внутреннюю необходимость и жизненную профессиональную потребность, воплощая таким образом важнейший принцип классической педагогики – органическое единство профессионального образования и воспитания, пронизывая все составляющие профессиональной подготовки будущего инженера ЖТ,

- моделирование в ВУЗе методики обеспечения внутренней логической стройности профессиональной подготовки инженеров, которой зачастую не хватает и которая характеризует содержательные связи многочисленных изучаемых будущим инженером учебных предметов.

Предметом особой заботы и важности была и остается малоразработанной в профессиональной педагогике проблема, которая требует серьезного критического осмысления, это проблема программирования и самопрограммирования самими студентами личностной подготовки к осознанному адаптационному карьерному самоопределению и саморазвитию в различные социально-экономические периоды.

В условиях обновления и реформирования всех сфер железнодорожной отрасли в стране обострилась потребность в глобальном повышении управленческой культуры молодых инженеров, деловитости и дисциплине, высокой служебной ответственности, инициативном и творческом подходе инженера к вопросам готовности компетентного использования на производстве современной науки управления, обеспечивающей чуткость и заботу о людях, объективный анализ положительных сторон и недочетов в работе всех подразделений, тактичный и регулярно осуществляемый контроль за выполнением принятых решений, поощрения в процессе повышения людьми качества работы, стимулирование опережающего передового опыта, осуществления поиска дополнительных финансовых средств.

Всему этому способствует наличие в профессорско-преподавательском коллективе единой линии и согласованности в целеполагании профессиональной подготовки будущих инженеров для железнодорожной отрасли будущего.

Не менее важное значение имеет правильно организованное взаимодействие всех звеньев педагогического состава ВУЗа, степень его влияния на профессиональную подготовку студентов, будущих инженеров и наличие в самом железнодорожном учебном заведении такой разветвленной управленческой структуры, которая способна организовать полноценное взаимодействие, координацию работы всех подразделений, руководствуясь такими важными педагогическими и управленческими принципами:

- персональная ответственность за успешную профессиональную подготовку, ответственное выполнение задач с ней связанных,
- умение выделять главные новые задачи в профессиональной подготовке инженеров и концентрировать усилия преподавателей на их решении,
- поддержание и стимулирование благожелательного психологического климата, согласованности и делового сотрудничества всех управленческих органов и др.

Таким образом, как и любая сфера человеческой деятельности, управленческая культура действительно является конкретизацией общей деятельности инженера. Потому она (управленческая культура) перестала быть узкоспециализированной, все больше становясь сущностной характеристикой жизнедеятельности любого современного специалиста и в этой связи имеет жизненную ценность, как для самого инженера, так и для железнодорожного хозяйства. Наличие управленческой культуры инженера железнодорожного транспорта является залогом успешной его личной жизнедеятельности, творческого развития и профессионального становления.

Результаты наших наблюдений, анализ самооценки молодых инженеров железнодорожного транспорта, оценки экспертов свидетельствуют о том, что наличие у начинающих инженеров креативности и управленческой культуры, проявление их как социально-профессиональной активности – одна из важнейших и действенных характеристик целесообразного вхождения инженера в новый для него коллектив и его успехов даже в карьерном отношении, что является важнейшим индикатором профессионального роста.

Инженерная деятельность в таких ситуациях приобретает особый жизненный смысл. Наличие у инженера управленческой культуры и ее активное проявление способствует не только преобразованию профессиональной деятельности, но и способствует постоянному познанию самого себя. Каждая управленческая функция инженера (планирование, моделирование, проектирование, организация, анализ результатов) „работает” на обеспечение его личностной и профессиональной ценности как специалиста и способствует его успешному самоутверждению в общем производственном железнодорожном социуме, приобретая бесценный опыт ненавязчивого личностного влияния на стимулирование коллективного взаимного обогащения и саморазвития, на повышение уровня профессионализма. Такой способ самовыражения инженером железнодорожного транспорта управленческой культуры мы в совокупности и называем профессионально-личностной ценностью.

Представляется бесспорным тот факт, что управленческая культура как составляющая профессиональной готовности будущего инженера ЖТ в условиях высшей школы состоит из определенных элементов, которые взаимосвязаны между собой. Мерилом достижения этой взаимосвязи является результат, который всегда надо искать в личности

выпускника, а не в безличных новообразованиях. Все элементы профессиональной подготовки не просто включены в процесс взаимодействия. Главная их особенность – взаимосодействие в формировании инженера железнодорожного транспорта будущего, как субъекта деятельности.

Таким образом, профессиональная подготовка инженера железнодорожного транспорта не сводится лишь к передаче знаний. Профессиональная готовность, по нашему мнению, – это осознанное построение профессиональной акмеологии инженера как личности. К сожалению, этой проблеме – формированию в вузе целостного профессионализма будущего инженера через увлечение его будущей и значимой работой, позитивное отношение к людям, пробуждение стремления к совершенствованию себя и других пока уделяется явно недостаточно внимания.

На протяжении многих лет исследователи, говоря о профессиональной подготовке инженера и ее успешности, проводя многочисленные эксперименты, настоятельно напоминают о том, что высшие учебные заведения не только специальные учреждения, предназначенные для получения профессии. Они, прежде всего, порождение и составная часть культуры общества. Аккумулируя и транслируя научные знания эпохи как культурное достижение, вуз не может не выступать и особым культурным пространством, заключающим огромные потенциальные возможности „культурного образования” личности в самом широком понимании, приобщая ее не только к научным знаниям и практическим умениям, но и к культуре отношений, взаимодействия, поведения.

Традиционно для многих высших учебных заведений Украины все еще существует раздельное представление о вузовском педагогическом процессе и процессе профессиональной подготовки. И суть тут не в толковании понятий, а в содержании деятельности учебного заведения, включающего в себя множество систем, не всегда направленных на формирование профессиональной культуры, включающих управленческую культуру будущего инженера.

