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ПСИХОЛОГО-ПЕДАГОГІЧНИЙ СУПРОВІД ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

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THE CONTRIBUTION OF INTERNATIONAL PROJECTS TO MODERNIZATION OF HIGHER EDUCATION IN THE REPUBLIC OF MOLDOVA

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Abstract: The globalization of higher education places, as the main tasks of universities, the realization of a paradoxical double role: promoting a global, universal dimension and, at the same time, protecting and promoting national cultural values, thus achieving a clear balance between national and universal. The article investigates the influence and contribution of the international projects to modernization of higher education in the Republic of Moldova.

Key words: modernization, reform, strategy, Republic of Moldova, higher education.

Introduction. An important task of the development of a modern state is the modernization of education, aimed to develop the ability not only to adequately respond to economic and political challenges, but also to prevent them to a certain extent. In this regard, the internationalization of higher education is one of the most important components of the development strategy of both universities and education in general.

The reaction to the processes of integration and globalization in the economy and the labor market, to the transition to mass higher education and its internationalization, to the need to maintain and improve the quality of higher education was the integration movement of higher education systems in European countries. The Bologna process can also be seen as a reaction to the emergence of the knowledge economy. Such kind of economy can only be global and international, just like knowledge itself. The process of reproducing and creating knowledge, which takes place in academic institutions, requires openness, collaboration and international cooperation. Without participation in such cooperation, it will be difficult to integrate into the new economic realities.

The above mentioned fully applies to the Republic of Moldova. The constant, evolving reform of higher education in our country in recent decades has been a response to the challenges of development, both nationally and internationally.

Methods. In the context of studied topic were used relevant research methods. Thus, the institutional method was applied, which allowed to analyze the interactions of political institutions: law, state and political movements, etc.; the historical method - analyzed changes in higher education in norms, relationships, political institutions in the context of the connection between past, present and future; the systemic method allowed me to investigate the integrity of the policy and the nature of its relationship with the external environment.

Results and discussions. The international historical reality, which characterizes the 21st century, requires an educational system that would prepare the young generation not only from an academic point of view, but also with important skills to build a society, based on the values of authentic democracy. Research and discovery form the competence of lifelong learning, therefore International Programs and Projects have focused and are focusing their contents on this subject. Numerous international meetings, attended by representatives of the Republic of Moldova, emphasize this issue, as a priority of major importance for the Republic of Moldova.

The education system's course during the last 30 years has been a long process. The collapse of the communist system created conditions for moving to a proper education in the Republic of Moldova, based on democracy and free thought, the formation of man free from totalitarianism and complete freedom. The Moldovan staff have initiated actions to depoliticization of education, return to traditional educational institutions. The reform was based on the principles of development, democratization, humanization, individuality, integrity of national-spiritual and general-human values, educational internationalization.

On July 27, 1994, by Government Decision no. 556/1994, subsequently - on December 15, 1994, by Decision no. 337-XIII on the Concept of education development in the Republic of Moldova and the formation of the Coordinating Council for the development of education reform, was approved the Concept of the development of education in the Republic of Moldova [3] and also, was approved the Coordinating Council for the conduct of education reform. Thus, by the Supreme Law of society and state – the Constitution of the Republic of Moldova (entered into force on August 27, 1994), that guarantees the right to education to every citizen of the country.

With the start of this process, our country has assumed responsibilities and has been actively involved in the process of reforming and modernizing higher education to align with European standards. The TEMPUS (the Trans-European Mobility Program for University Studies) program has been the European Union's main assistance tool to support the higher education reform process in non-EU countries. TEMPUS has also written history in the Republic of Moldova, being the most sustainable program that support the higher education reform carried out at the national level. Since 1994, when the Republic of Moldova joined the TEMPUS Program, more than 20 Moldovan higher education institutions have benefited from projects, that were aimed to modernize higher education - curriculum reform, development of university governance, strengthening the capacity of the university

environment. Thanks to the first TEMPUS projects, implemented in Moldova, the academic staff knew the objectives and principles of the Bologna Process. Starting with the initiative from the universities and with the support of the Ministry of Education, the Republic of Moldova joined the Bologna Process in 2005. Between 1995 and 2013, universities carried out 83 TEMPUS projects, with a total value of over 40 million euros [7], with institutional and national impact, which initiated a series of important reforms. Some of them can be seen below:

- Implementation of the principles of the Bologna Process and strengthening the 3 study cycles – Bachelor, Master, Doctorate;
- Strengthening the national mechanism for quality assurance in higher education;
- Development of university autonomy and improvement of the university management system;
- Training of over 1000 didactic and administrative staff through mobility;
- Harmonization of university studies with the needs of the labor market by creating new Master's programs and developing partnerships between academic and economic environment;
- Strengthening the lifelong learning component by developing the continuous teacher training, etc.

The TEMPUS program has had a significant impact on the overall process of internationalization of higher education in Moldova, being the only program that has provided the basis for intensive inter-university cooperation with the countries of the European Union and partner countries. TEMPUS projects have been of great use to universities in various parts of the country, as they have not only established long-term partnerships with many European universities, but also strengthened their interaction with other universities across the country. The program has assisted in the development of quality assurance systems and in the implementation of the principles and procedures of the Bologna process in educational programs and their use in the development of new initiatives and the improvement of university management.

Then, in 2014 appear ERASMUS+ Program. It was decided to continue using the format of the Lifelong Learning program and the main characteristics of the TEMPUS projects and Erasmus Mundus. The successful story of Erasmus+ project is one unbelievable also. It is designed to affirm the principle of lifelong learning by combining support with formal, non-formal and informal learning in the fields of education, training and youth. Erasmus + is the result of the integration of the following EU programs implemented during the period 2007-2013: Lifelong Learning Program, Program “Youth in Action”, Erasmus Mundus, Tempus, Alpha, Cooperation Programs with Industrialized Countries in Higher Education.

Based on the strategic objectives of developing the higher education system of the republic, the possibilities of the Erasmus + program have been used and will be used in the future to improve the quality of creative and systematic training of highly qualified staff, to strengthen the attractiveness of the higher education system.

After the accession of the Republic of Moldova to the Bologna Process, it is observed that the integration of higher education and research in the European field of study is an irreversible process. This desire is reinforced in the Strategy “Education 2020”, which includes 10 specific long-term objectives that are related to ensuring the current paradigm of higher education (research and educational innovation).

The Sectoral Strategy for the Education Development for 2013–2020 years was the main policy document in the field of education [4]. In order to integrate the sectoral strategic planning process, incorporated in the field of education, the provisions of the Strategy were correlated with the relevant program documents, with the reforms initiated in the education system, with other reforms, which represents an operational continuity of the actions projected in the National Strategy of Development “Moldova – 2020” [5].

In 2016, within the Education in the Republic of Moldova Project - competencies for present and future, supported by the Soros Foundation in Moldova, the Ministry of Education developed the National Program for human resources development in general education in the Republic of Moldova 2016–2020.

In 2017, the Ministry of Education approves the concept of organizing and conducting dual education in the Republic of Moldova, the project being piloted in the country, starting with 2014 [6]. The document was developed with the support of the project "Structural Reform in Technical Vocational Education in the Republic of Moldova", implemented by the German Agency for International Cooperation.

Over the years, the importance of education in the socio-economic development of the Republic of Moldova has determined the positioning of education as a national priority, the position of the state being found in various acts of a normative-legal nature, as follow:

The concept of educational development in the Republic of Moldova - Modernization of the content of education has become the primary factor of socio-economic progress, thus contributing to the development of society and the consolidation of the rule of law.

