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СТАНОВЛЕНИЕ ИНСТИТУТА СОЦИАЛЬНОГО ПАРТНЕРСТВА КАК ФАКТОРА ЭФФЕКТИВНОГО РАЗВИТИЯ КОРПОРАТИВНОГО ОБРАЗОВАНИЯ В США

Сотрудничество университетов с промышленной отраслью в Соединенных Штатах Америки продолжается более века, однако именно с развитием глобальной экономики знаний это сотрудничество приобрело новые масштабы и проявления. Исследовательские университеты, бизнес-структуры и правительство страны работают над совместными новаторскими инициативами по созданию и развитию новых прогрессивных форм партнерства между образованием и бизнесом, тем самым способствуя мощному развитию знаний, устранению противоречий между образовательной отраслью и рынком труда, решению сложных социальных проблем, ускорению экономического роста страны. Целью статьи является анализ становления института социального партнерства как фактора эффективного развития корпоративного образования в США, выявления форм и механизмов его реализации. С методологической точки зрения в основу исследования положены междисциплинарный и системный подходы. Поэтому мы использовали комплекс взаимосвязанных методов исследования: компаративный, структурный, системно-функциональный анализ, сравнение и обобщение, необходимые для изучения трудов ученых, деловой литературы, официальных и нормативных документов, статистических данных. Результаты проведенного исследования свидетельствуют, что социальное партнерство между бизнесом и образованием возникло как средство разрешения противоречий между образованием и рынком труда в условиях быстрого развития науки и технологий, изменений в сфере занятости и необходимости поддержания конкурентоспособности предприятий и государства в целом. Активная государственная поддержка способствовала созданию и развитию института социального партнерства, многообразие форм и механизмов реализации которого способствует модернизации корпоративного образования в США, созданию новых знаний, распространению технологий, разработке новых продуктов и услуг.

Ключевые слова: социальное партнерство между промышленностью и вузами, формы социального партнерства, учреждения высшего образования, промышленный сектор, корпоративное образование в США.

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THE EDUCATIONAL PARADIGM SHIFT FOR STUDENT-CENTRED LEARNING IN THE PROCESS OF GLOBALISATION

The article deals with the problem of the educational paradigm shift from the teacher-centred conception to the student-centred learning conception. The notion of "student-centred learning" has been under study. The student-centred learning conception has been analyzed. Strategies of self-directed study of a foreign language have been investigated; the autonomy levels have been specified; the most effective methods and techniques which are used in the student-centred learning have been singled out. The project work as one of the student-centred learning technique has been accentuated on.

Keywords: *student-centred learning, non-linguistic students, foreign languages, strategies of self-directed study, project work.*

Social-economic and political changes, which take place in Ukraine, and the following increase of the role of a foreign language as a means of communication in the modern world arise new aims in the educational sphere – to prepare professionally motivated specialists who master foreign languages at the internationally recognised level (e.g, levels PET, KET, FCE, TOEFL, BULATS), capable of autonomous improving of foreign language skills after graduation. In this connection, there is a need to reorient the educational process at the students' autonomy development in mastering foreign languages.

Despite the fact that lately the topic of autonomous learning of foreign languages has been in the center of Ukrainian and foreign scholars' attention (I. Bim,

P. Bimmel, L. Dickinson, H. Holec, T. Karaeva, H.-J. Krumm, D. Little, S. Nodari, D. Nunan, G. Prokop, M. Prygin, U. Rampillon, T. Tambovkina, O. Tarnopolsky, J. Trim, D. Wolff, etc.), a great number of problems of students' autonomy formation have not been disclosed yet. Because of it, there is a lack of textbooks and teaching aids for the autonomy development in mastering foreign languages. In addition, the majority of students cannot use strategies of independent foreign language learning to the extent that is necessary for the autonomous work at the languages.

Therefore, consideration of the problem of autonomous foreign language learning in the context of current modernisation of education is of particular importance and is as the aim of our study. The object of the research is student-centred learning of foreign languages, and the subject of the research is the strategies of independent foreign languages learning.

Let us consider the notion of "student-centred learning" in detail. The term student-centred learning is widely used in the educational literature. There are many synonymic terms that exist in scientific environment, such as flexible learning (P. Taylor), experiential learning (P. Burnard), self-directed learning, autonomous learning, student-centred learning.