Утвердилось мнение, что профессиональная подготовка инженера состоит из таких компонентов, как организационный, проектировочный, коммуникативный и гностический (профессиональное самосовершенствование). Но в инженерной деятельности разве возможен повседневный труд без упомянутых компонентов?

И в этом плане, в плане подготовки современного инженера, особое место занимает преподаватель вуза, деятельность которого в новых условиях тоже приобретает новый смысл: не ограничиваться глубокой подготовкой студентов только по специальности, а готовить к преобразующей инженерной деятельности, к новым отношениям к делу, к людям, к себе, что лежит в основе управленческой культуры, непосредственно и опосредованно способствующей развитию „субъектной” самостоятельности, самоопределению себя в ней, утверждению своей субъектной профессиональной позиции.

Работа, проводимая со студентами в этом направлении в процессе профессиональной подготовки, как показывают беседы, включенное наблюдение и другие материалы, повышает их требование к себе, к качеству своего образования, расширяя и обогащая их субъектную позицию в процессе организации студенческой жизнедеятельности.

Представляется чрезвычайно важным для успешной реализации этой цели специальное выделение данной проблемы ректоратами и кафедрами на основе выработанной и научно обоснованной специально-педагогической стратегии, касающейся специальных и общеуниверситетских кафедр университетов ЖТ. Такая стратегия включает несколько направлений: это проблема уровня лекций, когда не только целенаправленно подбираются высокопрофессиональные преподаватели, но и целенаправленно формируются и доводятся до студентов четко выделенные профессионально значимые задачи читаемых курсов и проблемное поле учебных предметов. После вступительных экзаменов, например, в Днепропетровский национальный университет железнодорожного транспорта имени В. Лазаряна, уже первые шаги профессиональной подготовки кафедры „Проектирование и строительство дорог” начинают с незаметного и деликатного ознакомления с достижениями каждого декана, преподавателя и выпускников с раскрытием личностных аспектов каждого, а также раскрытия путей и личных субъектных характеристик, способствующих развитию профессионализма и способов „делания себя” в процессе учебы, осуществления смелых мыслительных процессов и действий.

Далее преподаватели кафедры раскрывают студентам имеющие в их арсенале возможности проявления себя в творчестве и преобразовании в меру своих возможностей. Указывается на то, что особо ценится на кафедре стремление студентов ставить перед собой и учебным заведением профессионально значимые вопросы и предлагать пути их решения в определенной сфере железнодорожной деятельности.

Это целенаправленное создание в вузе особого лично ориентированного педагогического процесса как инновационного профессионального пространства, в котором учитывается специфика будущей инженерной деятельности, их специализации, интересы аудитории, уровень сформированных профессиональных ценностей.

В организацию лично ориентированного педагогического процесса студентов „вводят” не только специальные курсы, но и приобщают их к изучению трудов ведущих профессионалов железнодорожной сферы, знакомят с нерешенными на транспорте проблемами, включающими и новые научные концепции развития железнодорожного хозяйства и управленческие функции инженера, связанные с повышением производительности труда, неуклонным, обязательным и систематическим осуществлением успешных управленческих процедур, управленческих действий, в результате которых повышается эффективность и продуктивность развития профессиональных и культурных ценностей.

Таким образом, управленческая культура инженера как комплексное явление формируется и реализуется также комплексно. Ее формирование – процесс педагогический и информационный.

Не случайно специально проведенное пилотажное исследование по выявлению у выпускников высших учебных заведений ЖТ их желаний и готовности к выявлению управленческой культуры свидетельствует о том, что, несмотря на то, что молодой инженер настроен на активное и ответственное участие в преобразовании существующей профессиональной деятельности, способен решать управленческие задачи, однако существующие до сих пор приоритеты невмешательства молодых в изменение существующей практики на местах не способствуют повышению уровня развития культурного пространства и культуры общества. Острые проблемы, стоящие перед инженером на современном производстве, напряженность в производственных рыночных отношениях, высокая степень их динамичности требуют серьезной и специальной подготовки, активности и самостоятельности в утверждении на рабочих местах выбора новых, более действенных путей активного выявления своей субъективности и продуктивной управленческой культуры, расширяя инновационные возможности и ЖТ Украины, и своего собственного профессионального развития.

Чтобы подготовить будущего инженера ЖТ к активному проявлению на рабочем месте управленческой культуры, чтобы он вносил свой достойный вклад в инновационное развитие производства, университет призван изменить существующую стратегию профессиональной подготовки инженерных кадров, выделив в качестве приоритетных такие важные направления:

- учить студентов приобретать в стенах ВУЗа навыки желаемой рациональности проявления управленческой культуры и в процессе теоретической подготовки, и в условиях самоуправления в процессе специализированной производственной практики, где студенты работают на инженерных должностях,
- будущие дипломированные специалисты привлекаются к научно-исследовательской деятельности по управленческой тематике, участвуют в различных университетских комиссиях,
- формирование у студентов базы специальных контактов с потенциальными работодателями. Проводить ярмарки вакансий и семинаров по вопросам управления и системе маркетинга,
- наращивание в условиях профессиональной подготовки опыта организации допроизводственной адаптации в условиях приближенных к будущей реальности,
- разработка специальных комплексных учебных программ развития управленческой культуры современного инженера железнодорожного транспорта, моделирующих различные ситуации, способствующие ее модернизации и обновления.

Главное – каждому инженеру железнодорожного транспорта владеть культурой и мастерством управления как важнейшей профессионально-личностной ценностью.

Потому в процессе профессиональной подготовки инженеров железнодорожного транспорта значительное место отводится исследованию педагогики успеха, особенностям инженерной подготовки инженерно-технической, а в последнее время активно исследуются вопросы гуманитарно-технической элиты.

Профессиональная деятельность современного инженера железнодорожного транспорта требует от него не только наличия высокого уровня специальных знаний и навыков, но и определенных личностных характеристик, таких, как: психологическая устойчивость, мобильность, ответственность, готовность к перегрузкам и стрессам, умений достойно выходить из них.

