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КЛЮЧОВІ РІЗНИЦІ В ПІДХОДІ ДО ОСВІТИ В ДИТЯЧОМУ САДКУ ТА ПОЧАТКОВІЙ ШКОЛІ

Труднощі в адаптації під час переходу від дитячого садка до школи можуть бути викликані різними підходами в освіті, що використовуються в цих закладах. Різні підходи в освітньому процесі в дитячому садку та початковій школі можуть викликати неприродну відстань між цими установами, хоча абсолютно очікується, що найкращі можливі освітні ефекти можуть бути досягнуті лише за їхніх спільних зусиль. Окрім батьків, дошкільні та шкільні вчителі є найважливішим фактором із соціального оточення, який систематично впливає на розвиток дітей шляхом реалізації різних форм навчання. Розглянуто оцінки вчителів дошкільного та шкільного віку як експертів, які систематично впливають на розвиток та навчання дитини, на відмінності у наближенні до освіти в дитячому садку та початковій школі. Загальна вибірка опитаних становила 94 дошкільних вчителів та 150 шкільних вчителів. Для статистичної обробки даних і визначення статистичної значущості між відмінностями в оцінках, проведених дошкільними та шкільними вчителями, використано непараметричну методику, U-тест Манна-Уїтні. Результатом стала статистично значна невідповідність оцінок у дошкільних і шкільних вчителів із цього питання, що вказує на подальші важливі педагогічні наслідки. Як одну з можливих причин для істотно різних оцінок можна припустити відсутність партнерських відносин між дитячим садом і початковою школою, тобто між вчителями та вчительками дошкільного віку. Виходячи з визначених оцінок досліджуваних у нашому дослідженні, усі подальші дослідження мають бути орієнтовані на пошук найбільш вигідних шляхів для підключення навчальної діяльності дитячого садка та початкової школи.

Ключові слова: дошкільна освіта, початкова освіта, дошкільні та шкільні вчителі.

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PRACTICAL TRAINING OF PROFESSIONALS IN THE HIGHER EDUCATION SYSTEM OF INDEPENDENT UKRAINE

The paper analyzes approaches to practical training organization in Ukrainian system of higher education in the period – the end of the 20th – beginning of the 21st century. Particular emphasis is placed on modern requirements. Exclusive attention is paid to the analysis of the modern educational paradigm. The process of changing the requirements for practical training in accordance with the transformational processes taking place in the system of higher education in Ukraine is considered in detail. Tasks of practical training are considered in the framework of modernization of educational and professional standards, requirements of the legislative and regulatory framework, creation of conditions for the involvement in the processes of building a new innovative National Qualifications System (NQS). Practical training is considered through the normative content of the training of higher education graduates, formulated in terms of programmatic learning outcomes and correlated with a specific list of general and special (professional, subject) competencies. Tasks for practical training of students are considered as a component of the whole educational program, which should be integrated into its philosophy and content and ensured by the procedure for determining the place of practical training in the matrices of matching competencies and program learning outcomes.

Keywords: practical training, educational standard, higher education standard, educational program, general competencies, professional competencies of the specialty, program learning outcomes.

Formulation of the problem. The Law of Ukraine "About Higher Education" (Articles 50, 51) defines practical training as one of organization forms of educational process, which is done over undertaking an internship on enterprises, institutions and organizations in accordance with the contracts of higher education institutions or in its structural units providing practical training [3]. According to the theory of knowledge, practice should complete this process. That is why until recently, practical training was planned as the final stage of educational activity in higher education institutions. But the problem is not in determining its place in the educational process, but more in the direction, content, tasks that need to be addressed in the process of practical training. Those statements determine the relevance of this work.

In the second half of the twentieth century, the world community entered a new phase in its development – post-industrial, accompanied by changes in the temporal scale of socio-historical progress. The world is changing fast. Political, economic and social relations are constantly transforming significantly increases the pace of people's life. The complication of activity has place. Changes become permanent.

In particular these circumstances are relevant to modern research activities, especially in educational sphere, during which the formation of a specialist and personality for modern society should take place.

Studying the role of classical universities in the modern educational system [1], we came to conclusion that the transition to technological society, structured on the principles of communicative and professional relations within the design-technological type of organizational culture, will require the training of specialists capable of creating projects that will be successful in a competitive environments with the development of the project-technological type of organizational culture, projects and programs become large scale and require specialists capable of servicing them. It should be provided with the ability to conduct analytical work, requires a level of transformation of theoretical knowledge, a productive approach to their use.

The purpose of the work is to find out to what extent the legislative, normative and methodological basis for organizing the educational process can provide practical training of graduates to productive activities on a reflexive basis. To achieve this,

the **following tasks** need to be addressed: to analyze the actual state of practical training in higher education institutions; determine the current requirements for its organization.