The concept of "student-centred learning" has been credited as early as 1905 to English educationalist F. Hayward and in 1956 to J. Dewey's work [11]. Carl Rogers, the father of client-centred counselling, is associated with expanding this approach into the general theory of education [2; 14]. The term "student-centred learning" was also associated with the work of Swiss psychologist J. Piaget and more recently with M. Knowles [2]. C. Rogers [13: 25], in his book "Freedom to Learn for the 80s", describes the shift in power from the expert teacher to the student learner, driven by the need for a change in the traditional environment where in this "so-called educational atmosphere, students become passive, apathetic and bored". In the school system, the concept of child-centred education has been derived, in particular, from the work by German educationalist F. Froebel and the idea that the teacher should not "interfere with this process of maturation, but act as a guide" [15]. B. Simon stressed that this was connected with the process of development or readiness, i.e. the child will learn when he/she is ready. According to R. Barr and J. Tagg, the paradigm shift away from teaching to the emphasis on learning has encouraged power to be moved from the teacher to the student [1]. Autonomous learning, according to P. Taylor, also called student-centred learning or flexible learning relates to the change in focus in the classroom from the teacher to the student (or from teaching to learning) [17]. This is based on a constructivist theory of learning, whereby each student constructs his/her own understanding based on his/her prior knowledge and current learning experiences [7].

The conception of educational autonomy in learning foreign languages was first introduced by H. Holec in 1979. According to his definition, educational autonomy learning was understood as "the ability to take responsi-

bility for learning activities embracing all aspects of educational activities: goal setting, determining the content and sequence, the choice of methods and techniques, control of the process of mastering a foreign language, result assessment" [6: 3]. The ability to "take responsibility for learning activity" was defined by the term "learning competence" or "educational competence".

Later, more complete definition of autonomy in educational environment was offered by D. Little, who correlated autonomy both with the situation of learning activities, and with the wider educational context. D. Little defined autonomy in educational activities as "the ability for independent actions, critical reflection, decision making. This ability means that the pupil / student creates a psychological attitude to the process and content of training activities. The person's ability for autonomy appears both in learning tools, and in transfer of learning results to a broader context" [8].

At the same time, D. Little offered a list of items that he did not consider as autonomy, clarifying some points, namely [8: 81]: 1) autonomy is not synonymous with self-education; in other words, autonomy is not limited to the study without teacher's help; 2) autonomy does not mean removing teacher's responsibility for training process, it cannot be called students' permissiveness; 3) autonomy is not considered as some other method of teaching; 4) autonomy is not a constant feature that is achieved by students.

With all the variety of approaches to the definition of educational autonomy, the interpretation of the term "autonomy" introduced by W. Littlewood [9: 69] should be also considered. The scholar presents this concept in three dimensions: autonomy as a learner, autonomy as a communicator, autonomy as a person. W. Littlewood emphasises that the necessary basis for each dimension is the students' willingness and ability to act independently. The desire to carry out independent actions depends on the motivation and confidence of the student, while ability depends on the level of knowledge and skills. Otherwise, the essence of educational autonomy is in development of students' motivation, confidence, knowledge and skills, which the students need in order to study by themselves (their autonomy as a learner); to communicate in a foreign language (their autonomy as a communicator); to be independent as a person (their autonomy as a person) [9].

The main idea of the students' autonomy and independent learning is that the achievement of autonomy means the students' willingness and ability to control their training activities in terms of learning a foreign language by themselves: students decide what they want to learn and how, and take responsibility for their decisions, as well as for their implementation. In other words, in the process of learning a foreign language such tasks as: student's personality development, formation of foreign language skills to master a foreign language, the ability to control these activities independently both in a definite training situation and in the context of further continuous learning are put forward. However, autonomous activity is not an end in itself. It is a means of struggling for student's deep and profound knowledge,

means of person's activity and independence, development of mental abilities.

In the field of foreign languages, learning the concept of autonomy and student-centred learning was first developed in connection with the adults' foreign language learning – learning a foreign language for specific purposes. Later this idea was brought to a wider audience, including universities, and has been the subject of research in the context of continuous learning in the programmes of the Council of Europe. At present, the development of student's autonomy in learning foreign languages is an important educational aim of contemporary programmes on teaching foreign languages. The level of autonomy and independence in learning a foreign language is seen as a mandatory criterion of proficiency language level [3].