Следовательно, в условиях нарастающей конкуренции высшим техническим учебным заведениям необходимо искать пути максимального приближения личностно-профессиональных характеристик выпускников к требованиям железнодорожного транспорта и производства.

Существующий разрыв между его потребностями и компетентностями выпускников (дисциплинарной моделью с трансляцией знаний) актуализирует необходимость ускорения, совершенствования процесса профессиональной подготовки инженеров железнодорожного транспорта, в том числе и за счет повышения психолого-педагогической компетентности преподавателей технических ВУЗов, их интереса к профессиональной педагогике, науке о вузовском педагогическом процессе, обеспечивающим профессиональную подготовку будущих инженеров железнодорожного транспорта.

Для преподавателей железнодорожных вузов знания профессиональной педагогики необходимы для успешного овладения информацией о способах взаимодействия с аудиторией, сотрудничестве и сотворчестве со студентами, о стилях поведения, о формах обучения и воспитания, о разных типах профессионального образования как в своей стране, так и за рубежом.

В эпоху информационного общества эта наука указывает путь к обновлению информацией и способах коммуникации. На данном этапе в ряд элементов, определяющих парадигму профессионального образования, входят: осознание типа культуры и способов ее развития у студентов, осмысление ее ценности, представление об образе и месте преподавателя как носителя знаний и культуры в процессе инженерной подготовки.

„Культурологическая” парадигма ориентирует в большей степени на освоение культуры будущей трудовой деятельности инженера. „Технократическая” – проявляется только в знаниях своей специальности. Она прослеживается в своеобразном мировоззрении, основными чертами которого являются приматы средств над целью, задач образования над смыслом, технологии цивилизации над общечеловеческими интересами, техники

над ценностями. Альтернативной технократическому вызову, превращающему инженера в объект манипуляций, стала гуманистическая традиция, которая ориентирует на изменение образа инженерного мышления, руководствуясь принципом „все для человека”, „все во имя человека”.

По нашему определению, понятие „управленческая культура инженера железнодорожного транспорта” – это есть:

- важная часть общей культуры инженера, синтез деловых, профессиональных и личностных качеств инженера,
- ответственность и понимание не только значимости, но и динамики жизни,
- высокий уровень квалификации и профессионализма,
- овладение наукой и искусством управления, наличие оптимальной системы управленческих действий (планирования, организации, мотивации, распределения полномочий) и т.д.

По результатам современных исследователей Украины, в частности научной харьковской инженерной школы, по нашему глубокому убеждению, пренебрежение этими вопросами со стороны высшей технической школы не только существенно снижает уровень профессионализма выпускаемых инженеров, но и заметно ограничивает возможности их инновационного мышления, возможности коммуникации, их творческой и личной профессиональной самореализации.

выводы. Таким образом, организация современного интенсивного вузовского педагогического процесса в университетах железнодорожного транспорта – это и новые концепции и модели, это проектирование и моделирование новых учебных планов и программ профессиональной подготовки инженера нового типа, определенного нового качества культурологической подготовки, нахождения научно обоснованных инновационных технологий.

Особенно большое значение для успешного инженерного труда имеют широкие социальные мотивы формирования управленческой культуры: долга, ответственности, престижа, благополучия, успеха и плодотворной в профессиональном контексте адаптации.

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## Современное занятие в учреждении внешкольного образования в украине

### Abstract

In article modern lesson in establishment of out-of-school education in Ukraine is characterized. Definition of educational lesson and general requirements to goal settings of lesson are given. Forms of lessons are described. Educational methods are also classified.

**Key words:** lesson in establishment of out-of-school education, the organization, goal settings of lesson, forms of lessons, methods of training.

Актуальность. Современные требования к системе внешкольного образования обуславливают повышение качества внешкольной деятельности, особое место в которой занимает учебно-воспитательный процесс.

Правовой основой обеспечения права каждого на получение внешкольного образования является Конституция Украины, Законы Украины „Об образовании”, „О внешкольном образовании”, „Об охране детства” и др. Государственную политику в сфере внешкольного образования, ее правовые, социально-экономические, организационные, образовательные и воспитательные принципы определяет Закон Украины „О внешкольном образовании” и другие нормативно-правовые документы.

Теоретические основы внешкольного образования, организации и проведения занятий во внешкольных учреждениях представлены в педагогических трудах И. Д. Бега, Е. В. Быковской, В. В. Вербицкого, В. П. Вахтерова, Г. Н. Ващенко, А. С. Макаренко, Е. Н. Медынского, Б. С. Кобзаря, Н. К. Крупской, И. И. Огиенко, Н. И. Пирогова, Г. П. Пустовита, С. Ф. Русовой, С. О. Серополко, Т. И. Сущенко, В. А. Сухомлинского, В. И. Чарнолуцкого, С. Т. Шацкого и др.

Следует отметить, что традиционно занятием в учреждении внешкольного образования называют все то время, которое педагог проводит

с детьми, организуя различную деятельность: учебную, воспитательную, досуговую и т.п.<sup>1</sup>.

Занятия организуются для детей и подростков в возрасте от 5 до 18 лет<sup>2</sup>. Педагог внешкольного образования, развивая творческий потенциал воспитанников, организует целостный образовательный процесс, включающий в себя обучение, развитие и воспитание в соответствии с природными задатками, склонностями и интересами детей<sup>3</sup>.

При этом, осмысление, изучение и разработка теоретических, методических и практических аспектов учебного занятия в учреждении внешкольного образования является актуальным и необходимым в связи с рядом факторов:

- трудностями в определении сущности и специфики учебного процесса во внешкольном образовании,
- отсутствием единого понимания того, что представляет из себя учебное занятие, в чем целевое назначение данной формы,
- в возникновении сложностей в анализе педагогом учебного занятия и в оценке результата деятельности детей, а также в выборе приемов, способов организации учебно-познавательной деятельности детей.