The law of education - Education in the Republic of Moldova is a national priority. The major school educational goal is the human' free, harmonious development and the formation of creative personality, which can adapt to changing life conditions;

Education Code of the Republic of Moldova - approved by Parliament Decision, Law no. 152 from July 17, 2014 (as subsequently amended and supplemented). Education is the first national priority and the primary factor in the sustainable development of the knowledge-based society. The Code established the legal framework for relations on the design, organization, operation and development of the education system in the Republic of Moldova. The priorities established by the Code in terms of higher education are: university autonomy (financial, academic and organizational); doctoral schools; quality assurance and institutional accreditation; implementation of the common diploma system [2].

Education 2020, Sectoral development strategy for 2012–2020 years - education is a national priority, it is the basic factor in the transmission and creation of new cultural and general human values, reproduction and development of human capital, it has a key role in creating the premises for sustainable human development and building a knowledge-based society.

Education Development Strategy for 2021–2030 "Education-2030" defines the policy of the Government of the Republic of Moldova in the field of education, describes the mechanism for its implementation in the years 2021–2030 and specifies the expected impact on the state and society [1]. The strategic goal in the field of education is to provide opportunities for all citizens of the Republic of Moldova to develop, from an early age and throughout life, the necessary skills, in order to maximize their potential in both personal and family life, as well as in the professional and social one, as well as to adapt as easily as possible, to the imperatives of the time, especially to those, related to sustainable development.

As a result of the implementation of the Education Development Strategy for 2021–2030 "Education – 2030", the education system of the Republic of Moldova, in 2030, will correspond to the needs of learners and society; it will become more resilient, flexible, able to provide education without interruption in the ever-changing social, economic, demographic conditions; it will become a real factor in ensuring sustainable, social and economic development through the training of quality human resources, and will be a key factor in the development of the knowledge-based society.

It is noteworthy that higher education in the Republic of Moldova has changed significantly in recent years, but certainly not consistently enough to be said to be competitive and attractive. This complex change of structural modifications was made possible, first of all, thanks to the international projects, implemented in the period 1995 - 2022.

Conclusions. Thus, universities in the Republic of Moldova have implemented and are implementing projects funded by the European Union, either through the Tempus Program or through other programs such as Erasmus Mundus, Erasmus Mundus External Cooperation Window, Youth in Action, Horizon 2020, Jean Monnet, CEEPUS, UNICEF, Soros, etc. In the context of the entry into force of the Association Agreement between Moldova and the EU, the new Erasmus + program already generates much more significant financial opportunities than before, which contributes to the achievement by the Republic of Moldova of the goals of the Strategy "Education - 2030". The contribution of these programs continues to be important. Such as: improvement of the university

management system; ensuring the quality of education; promoting the mobility of teachers and students; promoting university autonomy and other issues that seek to reform higher education.

But it is necessary to find acceptable options for integrating the higher education of the Republic of Moldova into the European system of higher education, to preserve everything valuable that our higher education has, but at the same time, to implement the changes that have appeared over time, which will ensure promising ways for the development of Moldova in the new century.

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외국인 대상 한국어 교육 과정에 대한 대한민국 정부의 정책과 방향

THE POLICY AND DIRECTION ON OFFICIAL KFL(KOREAN AS A FOREIGN LANGUAGE) CURRICULUM DEVELOPMENT IN SOUTH KOREA

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Abstract. This article gives consideration to the development of curriculum related to KFL education led by the Korean government at the public(official) level, and introduced four curriculums that have received the most attention in recent years. Lastly, we pointed out related issues and issues to be studied in the future.

Key words. Korean Language Education as a Foreign Language(KFL education), Korean language curriculum, Standard language curriculum development

1. 서론(Introduction). 외국어로서의 한국어교육은 학문적으로 그 토대를 형성해 나가기 시작할 때부터 그 근간에 해당하는 영역인 ‘교육과정’에 대한 논의를 꾸준히 계속해 왔다. 크고 작은 학술대회에서 한국어 교육과정은 끊임없이 주제로 올랐으며, 예컨대 ‘쓰기 교육과정’이나