W. Edmondson and J. House singled out the following foreign language learning strategies that are defined as substantive and mental actions that a student uses to expand his/her foreign language competence [4: 235]. The scientists suggested distinguishing three classes of learning strategies: 1) metacognitive strategies, with the help of which a student plans, prepares and monitors his/her training activities, analyzes his/her success; 2) cognitive strategies, such as guessing the contextual meanings of words, repetition for better keeping words in the memory, illustrating with the examples, creating similar examples to the phenomenon studied, terms and key concepts memorizing; 3) socio-affective strategies, with the help of which students interact while exchanging the information, responding to the problem or request to provide some explanation of the phenomenon under study [4: 237].

The scientists of the University of Glasgow (2004) identified four main strategies concerning student-centred learning practices in their University. The first strategy was to make the students more active in acquiring knowledge and developing skills and it might include exercises in class, fieldwork, use of CAL (computer assisted learning) packages etc. The second strategy was to make the students more aware of what they are doing and why they are doing it. The third strategy was focused on interaction, such as the use of tutorials and other discussion groups. The final strategy was focused on transferable skills. This last strategy was not mentioned in other definitions of the student-centred learning but does go beyond the immediate course requirements to other benefits to the students in future employment [10: 30].

It should be noted that in the educational process, there are supposed to be different levels of autonomy. These levels were singled out by O. Tarnopolsky (2001) while fulfilling different kinds of educational activity:

1) the level of complete subordination to the teacher when he/she organises and controls the process fully (zero autonomy – teacher-dependent part);

2) the first level or the level of group autonomy, where organisational, executive and supervisory functions are shifted mainly to the group, a mini-group or a couple of students working together (the role of the teacher is

advisory, and students determine the purpose and means of their realisation in work themselves – student(s)-student(s) or teacher-student(s) negotiations);

3) the second level of autonomy, or the autonomy of the individual, when all of the above-mentioned functions are performed by each student individually and the teacher only acts as a consultant, assistant, "living dictionary", i.e. the teacher becomes a facilitator. Certainly, at first, teacher's involvement, his/her hints, instructions, guides are necessary, but with the development of student's autonomy they are disappearing step by step, and the teacher him-/herself remain uninvolved. The student him-/herself is able to make decisions as for the choice of goals, objectives, content and learning methods [16].

It should be noted that the students' choice of objectives, content and methods of learning cannot coincide completely due to different interests and plans for the future professional activities. Therefore, class work should be based on the autonomy of zero level and first level, while out-of-class work – on the first and second levels of autonomy. Homework and preparation for the next lesson are closely connected with the discussion in class (level of group autonomy), while further mastering of the skills is independent and creative and depends on each particular student. That is why, the student has full autonomy in conducting his/her own cognitive activity, which, however, does not exclude the advice and assistance of the teacher or other students if necessary [16: 4].

On the final level of autonomy such kinds of work as independent projects, group discussion, peer mentoring of other students, debates, field-trips, practicals, reflective diaries, learning journals, computer assisted learning, choice in subjects for study/projects, writing newspaper article, portfolio development are often introduced.

Let us concentrate our attention on such kind of student-centred learning technique as project work. Project work is considered as one of the most frequently used kinds of student-centred learning techniques. This method develops student's creativity, enhances his/her self-esteem, provides comprehensive development of communicative competence. Such methodological possibilities of project work correspond fully to the requirements of teaching foreign languages nowadays and are reflected in the latest programmes on foreign languages. It should be noted that the project work found its way in many countries, because, based on the principles of the communicative approach, it allows to integrate students' knowledge of various subjects in order to solve one common problem and gives the students an opportunity to apply the acquired knowledge in practice, generate new ideas developing autonomous learning skills.

The communicative orientation of the project work in teaching foreign languages is based on such principles of linguocommunicative approach as: practical orientation, use of maximum number of channels for receiving and processing the information; development of students' motivation; development of autonomous learning skills. The contemporary method of project work originated as a

method of problems. Its essence is to stimulate the students' interests in some problems through the implementation of project activities that involve problem solving, demonstrating the practical application of the acquired knowledge.

