

**MODERN VECTORS OF SCIENCE
AND EDUCATION DEVELOPMENT
IN CHINA AND UKRAINE**

中国与乌克兰科学及教育前沿研究



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**MODERN VECTORS OF SCIENCE AND EDUCATION
DEVELOPMENT IN CHINA AND UKRAINE**

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**State institution “South Ukrainian National Pedagogical
University named after K. D. Ushynsky”**

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This international journal, as a periodical, includes scientific articles of Ukrainian and Chinese scholars on the problems of Sinology, Cross-cultural Communication, Pedagogy and Psychology: contemporary review. Odessa, Ukraine.

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The seventh issue of the materials represented by the Ukrainian and Chinese scholars are dedicated to the relevant issues of General and Contrastive Linguistics within the Chinese, English, Ukrainian, Turkish, Korean and Russian languages; linguodidactic problems of teaching native and foreign languages within polycultural educational space; peculiarities of cross-cultural communication in geopolitical space alongside education-related aspects regarding profession-oriented training of future specialists under conditions of multicultural environment; COVID-19 pandemic challenges.

The given articles may be of use to researchers, graduates, postgraduates and practising teachers who are interested in various aspects of Sinology, Cross-cultural Communication, Linguistics, Pedagogy and Psychology.

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**SPECIFICS OF TRAINING FUTURE DOCTORS OF PHILOSOPHY
WITHIN THE EDUCATIONAL AND SCIENTIFIC PROGRAM
«PROFESSION-CENTRED EDUCATION»**

The article describes the content and originality of the educational and scientific program “Profession-centred Education”, according to which the training of applicants for education of the third (educational and scientific level) is carried out at the State Institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky” (Odessa, Ukraine). It is indicated that the goal of the educational and scientific program “Profession-centred Education”, which is being implemented with the aim of training future Doctors of Philosophy in the specialty 015 “Profession-centred (vocational) Education”, is the training of highly qualified scientific and pedagogical personnel capable of research- and innovation-related, scientific and pedagogical activities and the solving of urgent problems in the field of higher profession-related education; the formation of universal

skills of a researcher, sufficient for the conduct and successful completion of scientific research and subsequent profession-centred pedagogical and scientific activities; the observance of academic virtue.

Keywords: *profession-oriented (professional) education, Doctor of Philosophy, educational and scientific program.*

Relevance of research. The training of highly qualified specialists is rightly recognised as one of the most authoritative branches of the domestic educational system. The need to modernise the training of highly qualified scientific personnel is predetermined by the challenges of a new information-dependent, globalised society, the sustainable innovative development being its priority. The renewal of approaches to the training of future Doctors of Philosophy based on the development of educational and scientific programs taking into account the leading domestic experience, major European trends and modern requirements, will significantly improve the quality of human resources, its consistent restoration and improvement due to the involvement of highly qualified scientific personnel for processing the priority directions of fundamental and applied researches which determine innovative development of manufactures and economy as a whole.

The analysis of the last researches and publications covers modern practice of training Doctors of Philosophy (A. Vitchenko, Ye. Nikolayeva); it allows us to define a number of tendencies which might contribute to the effective solution of existing problems. For example, the leading tendencies include the ones as follows: • maintaining the diversity of systems of doctoral education, ensuring the right of higher education institutions to independently form their own missions and profiles, and hence their own priorities in terms of program and research preferences; • standardisation of higher education in terms of ensuring the development of higher education seekers and researchers regarding their employment in Europe or Ukraine, respectively; • increase in specialised academic courses and trainings within the structure of doctoral programs.

Many scholars emphasise the need to modernise the training system in line with the basic requirements of the Bologna Process and the International Standard Classification of Education, in particular: the introduction of a three-cycle system of training at higher school (Bachelor – Master – Doctor

of Philosophy (PhD)); integration of doctoral programs into a single education system granting greater autonomy to specialised scientific councils in resolving the issues of awarding scientific degrees, etc. This is the training of postgraduates who actively implement the reforms in accordance with the challenges of time and innovative development of society, which is an extremely important process for all country.

The purpose of the study is to describe the content and originality of the educational-scientific program “Professional (Profession-centred) Education” aimed at training third-level (educational-scientific) students at the State Institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky” (Odessa, Ukraine).

Results of the research. The purpose of the educational and scientific program “Professional Education”, which is aimed at training future Doctors of Philosophy majoring in 015 “Professional Education”, is to train highly qualified scientific and pedagogical staff capable of making research and perform innovations, scientific and pedagogical activities alongside solving current problems in the sphere of higher profession-oriented education; to form universal skills of the researcher, sufficient for carrying out and completing successfully scientific research as well as for performing further professional pedagogical and scientific activities; to observe academic virtue.

The purpose of training students covers these issues: postgraduates’ awareness (students of the third (educational and scientific) level of higher education) of the main tendencies in higher profession-oriented education in Ukraine and abroad; the formation of knowledge about pedagogical processes and phenomena; mastering integrated, general and special (profession-related, subject-based) competences provided by the curriculum and the educational component of the educational and scientific program (ESP); the completion of all the types of the scientific component of the ESP.

The modern achievements and current problems in the field of higher professional education are the object of the educational and scientific program alongside philosophical, socio-economic, logical-theoretical, spiritual-ethical and methodological bases of scientific research; innovative technologies, methods and teaching aids.