The analysis of recent researches and publications shows that the historical pedagogical principles of the formation and development of practice in the system of pedagogical education were studied by N. Demyanenko, M. Yevtukh, L. Zadorozhnyia, S. Zolotukhina, E. Knyazeva, M. Levchenko, V. Lugovyi, V. Mayboroda, R. Kulish, L. Khomich, M. Yarmachenko and others. O. Abdulina, S. Arkhangelskii, A. Boyko, V. Grinev, I. Zyazyun, M. Koziy, V. Lozova, I. Ogorodnikov, O. Piskunov, S. Polyansky, P. Reshetnikov, V. Rozov, theoretical aspects were investigated of practice organization.

The student's practical training problem in graded training aspect was studied by S. Vlasenko, L. Khomich. To the practice organization and conduct issues are devoted works of O. Abdulina, M. Zhidoblynov, N. Zagryaznoy, G. Kozhespirov, O. Moroz and others. The analysis of scientific and pedagogical literature on this problem allows us to state that the researchers emphasize importance of the practice in student's professional training system consider it through the prism of competency approach.

Study presentation. In the current edition of the Order of Ministry of Education and Science of Ukraine N 93 from 08.04.93 On approval of the Regulations on the practice of students of higher educational institutions of Ukraine states that the practice of students is an integral part of the process of training specialists in higher educational institutions and is carried out on equipped appropriate bases of educational institutions, as well as in modern enterprises and organizations of various branches of economy, education, health care, culture, trade and public administration. At the same time, the purpose of practice is to master skills of students, on the basis of acquired in the higher educational institution, with modern methods, forms of organization and instruments of work in the field of their future profession, formation of knowledge, professional skills and skills for making independent decisions during specific work in real labour market and production conditions, education needs to systematically renew their knowledge and creatively apply them in practice. The practice of students implies the continuity and sequence of its conduct in obtaining the required sufficient amount of practical knowledge and skills in accordance with different educational levels. The final link of practical training is the pre-diploma practice of students, which is conducted before the completion of the qualifying work or diploma project. During this practice, theoretical knowledge on all disciplines of the curriculum is deepened and fixed, actual material is collected for the qualification work, graduation project or state examinations. An analysis of the provisions on the organization of the practical training of individual institutions of higher education also shows that, by executing a social order formulated in an official document, we, as a rule, do not go beyond the goals and tasks defined therein [5].

However, since the mid-twentieth century, we can notice overproduction, the multiplicity, generated by the mass consumer society. This leads to competition, major changes in political, economic, legal situations. As a result, the practice should be constantly rebuilt. The dynamism of practice and competition, in turn, require innovative approaches. An innovative education paradigm in such conditions should become an innovative learning – focused on creating a person's readiness for rapid changes in society, to an uncertain future through the development of creativity, diverse forms of thinking, cooperation, and open-mindedness of perception [6].

Changing the teaching paradigms in accordance with historical types of organizational culture in the modern world guides pedagogical science to find new foundations, a new

interpretation of the methodological and theoretical foundations for defining the content and organizing the process of preparation in higher education institutions. Ukraine, as a state that seeks to take a worthy place in the world community, must rely on the highest level of generalizations in educational activity of theory and practice. Presenting and substantiating modern pedagogical theory based on cultural and socio-economic prospects of the development of educational area in Ukraine should be predictive, forward-looking and promote development acceleration in all spheres of social relations. In this regard, the development of modern technologies of educational and pedagogical activity deserves special attention.

Definitely, the transition to technological society, structured on the principle of communicative and professional relations within the design-technological type of organizational culture, will require training of specialists capable of creating projects that will be successful in a competitive environment and, on a large scale, have different levels – from the local to the global. Projects and programs are already massive and the question is how to serve them. Non theory, not a profession will be able to provide the entire technological cycle. Therefore, the question is how to prepare specialists for professional activities within the framework of design and technological culture. What personal characteristics, professional competences they have to possess, and most importantly, how to prepare them for such activity at a higher education establishment. The new task facing the higher education system – for a successful career and career that person needs to be not only a professional, but also able to actively and competently engage in different cycles of major technological projects. To optimize the process, content and results of activities, including them in the system of the general project, the specialist must have a methodology of activity on all levels: philosophical, general scientific, specific scientific and technological. And to master such a methodology, the graduate can only in the activities. Consequently, the educational activity at the institution of higher education should be constructed as a project. The educational curriculum should be like a project aimed at gaining graduates the competences foreseen in future activities. Thus, there is a problem of organizing such educational work in higher education sphere that will enable prepare graduates capable in activities within production engineering type of organizational culture of society [1].