Таким образом, основной целью данной статьи является охарактеризовать современное занятие в учреждении внешкольного образования в Украине, раскрыть особенности его организации в современных условиях.

**Основные положения.** Установлено, что занятие в учреждении внешкольного образования обладает рядом особенностей: оно менее регламентированное, более гибкое, свободное по возрастному составу воспитанников, по чередованию форм работы, насыщению различными видами деятельности; в отличие от школьного урока, основанного на стандартизованном программном материале, оно носит элемент опережения; имеет другую систему оценивания результатов деятельности обучающихся.

Современное занятие во внешкольном учреждении отличается целостностью, внутренней взаимосвязанностью частей, единой логикой развертывания деятельности педагога и воспитанников<sup>4</sup>. В конечном счете, это взаимодействие обеспечивает усвоение содержания образовательной программы, познавательную и творческую деятельность детей.

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<sup>1</sup> О. В. Биковська, *Позашкільна освіта: теоретико-методичні основи: моногр.*, ІВЦ АЛКОН, Київ 2008, с. 336.

<sup>2</sup> Ш.А. Амонашвили, *Воспитательная и образовательная функция оценки учения школьников*, Москва 2010.

<sup>3</sup> М. В. Ушакова, *Учебное занятие в учреждении дополнительного образования*, „Внешкольник” Ярославль, 1997, № 4, с. 30.

<sup>4</sup> *Культура современного урока*, под ред. Н.Е. Шурковой, Москва 2009.

Таким образом, учебное занятие – основной элемент образовательного процесса во внешкольном образовании, форма организации учебного процесса, ограниченная временными рамками, предполагающая специально организованное педагогом обучение детей (передача им знаний, умений и навыков по конкретному предмету), в результате которого происходит усвоение детьми этих знаний, формирование и развитие умений и навыков.

Как основная организационная форма, занятие целиком подчиняется всем закономерностям процесса обучения. Поэтому учебное занятие правомерно рассматривать в логике организации деятельности, выделяя:

- цель,
- задачи,
- формы,
- методы,
- содержание,
- результаты деятельности,
- этапы их достижения.

Следует отметить, что цель – это заранее запланированный конечный результат обучения, развития и воспитания учащегося на занятии<sup>5</sup>. Цель должна быть диагностичной, то есть настолько точно и определенно поставленной, чтобы можно было однозначно делать заключение о степени ее реализации. При этом умение формулировать цель и задачи входит в сферу профессиональной компетентности педагога и является одним из показателей его профессионального мастерства<sup>6</sup>. Педагог, приступая к формулировке цели занятия:

- обращает внимание на требования к системе знаний, умений по данной теме как основе развития познавательной самостоятельности учащихся,
- определяет приемы учебной деятельности, которыми важно овладеть воспитаннику,
- выявляет ценностные ориентиры, которые могут обеспечить личностную заинтересованность ребенка в результатах обучения.

После того, как цель определена, она становится ориентиром в отборе основного содержания, методов, средств обучения и форм организации познавательной самостоятельной деятельности воспитанников.

Дидактическая цель отражает основное содержание учебного занятия, выделяя его познавательный, воспитательный, развивающий аспекты. Соответственно на занятии решаются три вида задач:

Обучающие задачи направлены на освоение воспитанниками системы учебных знаний и формирования предметных умений и навыков.

<sup>5</sup> Цель одна – дорог много: проектирование процессов обучения: кн. для учителя: Из опыта работы, И.П. Волков, Просвещение, Москва 1990, с. 159.

<sup>6</sup> В. С. Ротенберг, С. М. Бондаренко, *Беспомощное обучение и обученная беспомощность*, [в:] *Мозг. Обучение. Здоровье: Книга для учителя*, Просвещение, Москва 1989, с. 117–126.

Воспитательные задачи направлены на освоение, усвоение и присвоение общекультурных ценностей, формирование положительных качеств личности<sup>7</sup>. Развивающие задачи направлены на развитие познавательного интереса, способностей и задатков ребенка<sup>8</sup>.

Общими требованиями к постановке задач занятия являются такие как:

- задачи ставятся, исходя из целей и назначения всего процесса образования,
- задач может быть столько, сколько необходимо для осуществления задуманного,
- задачи должны соответствовать содержанию, формам и методам предполагаемой образовательной деятельности,
- задачи должны быть определены конкретно и четко, чтобы была возможность проверить их выполнение,
- формулировка задач должна быть максимально краткой, но полной;
- задачи лучше поставить в определенной последовательности (классифицировать),
- в формулировке задачи должно быть ключевое слово, глагол, определяющий основные действия педагога и воспитанников (оказать, отработать, освоить, организовать и пр.).

В работе коллективов внешкольного образования могут использоваться разнообразные формы учебных занятий, что позволяет педагогу сделать образовательный процесс более динамичным и интересным для учащихся<sup>9</sup>. К тому же сочетание различных форм учебных занятий позволяет педагогу использовать в учебном процессе реальную окружающую среду, а учащимся создает условия для самостоятельного освоения социума и получения более прочных знаний.

При этом формы учебных занятий можно разделить на две группы:

а) занятия в учебном кабинете:

- тематические,
- комплексные или интегрированные (изучение одной учебной темы с использованием 2–3 видов творческой деятельности),
- игровые,
- итоговые или контрольные.

б) выездные занятия:

- учебные экскурсии,
- походы,
- экспедиции,
- практические занятия „на местности” (т.е. в естественных для данного вида деятельности условиях).

<sup>7</sup> М. И. Махмутов, *Проблемное обучение. Основные вопросы теории*, Педагогика, Москва 1975, с. 246–258.

<sup>8</sup> *Обучение и развитие*, под ред. Л. В. Занкова, Педагогика, Москва 1975.

<sup>9</sup> І. Д. Бех, *Виховна компонента позашкільної освіти*, „Позашкільна освіта та виховання” 2006, № 1, с. 2–5.