According to R. Ribe and N. Vidal's definition, "project work is a training method with open structure that develops some work levels and thus helps to acquire necessary knowledge" [12: 70]. For this reason, this kind of work is widely used in methodology of teaching foreign languages, as the projecting process provides the effective implementation of the main principles of foreign language learning such as: motivational adequacy, communicative competence and autonomy of creative learning activities.

Project work possesses the following characteristics, namely: work in small groups to find a common decision as to the creative problem with further discussion of the proposed solutions; to do tasks that go beyond the curriculum and develop students' professional skills; natural integration of basic skills and the development of intercultural communicative competence.

At the same time, this work does not involve rigid algorithmic actions. It involves creativity, development and improvement of educational technologies according to certain logic and principles that lead to this or that approach. Some scholars (D. Fried-Booth) emphasise that the use of project work involves the use of «a wide range of problematic, research and search methods clearly focused, on the one hand, on achieving practical results significant for the student and on the other hand, on the development of the problem in general, taking into account various factors and conditions of its solving and interpretation of results» [5: 11]. Thus, it can be stated that the topics and tasks for project work do not have to correspond fully to the educational plan. They can be taken from a real life. All forms of life and objects and their relationships – both in the classroom and out of classroom – deserve attention and could be the subject of project work. During the project fulfilling, its idea becomes a working tool that determines the following things: a sub-topic, tasks, areas of information search, helps to create the hypothesis about the perspective results of project work. Implementation of the project work is cyclical in nature: the collection and analysis of the materials on a particular topic leads to the development of new project ideas. Acquaintance with new research methods and techniques expands students' communicative competence, stimulates their cognitive activity [5].

It is worth noting that the project work has a lot of educational opportunities that are found during independent studies. This method: 1) provides training students for active and effective self-learning activities, self-education for their successful adaptation to modern living conditions and professional activities; 2) contributes to forming their ability for individual goal setting as to mastering a foreign language; develops readiness for independent analysis of the learning process, ability to assess its results; 3) contributes to the successful mastering of the language and culture of the particular people, development of the students' personal quali-

ties (independence, determination, persistence, responsibility) and their ability for self-realisation in the modern social environment.

Let us illustrate some examples of projects that are going to be introduced into the educational process of foreign language learning for students majoring in economics at the end of mastering the topic «Career choices». *Instruction: You work in the career advice centre of a University. It is your job to advise students about career choices and to provide information about employment opportunities. Task: together with your team:* 1) select a medium-to large-sized company in your town, 2) consult the company's corporate website for general background information, 3) contact the Human Resources department of the company, 4) ask for copies of any job advertisements that they have posted recently, 5) ask for information about the process involved in hiring new employees, 6) gather information on selection procedures and the short-listing of candidates, 7) present your findings to the rest of the class. To have a persuasive speech, it is advisable to use advertising brochures, photos, slide shows during the presentation.

Besides, career advice centres can advertise not only the employment opportunities but also further education in foreign Universities, for example, they can advertise one of economic universities in the UK for obtaining Master's degree. *Instruction: Prepare the following project. You are a representative of one UK university. You are presenting your university to prospective students and you must convince them that your University is one of the best and most prestigious institutions in the country, and the future specialists must study only there. This is a search and research project which envisages introduction to the UK educational system.*

The students of the first course can be given such a project task: using materials of website *www.teachnz.govt.nz/environment/edusystem.html* find out what a typical day of an economist / financier from the UK is. Prepare a comparative table of a typical workday of economists from the UK, the USA and Ukraine. Present information in a schema / diagram / table. While creating a project students can present not only a slide show, but also present their videos that they have made preparing the presentation. For example, students may interview the Ukrainian economists about their education, employment, a typical working day. Mini-videos may be used as a teaching aid in the classroom and complete a project, summarizing all the material.

The next kind of project which is recommended for introduction in the educational process is the project «Company setting up». *Instruction: You and your friends are interested in setting up your own business by buying the right to use the brand name of a well-known company. Task: with your team: 1) choose a business that interests you, 2) find as much general information as you can about franchising and, in particular, about the brand that you are interested in, 3) establish what you need to set up the business, 4) find out what the franchiser actually*

offers, 5) establish the cost of setting up the franchise, 6) present your findings to the class.