The theoretical content of the subject area is contained in the following plane: current areas of research and achievements in modern theoretical and experimental science, in the profession-related sphere; theories, forms and methods of scientific knowledge; methods and principles of scientific research and their application in practice; educational innovation processes; basics of modern scientific communication; information technologies in science and education.

These methods, techniques and technologies are provided by the program: general logical, theoretical, empirical methods of scientific knowledge, information systems and technologies, methods of mathematical modelling, analysis, synthesis, scientific prognosis, optimisations related to theoretical and experimental research in the sphere of higher profession-oriented education.

The educational and scientific program is based on the methodological principles of education and the results of modern research in the field of innovative development of theory and practice of profession-oriented (and / or vocational) education, on the latest scientific advances in higher profession-oriented education, taking into account the training of scientific and pedagogical staff at higher school. It is aimed at the development of theoretical-methodological and methodological-applied bases of profession-oriented education and it focuses on current specialisations with emphasis on the latest tendencies in profession-oriented education which deepens the professional scientific worldview and provides a basis for scientific and pedagogical research alongside further scientific and pedagogical activities.

The educational process is provided by methodological complexes of disciplines (learning kits), consisting of visual aids, methodological elaborations for practical classes, methodological manuals for independent work of higher education students, examination and test assignments of various complexity (for self-examination, exams), etc.

The corporate network of the university is connected to the scientific and educational network "URAN". Postgraduate students are provided with Internet resources, automated library and information system in all buildings. The university dormitories provide access to educational resources and the Internet. A virtual web server is set up on the local computer network of the university. The work of the educational and methodological site, which is implemented on the platform

my_virtual_server (debian linux), is established. The software allows you to use the university instructors' methodological developments and work in the authoring test system (my_give_tests_system).

The monitoring of the training quality of the applicants for the ESP "Profession-oriented Education" in the specialty 015 Professional Education is carried out by the department annually according to the following parameters: analysis of results, adjustment of the curricula, syllabi of disciplines, programs of the on-the-job training. Proposals for updating the ESP "Profession-oriented Education" (objective changes in infrastructure, personnel, other resource conditions, review of workload, number of credits, content of educational components) are reflected in the relevant structural elements and submitted to the Academic Council of the University.

The assessment of applicants' academic achievements is carried out according to a 100-point ECTS scale and a national scale (excellent, good, satisfactory, unsatisfactory; pass / fail-credit). The system of assessment of postgraduates' learning outcomes includes current, intermediate, final semester forms of control, deferred assessment and attestation (certification).

Annually, the results of the education quality assessment of applicants are discussed at the meetings of the department, academic councils of the faculty and Ushynsky University and published on the official website of Ushynsky University.

According to the acquired specialty, the postgraduate is able to work at institutions of general secondary, higher, higher professional education which ensure the implementation of state policy in the field of education.

According to the National Classifier of Occupations DK 003:2010, specialists who have received education within the ESP "Profession-oriented Education" (as amended in 2019) may hold these positions: 2310 Teachers of universities and higher education institutions; 2320 Teachers of secondary schools; 2351 Professionals in the field of teaching methods; 2359 Other professionals in the sphere of education.

Conclusions. Summing up, we can state that the training of future Doctors of Philosophy is a new field for domestic higher education. The normative content of this training is presented in educational and scientific programs which are considered by each institution of higher education separately due to the absence of standards of higher education. These documents define the competences which a future Doctor of Philosophy

(PhD) must master. In the context of the transition to a new educational model, which is marked by the competence-based and joint responsibility of stakeholders for the quality of higher education, the issues of continuity in the training of Doctors of Philosophy, elaborating integrated proficiency indicators characterising the mastering of educational and scientific programs within a certain disciplinary cycle are becoming topical nowadays. As future teachers and researchers will determine the success of further educational transformations in the system of higher pedagogical education, it is necessary to take into account European tendencies in the implementation of the third level of higher education as well as to highlight prospects for further improvement of the modern theory and practice of the training intended for senior scholars at Ukrainian higher education institutions. In general, the leading principles of training Doctors of Philosophy under modern conditions are as follows: consistency of qualifications at the doctoral level; the competence-based, interdisciplinary, development-centred approaches to the development of educational and scientific programs; priority of innovative research tasks, subordination of the educational component to the scientific one; compliance of doctoral programs with current demands and needs; flexibility, variability of doctoral programs; the integrity of the training targeted to a doctor of philosophy as a researcher and a teacher.

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在教育和科学项目“专业教育”中培训未来哲学博士的具体内容

本文介绍了以“专业为中心的教育”计划项目和科学计划的内容和独创性, 根据计划在国家机构“乌克兰乌申斯基国立南方师范大学(乌克兰教德萨)”中对第三级(教育和科学级别)的教育申请人进行培训, 这表明了教育和科学计划“以专业为中心的教育”的目标正在实施, 其目的是培训未来在专业 015 “以专业为中心的(职业教育)”的哲学博士, 培训有能力从事与研究 and 创新有关的科学和教学活动, 并解决与高等职业有关的教育领域中的紧迫问题的高素质科学和教学人员; 形成研究人员的通用技能, 进行和成功完成科学研究和后继的以专业为中心的教学和科学活动; 遵守学术道德。

关键词: 专业方向(职业)教育, 哲学博士, 教育和科学计划。