Для полноценного освоения каждой учебной темы наиболее оптимальным будет такое сочетание разных форм учебных занятий, при котором каждая из них привнесит новые элементы в теоретическую и практическую подготовку детей.

Используя различные формы учебных занятий, не стоит забывать, что существуют определенные условия, которые необходимо соблюдать в любом случае:

- комплексность цели и задач,
- адекватность содержания поставленным цели и задачам, а также их соответствие особенностям детского коллектива,
- соответствие способов работы поставленной цели и содержанию,
- наличие четко продуманной логики занятия, преемственности этапов,
- четкая организация всех этапов занятия, мотивация детей на учебную деятельность,
- наличие благоприятной психологической атмосферы,
- активная позиция ребенка (активизация познавательной и практической деятельности, включение каждого ребенка в деятельность),
- полное методическое обеспечение и оснащение занятия необходимыми средствами.

Трактовок понятия „метод обучения”, а также их перечней и классификаций в педагогике существует много<sup>10</sup>. Постараемся кратко изложить наиболее традиционные из них. Итак, метод обучения представляет собой способ организации совместной деятельности педагога и учащихся, направленной на решение образовательных задач.

Классифицировать методы обучения можно по различным критериям (основаниям) – по источнику знаний, по характеру познавательной деятельности, по дидактической цели и т.д. Для удобства пользования выделим методы обучения, традиционно используемые в системе внешнего образования детей, и рассмотрим их в соответствии с основными этапами обучения.

На этапе изучения нового материала в основном используются объяснение, рассказ, показ, иллюстрация, демонстрация, реже – лекции.

На этапе закрепления изученного материала в основном используются беседа, дискуссия, упражнение, лабораторная и практическая работа, дидактическая или педагогическая игра.

На этапе повторения изученного – наблюдение, устный контроль (опрос, работа с карточками, игры), письменный контроль (проверочная работа), тестирование.

На этапе проверки полученных знаний – зачет, экзамен, выполнение контрольных заданий, защита творческих работ, выставка, концерт.

<sup>10</sup> И.Я. Лернер, *Дидактические основы методов обучения, Педагогика*, Москва 1981, с. 186.

Сочетание цели, задач, форм, методов, способов образует методику. Представим наиболее распространенные методики обучения, используемые в сфере внешкольного образования детей, а именно:

- методика дифференцированного обучения: (педагог излагает новый материал всем учащимся одинаково, а для практической деятельности предлагает работу разного уровня сложности, в зависимости от возраста, способностей и уровня подготовки каждого),
- методика индивидуального обучения (в условиях учебной группы): для каждого ребенка (а лучше с его участием) составляется индивидуальный творческий план, который реализуется в оптимальном для него темпе,
- методика проблемного обучения: педагог не дает детям готовых знаний и умений, а ставит перед ними проблему (лучше всего реальную и максимально связанную с повседневной жизнью детей); и вся учебная деятельность строится как поиск решения данной проблемы, в ходе чего дети сами получают необходимые теоретические знания и практические умения и навыки,
- методика проектной деятельности: при такой организации учебного процесса изучение каждой темы строится как работа над тематическим проектом, в ходе которой дети сами формируют на доступном им уровне его теоретическое обоснование, разрабатывают технологию его выполнения, оформляют необходимую документацию, выполняют практическую работу; подведение итогов проводится в форме защиты проекта.

Содержание учебной деятельности обязательно должно включать два взаимодополняющих направления: теоретическую и практическую подготовку детей в определенном виде творческой деятельности. Теоретическая подготовка является одной из важнейших составляющих подготовки детей в определенном виде творческой деятельности: именно в процессе изучения теории данного учебного предмета учащиеся имеют возможность получить максимум информации, не только расширяющей их общий и специальный кругозор, но и позволяющей на определенном этапе обучения перейти с репродуктивного уровня работы к самостоятельной деятельности, а затем – на продуктивный (творческий) уровень.

Для того чтобы сделать теоретическую подготовку учащихся максимально результативной и эффективной, необходимо:

1. выделить из достаточно большого объема теоретических знаний, имеющегося в каждой области творческой деятельности, только самое необходимое для обучения детей (постарайтесь не „перегружать” учебный процесс излишней „теоретизацией”);
2. если теоретического материала по конкретной теме много, то разделить его на несколько частей для изложения в ходе нескольких учебных занятий;
3. продумать процесс объяснения нового материала – подобрать по-

- нятные детям данного возраста слова, провести аналогии между изучаемыми понятиями и имеющимися у детей знаниями и жизненным опытом, выстроить определенную логику в изложении;
4. при объяснении теории использовать больше наглядных материалов (это помогает активизировать у детей дополнительные чувственные анализаторы);
  5. прежде чем перейти от теории к практике, предложить детям 1–2 задания на закрепление изученного теоретического материала;
  6. практическую работу подобрать таким образом, чтобы дети использовали полученные теоретические знания (тогда у них не возникнет представление о „независимости” друг от друга теории и практики);
  7. изученный теоретический материал „закрепить” (проговорить основные содержательные аспекты вместе с детьми) в конце учебного занятия, а на следующих 2–3 занятиях обязательно повторить пройденное, а по окончании изучения каждой темы проверить, что запомнили учащиеся<sup>11</sup>.

Практическая подготовка – основная составляющая учебной деятельности детского творческого объединения, так как главным принципом внешкольного образования детей является его практико-ориентированная направленность. Но практическая подготовка учащихся детского творческого объединения не может быть „необъятной” (т.е. спонтанно рождаться в голове педагога в ходе учебного процесса), а требует четкой определенности в содержании и организации.

