

## MODERN HIGHER EDUCATIONAL TRENDS IN UKRAINE

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**Abstract.** *The article deals with the analysis of the impact of modern higher educational trends. There have been singled out and described the four constituent characteristics of modern education: humanization, integration, innovation and technological development. The last one was proved to change the landscape of education by use smart-education and its derivatives ("Life Long Learning (LLL)", blended learning, flipped classroom), robotics, Facebook social services, Google services and tools, computer and mobile applications, sound files or video on the Internet, blogs, video hosting YouTube, cloud technology, STEAM-technology and others, which allow to develop effectively independent and critical thinking of students.*

**Keywords:** *educational trends, technological development, informatization tools, applications, effective.*

*Introduction.* Global challenges in political, economical and social spheres make the progressively-minded community of scholars think over new changes in higher education and their consequences in our country. In this sense we must mention about humanization, integration, innovation and technological development of education. They are the most capacious characteristics of the world educational space. Being a part of it Ukrainian pedagogical opinion adopts advanced experience of acknowledged and implemented achievements. These four constituents are essential and required to construct open democratic education.

The world scientific network is engaged in all educational problems and challenges and "... is working to both progress and better understand the use of technology in education are UNESCO, OECD, World Bank, USAID, United Nations University, JISC, Singapore IDA, the Education World Forum, WISE, and many others, in addition to world-leading companies including Apple, Inc. and HP's Office of Global and Social Innovation" [3].

*Overview of publications on the topic.* The first feature of higher educational trends is humanization in pedagogy and it is considered as a system of measures aimed at the priority development of general cultural components in the content of education and training technology, focused on improving the personality, which occupies a central place in the structure of public and social relations. Also it can conceptualize the priority of the individual in education, the formation of his humane worldview and creativity [2].

The integration criterion originates from the times when independent branches of knowledge began to stand out from philosophy, when they ceased to fit within the framework of a single science, i.e. philosophy.

So, John Amos Comenius, a Czech humanist pedagogue, writer, public figure, founder of scientific pedagogy, systematizer and popularizer of the class-lesson system, understood education as perspective, in which the student is given a holistic view of the world. There are some fundamental ideas of his works: "... learning foreign languages through the vernacular; obtaining ideas through objects rather than words; starting with objects most familiar to the child to introduce him to both the new language and the more remote world of objects; giving the child a comprehensive knowledge of his environment, physical and social, as well as instruction in religious, moral, and classical subjects; making this acquisition of a compendium of knowledge a pleasure rather than a task; and making instruction universal" [5].

In Kostyantyn Ushynsky's theory, the idea of interdisciplinary connections was a part of a more general problem of the systemic nature of learning. He stressed on the importance to bring knowledge into the system as they accumulate, since the connection between concepts and their development in the general system of objects leads to the expansion and deepening of the student's knowledge, and by the end of learning they become an integral worldview system [6].

As we see from the history of integration in pedagogy this is a process of establishing links between structural components of the content within the framework of a certain educational system with the aim of the formation of a holistic view of the world, oriented to the development and self-development of the student's personality.

Innovation can be defined as a "new idea, device or method". Innovation is often also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market needs. This is accomplished through more effective products, processes, services, technologies, or business models that are readily available to markets, governments and society. The term "innovation" can be defined as something original and more effective and, as a consequence, new, that "breaks into" the market or society" [4].

In education innovation aims to make training process more effective and productive, to organize joint activities between the teacher and his students as stable, holistic and continuous, maximally focused at obtaining a qualitatively new result in learning and research.

Of course, to gain such high level results is possible on condition of technological development of education. So, pedagogical technology must meet the basic methodological requirements – the criteria for manufacturability, which are: "conceptuality; systemic; controllability; efficiency; reproducibility.

Conceptuality of pedagogical technology assumes that every pedagogical technology must have inherent reliance on a certain scientific concept, including philosophical, psychological, didactic and socio-pedagogical justification for achieving educational goals. Systematicity means that pedagogical technology must have all the characteristics of a system: logic of the process, interconnection of its parts, integrity. Controllability implies the possibility of diagnostic goal setting, planning, design of the learning process, phased diagnostics, variation of tools and methods for the purpose of correction of results. Efficiency indicates that modern pedagogical technologies exist in competitive conditions and must be effective in terms of results and cost-effective, guarantee the achievement of a certain standard of training. Reproducibility implies the possibility of using (repeating, reproducing) pedagogical technology in other similar educational institutions, other subjects" [1].

After presenting the definition of the problem and description the four major characteristics of education in this article we *aim to analyze* the effectiveness of informatization tools' used as one of the modern higher educational trends in the educational process.

*Materials and methods.* Making an overview of the modern educational Internet portals and recourses we came across different points of view of native and foreign scientists and observers on the issue of educational tendencies of the present day. They can be systematized and distinguished. Above all, there should be noted about role of the computer technologies in the society, the growing sector of smart devices and mobile applications as the development of perspective direction of in the future.