How to prepare a modern specialist for this task? A significant step in this direction was made with the entry into force on November 23, 2011, No. 1341 of the National Qualifications Framework. This is systemic and structured competency description of the qualification levels of education. Each level is the completed stage of education, characterized by the level of complexity of the educational program, totality of individual competences, which are defined as a standard of education and correspond to a certain level of the National Qualifications Framework. It is intended for use by executive authorities, institutions and organizations that implement state policy in the field of education, employment and social and labor relations; educational establishments, employers, other legal entities and individuals for the purpose of developing, identifying, aligning, recognizing, planning and developing qualifications. The philosophy of specialist training, embedded in the NQF, uses models of universal competency characteristics (Dublin descriptors) describing in generalized way the typical expected achievements and abilities associated with qualifications relating to the completion of each of the Bologna cycles of higher education. For the NQF, are used following: Knowledge, Skills,

Communication, Autonomy and Responsibility [6]. For comparison, the European Qualifications Framework (EQF for EHEA) has descriptors: knowledge and understanding; application of knowledge and understanding; formation of judgments; communication; ability to study.

Ukraine is currently modernizing its educational and professional standards, forms the relevant legislative and regulatory framework, and creates conditions for involving in the processes of building a new innovative National Qualifications System (NQS) with the assistance of the European Education Foundation (EEF) and stakeholders (stakeholders).

In the Ukrainian Law "On Higher Education", the Standard of Higher Education is a set of requirements for the content and results of educational activities of institutions of higher education and scientific institutions at each level of higher education within each specialty. Higher education standards are developed for each level of higher education within each specialty in accordance with the National Qualifications Framework and are used to determine and evaluate the quality of content and learning outcomes of higher education institutions (research institutions). The standard defines the following requirements for an educational program:

- 1) the amount of ECTS credits necessary for obtaining a corresponding degree of higher education;
- 2) the list of competencies of the graduate;
- 3) the normative content of higher education graduates training, formulated in terms of learning outcomes;
- 4) forms of higher education applicants certification;
- 5) an internal quality assurance system existence for higher education requirements;
- 6) the professional standards requirements (if any) [2].

In the order of the Ministry of Education and Science of Ukraine from 01 June 2017 No. 600 (as amended by the order of the Ministry of Education and Science of Ukraine dated December 21, 2017, No. 1648) approved by the higher education sector of the Scientific and Methodological Council of the Ministry of Education and Science of Ukraine, Minutes No. 19 dated 11/23/2017 it is determined that the qualification level is the structural unit of the National Qualifications Framework determined by a certain set of competencies that are typical for the qualifications of this level. Competence is a dynamic combination of knowledge, skills, ways of thinking, views, values, other personal qualities, which determines the person's ability to successfully socialize, conduct professional and / or further educational activities [4].

- Integral competence – generalized description of the qualification level, which expresses the basic competency characteristics of educational level and / or professional activity.

- General competencies – universal competencies that do not depend on the subject area, but are important for the successful further professional and social activities of the applicant in various fields and for his personal development.

- Special (professional, substantive) competencies – competences that are subject-specific and are important for successful professional activities in a particular field.

Learning outcomes (software) – knowledge, skills, attitudes, values, other personal qualities acquired in the learning process, education and development that can be identified, planned, evaluated and measured, and which individuals can demonstrate after the completion of an educational program or individual educational components.

Each educational program created on the basis of the standard contains the list of competencies of the graduate, which includes Integral competence (Based on the description of the appropriate qualification level of the National Qualifications Framework (NQF), according to the Ukrainian Law "On education", general competencies. The list of general competences is correlated with description of the appropriate

qualification level of the NQF for all educational levels of competence are selected from the TUNING project list:

1. Ability to think, analyze and synthesize.
2. Ability to apply knowledge in practical situations.
3. Ability to plan and manage time.
4. Knowledge and understanding of the subject area and understanding of professional activity.
5. Ability of national language communication both, verbally and in writing.
6. Ability of foreign language communication.
7. Ability to use information and communication technologies.
8. Ability to conduct research at the appropriate level.
9. Ability to learn and master modern knowledge.
10. Ability to search, process and analyze information from various sources.
11. Ability to be critical and self-critical.
12. Ability to adapt and act in a new situations.
13. Ability to generate new ideas (creativity).
14. Ability to identify, put and solve problems.
15. Ability to make informed decisions.
16. Ability to work in a team.
17. Ability of interpersonal interaction.
18. The ability to motivate people and move towards a common goal.
19. Ability to communicate with representatives of other professional groups of different levels (with experts from other branches of knowledge / types of economic activity).
20. Appreciation and respect of diversity and multiculturalism.
21. Ability to work in an international context.
22. Ability to work autonomously.
23. Ability to design and manage projects.
24. Ability to act Safe.
25. Ability to demonstrate initiative and entrepreneurship.
26. Ability to act on the basis of ethical considerations (motives).
27. Ability to assess and ensure the quality of work performed.
28. Determination and persistence on the tasks and responsibilities assumed.
29. Ability to save the environment.
30. Ability to act socially and consciously.
31. Ability to realize equal opportunities and gender issues.