Для того чтобы дети полноценно освоили практическую составляющую учебной деятельности, необходимо:

1. подобрать общеразвивающие упражнения (физические, интеллектуальные и т.д.) с учетом особенностей конкретных детей, что позволит скорректировать их недостатки, препятствующие освоению данного вида деятельности.
2. составить комплекс специальных тренировочных заданий и упражнений, сориентированных на развитие общих, специальных и творческих способностей каждого учащегося.
3. освоение техники данного вида деятельности начинать с самых легких приемов с дальнейшим постепенным усложнением (желание педагога научить детей „всему и сразу”, достичь быстрого результата может привести к обратному эффекту: недостаточно хорошо освоенные практические умения будут препятствовать дальнейшему обучению).
4. все полученные в ходе подготовительной работы умения обязательно использовать в продуктивной практической деятельности или хотя бы при выполнении тренировочных упражнений и практических заданий.

<sup>11</sup> И. Я. Лернер, *Дидактические основы методов обучения*, Педагогика, Москва 1981, с. 186.

5. каждую начатую ребенком (детьми) практическую работу обязательно довести до логического результата – концертного или спортивного выступления, выставочного показа и т.д.
6. выбирать тему и форму практической работы, максимально актуальную в реальной жизни конкретных учащихся.
7. не торопиться с „внешним” показом результатов практической работы до тех пор, пока педагог не убедится, что достигнутый уровень выполнения достаточен для этого („сырые” выступления или выставочные работы наносят вред педагогическому процессу).

Результатом деятельности педагога, конечно, становятся успехи детей. Но каждый педагог волей-неволей постоянно обдумывает свою деятельность, отмечая удачные и менее удачные методы, интересные формы работы, какие-либо виды заданий, вызвавшие у детей наибольший интерес. Одним словом, проводится анализ занятия.

Анализ учебного занятия – это поиск ответов на следующие вопросы:

- Достигло ли учебное занятие поставленной цели?
- В каком объеме и качестве реализованы задачи занятия на каждом из его этапов?
- Насколько полно и качественно реализовано содержание?
- Насколько удачно были выбраны формы и методы?
- Каков в целом результат занятия, оправдался ли прогноз педагога?
- За счет чего были достигнуты те или иные результаты (причины)?
- В зависимости от результатов, что необходимо изменить в последующих учебных занятиях, какие новые элементы внести, от чего отказаться?
- Все ли потенциальные возможности занятия и его темы были использованы для решения воспитательных и обучающих задач?

Выделяют разные этапы занятия, например, подготовительный, теоретический, практический и др.

В целом учебное занятие любого типа как модель можно представить в виде последовательности следующих этапов: организационного, проверочного, подготовительного, основного, контрольного, рефлексивного (самоанализ), итогового, информационного. Каждый этап отличается от другого сменой видов деятельности, содержанием и конкретной задачей. Основанием для выделения этапов может служить процесс усвоения знаний, который строится как смена видов деятельности учащихся: восприятие – осмысление – запоминание – применение – обобщение – систематизация.

выводы. Таким образом, учреждения внешкольного образования являются в настоящее время одними из самых демократических институтов обучения, образования и воспитания. Миссия последних состоит в предоставлении юному поколению самых разнообразных услуг интеллектуального, оздоровительного и креативного характера, обеспечивающих не только равный доступ детей к различным областям свободной,



творческой деятельности, но и дающих реальные и дифференцированные возможности для их творческого и физического развития.

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Mirosław J. Szymański  
Edukacyjne problemy współczesności,  
Oficyna Wydawnicza „Impuls”, Kraków 2014, 316 pp.

The latest publication of Professor Mirosław J. Szymański, the outstanding teacher and sociologist of education, with unprecedented achievements in the field of educational and social sciences, is a collection of Author's thoughts, arising out of research conducted over the last few years. The subjects of his discussion are key issues related to modern education, because in the twenty-first century the role of education has been changed – it becomes an opportunity to meet the emancipatory hopes and aspirations of individuals, associated with their educational way, but sometimes also, under certain conditions, does not lead to equality and social justice, and it becomes a tool for maintaining divisions and social inequality deepens (p. 10). Therefore, there is a need to analyze the social phenomena that have the greatest impact on the form of modern education. In the introduction the author hopes that the considerations presented in the publication will stimulate discussions on educational problems in Poland, and will encourage the development of projects for effective reforms in education.

The publication includes twenty-four texts, that are connected to common problems, which focuses mainly on social change and its impact on the education of the twenty-first century in Poland. Part of the texts included in the volume released in studies published in scientific journals or books prepared under the editorship of many authors, some of them are papers presented by Professor at national and international conferences. Due to the high dispersion of texts and the fact that these considerations are a valuable source of inspiration for students, teachers and academics, there was a need for recognition of studies into a coherent whole, which took the form of a book.

As it was already mentioned, canvas for considerations placed the publication, is a social change and its educational implications. The volume is opened by the text “the social and educational change”, in which the Author explains basic terms such as: change, development, progress and concrete it (talks about

social change, change in education and learning, development of education and learning also defines what is progress in education). The Author states that education, being a function of social and economic life, must respect the needs of a developing society, including contemporary politics, economics, culture” (p. 24). Educational institutions must therefore adapt the content of education, methods and forms of teaching and learning to changing social environment, because “Society, during the period of rapid change, therefore forces necessary or desirable due to the nature of these changes modifications of school as an educational institution and transformation of different areas of its work” (p. 24).

In the following chapters Mirosław J. Szymański raises issues that have become challenges for contemporary education. So we find reflections on *Individuated and social disparities in the period of late modernity*. Social distinctions as a result of the social changes are the subject, which in this publication Author often returns in different contexts, for example in relation to educational opportunities. Similarly repeatedly analyzed is the issue of personal identity in late modernity. Professor talks about *Identity as a task* and addresses the issues of *Constructing human identity as an educational problem*. Building one’s own identity in a world of “liquid modernity”, which is characterized by “continuous variation”, is particularly difficult. This is extremely important in the context of subjectivity student and pupil. Formerly identity used to be “given” and because in the modern world nothing but change is not certain or given once and for all, identity has become “asked” and must be constantly updated and reconstructed. In this sense, the constructing the identity of young people is an educational challenge of twenty-first century.