Thus, smart-education and its derivatives ("Life Long Learning (LLL) ", blended learning, flipped classroom), robotics, Facebook social services, Google services and tools, sound files or video on the Internet, blogs, video hosting Youtube, cloud technology, **STEAM**-technology and others, which allow to develop effectively independent and critical thinking of students.

Here, to your attention we propose the questionnaire which was developed for senior students of the philological specialties of SUNPU named after K.D.Ushynsky.

#### QUESTIONNAIRE

*For students "Evaluation of the effectiveness of IT's use  
in the educational process at the university classes"*

1. How often does the lecturer use IT (informatization tools) in the training process (\_\_\_times a week), in out-of-class work (\_\_\_times a month), never been seen to use (\_\_\_)?
2. Does the lecturer use ICT (Information and communications technology) in the educational work? How often? Examples of usage.

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3. What prevents, in your opinion, the lecturer from using ICT in the educational process? What help is required?

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4. Where is more convenient for the lecturer to conduct classes using ICT? Why?

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5. How often does the lecturer use ready-made electronic tutorial in the classroom (subject, frequency of use)?

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6. How many authorial electronic products did you create while studying at a university? Name them, please.

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7. During the course of pedagogical practice at school did your pupils use the means of informatization? How often?

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8. What is your attitude to the introduction of the electronic monitor?

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9. Teachers of what disciplines most often use IT: profile (\_\_\_) or general education (\_\_\_)?

10. What means of informatization should be equipped with your classrooms at the University?

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11. Your suggestions for organizing the use of the existing IT at the University in the educational process.

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12. In your opinion, the use of ICT in the classrooms increases

- effectiveness of the course - (yes / no),
- motivation of students - (yes / no),
- quality of the training (whether there are comparative results) - (yes / no),
- individualization and differentiation of training - (yes / no)?

*Results and discussion.* 72 students took part in the research. They were gladly determined since many of them understood the perspective and significance of such modern trends in pedagogy as information literacy, blogs, forums, webinars, e-learning, m-learning, computer-based training, online learning and others. In the article we will try to analyze and comment on answers but shortly (more detailed will be presented in the next on).

So, to the results, lecturers averagely use informatization tools once a week to present their lectures or seminars. But none of them use IT in out-of-class

work and 11,5% have never been seen to use them at the classes. This percentage of computer literacy of lecturers is not high, though it informs about those trainers who do not use science achievements in their work.

Question 3 reveals what prevents lecturers to use IT. It pointed to the lack or bad Internet access in all classrooms, the lack of multimedia boards in all classrooms, some other conditions. And of course students noted that it's much easier for the lecturer to conduct classes if he has all necessary electronic equipment and tutorials. Also all recipients commented about their own electronic projects, which were created during studying at the University on different subjects, and they proved the use of IT at schools while pedagogical practice. The fact of effectiveness of the course, motivation of students, quality of the training, individualization and differentiation of training was proved by all interviewed students.

**Conclusions.** In this article we tried to discuss the modern higher educational trends, which have emerged in the national pedagogical science. Being an active participant in the Bologna process, our country acquires new experience in educational procedures; it masters new approaches in it for qualitative improvement of teaching at the universities and schools. These trends or the directions are in the widespread use of information and communication technologies for university studies, e-learning, smart-education, participation in information education platforms, etc. regardless of the discipline that is taught and students of one or another course. Unfortunately, this small study does not indicate a 100% application of the described pedagogical trends, but it shows that both teaching staff and students understand the importance and necessity of their constant, intensive use during university classes (lectures, practical classes and seminars), extracurricular activities, conferences etc. and are aimed to improve the result to achieve a common scientific and pedagogical goal.

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## **THE DEVELOPMENT OF THE PROFESSIONAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS**

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**Abstract.** *The article deals with the problems of forming professional competences of future foreign language teachers. The modern tendencies of modernization of educational programs demand the introduction of the teacher-trainee to the educating process. One of the actual problems of the training of specialists of an international level is the development of methods and approaches to improve the competence of the future teacher-trainees. Furthermore the article discusses the problems of teacher-trainees during their completion of the course " Translation Studies for the Business students, which is connected with their pedagogical professional abilities.*

**Keywords:** *competence, professional competence, teacher-trainee, professional training, professional ability, exercise, activity.*

The active integration of Ukraine into the European and world communities has greatly impacted the modern educational system of our country. The interaction of Ukraine with countries of the world community has raised a wide range of issues concerning international business activities. Foreign and multinational corporations as well as domestic companies are involved in international deals all over the world.

The President of Ukraine Piotr Poroshenko in his address to the Verkhovna Rada (The Parliament) noted that "... without a modern educational system and modern managers, thinking broadly, in large scale, in a new way, we cannot create an innovative economy. The task of Ukrainian universities is to provide a world class education, and degree programs that are recognised as valuable throughout the world" Later in his message to the people our president said: "We have to create a uniform system for evaluating the effectiveness of training, knowledge and abilities,"[4]. Such a political situation makes the educational system of Ukraine able to create the necessary conditions for the professional and pedagogical training of future teachers for secondary and high schools.