The list above is open. Scientific-methodical commissions of educational institutions can offer its additions with other competencies. A compulsory component is the Special (Professional, Subjective) competencies. In order to ensure the correlation of certain competencies specified in the Standard, the NSC competences classification in the developing process the Standard uses the matrix of compliance with the NQF competences and descriptors defined by the standard.

Finally, the normative content of the training of higher education graduates should be formulated in terms of learning outcomes, which should be correlated with a certain list of general and special (professional, subject) competencies. This approach is also used in the development of educational programs. This enables developers to include in curriculum of specialists only those disciplines that form clearly defined competencies, or aimed at achieving programmatic learning outcomes. Thus: the place and program load of each discipline and each type of training, including practical ones, are determined. The curriculum become student oriented, as it cannot be aimed at the final result – the formation of competencies (general, professional) and programmatic learning outcomes that correlate with the NQF, the standard and educational program.

In the educational program developed on the basis of the standard, the matrix of compliance of program competences to the components of the educational program and the Matrix of Providing Programmatic Learning Outcomes to the Components of Educational Program are also required, which shows what learning outcomes should be provided for each component of the educational program. Thus, the tasks for practical training of students become an integral part of the whole educational program, integrate practical training in its philosophy and content, and therefore can be based only on the technological approach, which is intended to gradually move to training specialists for design and technological type of organizational culture of society.

Conclusions and prospects for further research. Summarizing the above, one can conclude that the transition to technological society, structured on the principle of communicative and professional relations within the design-technological type of organizational culture, requires the training of specialists capable to create projects that will be successful in a competitive environment. Not always the requirements for the organization of educational preparation (in particular, the current ordinance of the Ministry of Education and Science of Ukraine No. 93 of 08.04.93 on the approval of the "Provisions on the practice of students of Ukrainian higher educational institutions") correspond to training tasks a specialist in activities in a dynamic, competitive society.

A new paradigm of educational activity in such conditions should become an innovative learning – focused on creating a person's readiness for fast changes in society, to an uncertain future by developing the ability to work, various forms of thinking, cooperation, open type of perception. The solution of practical training problems possible by modernizing educational and professional standards supported by the relevant legislative and regulatory framework, creating conditions for involving in the building processes of new innovative National Qualifications System (NQS) with the assistance of European Education Foundation (EFU) and stakeholders. The normative content of the training of applicants for higher education should be formulated in terms of programmatic learning outcomes and be correlated with a specific list of general and special (professional, subject) competencies.

Student's practical training tasks should be an integral part of the whole educational program, integrating into its philosophy and content. This should be ensured by the procedure of determining the place of practical (as well as any

other component) training in the matrices of matching program competencies and programmatic learning outcomes. Only under these conditions, practical training can be based on a technological approach, which will allow step by step moving to the specialists training for the design and technological type of organizational culture of society.

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ПРАКТИЧНА ПІДГОТОВКА ФАХІВЦІВ У СИСТЕМІ ВИЩОЇ ОСВІТИ НЕЗАЛЕЖНОЇ УКРАЇНИ

Здійснено аналіз підходів до організації практичної підготовки в системі вищої освіти України в період – кінець ХХ – початок ХХІ ст. Особливий акцент поставлено на сучасних вимогах. Виняткову увагу приділено аналізу сучасної освітньої парадигми. Детально розглянуто процес змін вимог до практичної підготовки відповідно до трансформаційних процесів, що відбуваються в системі вищої освіти в Україні. Завдання практичної підготовки розглянуто в межах модернізації освітніх і професійних стандартів, вимог законодавчо-нормативної бази, створення умов для залучення до процесів розбудови нової інноваційної Національної системи кваліфікацій (НСК). Практичну підготовку розглянуто через нормативний зміст підготовки здобувачів вищої освіти, сформульований у термінах програмних результатів навчання, що корелюється з визначенням переліком загальних і спеціальних (фахових, предметних) компетентностей. Завдання для практичної підготовки студентів розглянуто як складову всієї освітньої програми, що має інтегруватися в її філософію і зміст та забезпечуватись процедурою визначення місця практичної підготовки в матрицях відповідності компетентностей і програмних результатів навчання.

Ключові слова: практична підготовка, освітній стандарт, стандарт вищої освіти, освітня програма, загальні компетентності, фахові компетентності спеціальності, програмні результати навчання.