Particular attention in this volume deserves the already mentioned text *Individuated and social disparities in the period of late modernity*. Individualism should be considered as one of the “difficult problems of modernity”, which will have to face all teachers and pedagogues. Indeed individualization, giving new opportunities for the emancipation of the individual, it also has side effects: decline in social stability and the emergence of new forms of standardization the aspirations and desires of man. Late modernity, stressing the importance of individual stories of each person, encourage to seek success and happiness of all people. Unfortunately, it does not provide a chance of achieving this for everyone. The role of the school and the teacher in this process is that to educate a man for himself, prepare him to take responsibility for himself (p. 30). Also in this volume, author raises the issue of values of the people living in a changing society. In the text *Education as a value in terms of rapid social change* education process is presented as a factor affecting individuals and social groups, and therefore one that has to become a national priority. Education should be the subject of treatment from the authorities (not only educational), institutions and individual people.

The author devotes a separate discussion *Education of Man in the changing reality*. Upbringing in a world of rapid change becomes another challenge for the twenty-first century education. The author focuses his reflections mainly

around one of the most visible social change – globalization. It is “the one of the characteristic phenomena of our time” (p. 121). Its impact is so large that it affects and changes the education. The author asks the question: “What’s so different than it used to constructed the world can do education?” and is trying to find answers to this bothering issue.

The question posed above may be prompted to reflect on the recently conducted in Poland education policy – the author attempts to identify its problems in the texts: *The democratic dilemmas of educational policy* and *Between freedom and standardization. Balancing the state educational policy from one extreme to the other*. The subject of Professor’s consideration also becomes the pedagogy itself – as an interdisciplinary science (text *Pedagogy – an integrated social science and humanities*). The author emphasizes interdisciplinarity as an advantage of modern science education.

An important issue raised by Professor Mirosław J. Szymański is the role of teacher educators and their methods and forms of work and teaching aids used. These issues are devoted to two studies: *Teacher training in the face of changes* and *Educational Leadership. The teacher’s role in shaping the academic scientific elite*. The author notes that “The quality of education and the effects achieved in higher education is the index of the level of education throughout the school system. Analysing the quality of the preparation and training of students, enables to get lots of information about the state of the whole education” (p. 203). For this reason, the changes that are taking place in higher education, are interesting for not only specialists, but also for wide circles of public opinion (p. 203). The author completes his reflections by *A few notes about the prospects for teacher training*. His remarks are particularly valuable, because as a longtime university teacher educating generations of teachers, educators and pedagogues, Professor is a person with very considerable experience and an expertise in this field.

The culmination of all the work are two articles that can be an inspiration for further research. The author is looking for new horizons for research in pedagogy. He proposes turn in the area of pedagogical interests the interdisciplinary category of everyday life (in the text: *The problems of everyday life in social and pedagogical studies*), which enjoys growing interest from sociologists, philosophers and in pedeutology. He notes progressive, in recent decades, expansion of quantitative research in the social sciences and suggests to do pedagogical research in the paradigm of qualitative. This kind of research will help to discern this, what is often overlooked in quantitative research (text *The need to conduct qualitative research in pedagogy*). This is the last text forming part of the volume. It is an incentive to conduct own research, finding the area of interest in pedagogy, which is an interdisciplinary science, constantly expanding the scope of its problems, opening to new inspiration and ideas.

The publication *Edukacyjne problemy współczesności* is an extremely important voice in the social discourse on education. Its high scientific value is mainly evidenced by the authority of the author, his experience, high competence and outstanding scientific achievements in the field of social sciences,

which can not be overestimated. Raised in the publication issues are important not only for professionals in the field of education and upbringing of young people, practitioners and theorists of education and education, but also for the whole society. Issues that are analyzed by the author, become the challenges for the modern education, which academics, employees of educational institutions and teachers must face in their everyday work. Proposed by the author suggestions to solve them should inspire teachers, educators, pedagogues and teaching staff for the future. Despite the large variety of issues covered by the author, the publication contains a clear message referring to the impact of social changes and their consequences in the form of changes in education, which are the main problems of the research interests of Professor Miroslaw J. Szymański. The style used by the author, makes that even difficult issues become affordable for the reader. The author treats the problems of education in the twenty-first century as interdisciplinary, and so turns to his consideration issues related to sociology, philosophy, history or politics. *Educational problems of the present* therefore provides inspiration for researchers dealing with issues of education and upbringing in the modern world and can help people just getting to know the problems of modern education in the understanding of the key issues.

Publication structure and themes of each chapter are composed in a coherent manner, so that subsequent texts, although originally issued at different intervals and places, that they are their logical consequence.

I think that the position: *Educational problems of the present* should be read and thought about by all those who occupy or will deal with issues related to modern education, as well as all those who care about good education and upbringing of successive generations.

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## Od teatru pedagogicznego do teatru terapeutycznego, (red.) Sikorski W., Sikorska A., Difin SA, Warszawa 2014

Difin publishing house released another book devoted to the issues of wide use of theater and drama in the process of upbringing, education and treatment. Previously the were released the two notable works about educational drama of Kamila Witerska.

The editors of work discussed here are Wiesław Sikorski and Aneta Sikorska, who's scientific and professional work involve children education and therapy. Also the subject of the book concerns issues of therapy and psycho-education using theater techniques in working with children and other age groups. The publication as a collection of articles of different authors shows variety of approaches on the use of theater and drama in the processes of education and therapy. Ten chapters have been arranged by subject. The first texts relate general understanding theater as the art its origin, essence, varieties, as well as the acting. Subsequent chapters go to the relation of theater and pedagogy, then the issue of social therapy and sociodrama. The whole is crowned with articles on psychodrama.

Alfred Free, author of the first text *Theater – Multiple art* shows theater as part inseparable from human life, its various spheres, not only aesthetic experiences. Theater since the beginning of its history served a variety of functions. In addition to this the simplest, ludic function, its task was to enable man to meet with other people and himself (p. 18). The theater also served a kind of educational and therapeutic role, because the task of plays (drama and comedies) was to moralize and allow to experience catharsis (p. 19).

Another article by Andrzej Kącki in addition to a brief characterization of the variety of experimental theater, develops reflections on the educational function of the theater. The author describes the use of theatrical art in view of education and resocialization using an example of play *Hamlet*, which was performed by prisoners in Opole as well as the work of young people from different subcultures in experimental theater. These initiatives were not only

pleasant time, but also a way of “forcing” to reflect on moral issues and to pose themselves a questions (p. 27).

Krystyna Nowak-Wolna in the next text, like the previous authors, refers to the tradition of theater, the ancient meaning of catharsis and describes the approaches of different authors to the art of acting, explains the nuances of the different understandings of the actor's profession. In my opinion it is an interesting and enriching, because it realizes, especially the laity, multidimensionality and ambiguity of the craft of acting. It also allows to find analogies to used roles in the drama and even enrichment, or verify our approach to it. Valuable may be here, for example. K. Stanislavsky guidance on the roles of acting (p. 37-38). Author takes very interesting issue referring to the RPG (Role – Playing Games) and LARP (Live – Action – Role – Playing), finding common elements with drama, like the narrative character and taking the role of imaginary characters (p. 43–44). Nowak-Wolna also shows wide view of development of drama concept in the world and in Poland, which gives a broader perspective and understanding of this method, and also refers to the very first sources (p. 46–50).

In the next chapter Justyna Ewelina Konieczna presents specific methods of using therapy through theater in pedagogical practice. Besides the theoretical description of the differences between several methods based on the elements of theater, there were presented sample scenarios used in work with young people. They provide an interesting and practical illustration of the discussed content.

The next two articles of Sławomir Śliwa and Sławomir Kania take the issue of resocialization and the use of drama in its process. The first of the authors emphasized the importance of a positive diagnosis in resocialization and opportunities of using drama to work on the strengths with people with disorder manifested in social functioning (p. 82–84). S. Kania refers firstly to different conceptions of moral development and the genesis of antisocial behavior, then presents technical matters concerning the socio-therapy by drama method. This gives the overview of the techniques and sequence of each phases in sociotherapy.

In the text of Monika Kostusiak you can read about the general framework of the theater and its relationship with education. The author shows also the importance and value of individual elements of theater, like a scene, lighting, props, acting and audience.

Three further articles are about psychotherapy. The first of these by Aneta Sikorska refers psychotherapy through drama for children and it is a comprehensive description of this method contains detailed discussion of the different phases of psychodrama. It is a text rich in content, specifying the characteristics of the specific and difficult psychotherapeutic work by drama with children.

Karolina Mateja in an article *Impact of psychodrama in sociotherapy* largely focuses not only on the sociotherapy, but also on the person of therapist,

pointing to his role in this process and the essence of his personality and character traits.

The whole monograph is crowned with the text of one of the editors, W. Sikorski, who more accurately than M. Kostusiak develop the issue of importance of each theatrical element used in psychodrama. Sikorski factly with evident .... of his own experience describes the applicability of the scene, props, music and sound effects, light and color. Very valuable seem to be also comments on the risks or adverse effects that can be caused by various objects such as inappropriately chosen light or music that can evoke negative memories of children or bring them in the bad mood.

After a brief presentation of the content of each chapter, I would like to draw conclusion and once again to refer to the chapters as to the entire monograph.

As I wrote at the beginning of my article, despite the collective character of discussed work, the chapters have been arranged so as to form the whole fluently passing from one issue to another. Indeed, the first chapters create interesting background, outlining the cultural and historical context of theater and drama. In my opinion the subjects raised here are not only interesting, but also very valuable, because they broaden the perspective and encourage to search new inspirations for drama in less-known forms of the theater.

Despite a reasonable composition the whole chapters, from the most general to the most particular ones, unfortunately, repeatability some of the content wasn't avoided. This applies specifically to the texts dealing about psychodrama and therapy through theater. About the theory of therapy through theater we can read for example in text of E. J. Konieczna and M. Kostusiak.

Also articles of A. Sikorska and W. Sikorski duplicate some part of informations. Both authors describe the phases in psychodrama and techniques used in it, but A. Sikorska dedicates for this matters more space. On the other hand, Sikorski in a very reliable and interesting way analyzes the value and use of various theatrical elements (eg. props), about which M. Kostusiak writes in her article as well. Her reflections on this subject are, however, rather general and refer to education or therapy far less, which, to my mind, is particularly essential due to the subject of the publication. Certainly, it would be more preferred if each articles were more consistent with each other and instead of duplicating some information, they complement it. On the other hand, in this situation, the reader is able to compare the content and different points of view presented by the authors.

I believe that the monograph *From pedagogical theater to therapeutic theater* is an interesting and necessary position on the Polish publishing market of education. This is because it draws attention to the importance and benefits coming out of using, still unknown in Poland on a large scale, drama, pedagogical and therapeutic theater. Despite the fact that the authors primarily relate to the therapy of children and adolescents, matter of adults therapy through theater appears as well. It is also emphasized the importance



of the theater for the general and lifelong development of each individual. K. Nowak-Wolna writes: *So Grotowski's theater is a tool of catharsis, understood as self-knowledge, stripping the mask that hides the true face of man. If the man lost awareness of masks and considers it as his own face, then such a process becomes very painful. The mask, therefore, lies, and theater allows to discover the truth. In this way, theater is life* (p. 40). The author shows by this words a general worth that comes from communing with the theater. This quote is not about therapy, but about the overall development, growth, work which should be done by everyone to fully develop oneself. Theater is not only a space to meet oneself, but also the Other, [...] *presupposes a meeting of man with man, which aid is the intensity of experience the world of emotions and thoughts. This requires opening up to the other* (p. 18). Thus theater becomes a space for meeting, a mirror and even therapeutic cabinet, where we can experience our catharsis.

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