Project work «Company development». *Instruction: 1) Think of five important events in the development of the* company *you know well or its range of products and services. 2) Prepare a time line with dates and some notes about the events but leave three of the dates or events blank. 3) Work with your partner:*

Student A	Student B
Explain your time line	*Ask questions to complete the missing details*

Project work «Goods evaluation». *Instruction: You work for a magazine that provides information about products and other issues relevant to consumer. It is your job to evaluate and compare products and prepare reports about them.*

Together with your team: 1) select the products you want to compare, 2) research and describe the features of chosen products, 3) describe the benefits of the products for the consumer, 4) find out if it is possible to buy these products online, 5) determine the cost of buying these products online as compared with regular store, 6) discuss the benefits of both types of shopping, 7) present your findings to the rest of the class.

Project work «Future tendencies in business». *Instruction: You have been asked to prepare an article for a general interest magazine on the subject of future trends in corporate business. Task: with your team: 1. Choose two or three fields to focus on, for example, manufacturing, transportation, retail, banking, technology, etc. 2. Visit large companies involved in your chosen areas of business and arrange to interview key personnel at these companies. 3. Try to obtain predictions, opinions, insights, etc., about the following topics: global cultural issues, corporate culture, changes in the workplace, ethical issues. 4. Present your findings to the rest of the class.*

While evaluating the project, it is necessary to take into account the following things: quality of the proposed material; the depth of penetration into the problem; involving knowledge from other branches; interdisciplinary connections; the activity of every participant of the project; the collective nature of the decisions which were made; the nature of communication and mutual group support; the ability to put forward arguments to come to certain conclusions; speech etiquette; use of visual aids; aesthetic design of the project; the ability to answer the opponents' questions logically and coherently.

It is worth noting that in the project activities students use various forms and methods of work that demonstrate the flexibility of thinking, development of creativity, independence and intellectual activity of future specialists. Project work helps students to form such personal qualities as ability to work in a team, to be responsible for the decision made, to analyze the results of the work, to argue and defend their points of view, the ability to take risks to succeed and other abilities that are necessary for a specialist in terms of competition and struggling for reaching the best results.

Thus, the study of Ukrainian and foreign research works and practical experience makes it possible to conclude that at present there is an active search for the ways of improving the organisation of practical work in order to modernise the process of teaching foreign languages in high schools. More severe requirements for the graduates and existing realities of life set the objectives for the teachers to study the most effective teaching methods and technologies and implement them into the educational process, to combine traditional and innovative methods of teaching, to develop the acquired practical and theoretical experience of teaching foreign languages. And student-centred learning can be called one of the effective ways of educational techniques.

The prospects for further scientific investigations within this problem, we see in forming professional autonomy of a foreign language teacher as an active participant of the educational process.

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**ЗМІНА ОСВІТНЬОЇ ПАРАДИГМИ НА АВТОНОМНЕ
НАВЧАННЯ СТУДЕНТІВ В УМОВАХ ГЛОБАЛІЗАЦІЇ**

У статті розглядається проблема автономного навчання студентів немовних вишів, яка в останні двадцять років знаходиться в центрі наукових досліджень і дискусій. Однак, незважаючи на це, більшість студентів не володіють необхідними навчальними стратегіями для самостійного вивчення певного предмета, як це передбачається навчальною автономією. Тому метою нашої роботи стало дослідження стратегій автономного навчання студентів іноземної мови. Автором розглянуто поняття «автономне навчання», «самонавчання», «самоспряму-

 вання», «автономна особистість». Представлено особливості, умови та рівні автономного навчання студентів. Розглянуто головну ідею концепції автономного навчання студентів, яка полягає в тому, що досягнення автономії передбачає бажання і здатність студента взяти на себе управління своєю навчальною діяльністю під час оволодіння іноземною мовою: студент сам вирішує, що він хоче вивчати і як він хоче це вивчати, та бере на себе відповідальність за прийняті рішення та за їх виконання. Автономне навчання базується на провідних позиціях особистісно зорієнтованого навчання. Автономія з позиції особистісно зорієнтованого навчання розкривається в оволодінні мовою студентом завдяки індивідуальним формам роботи, де у центрі уваги знаходиться окремий студент зі своїми власними потребами щодо вивчення іноземної мови, і груповим, які передбачають обговорення і прийняття рішень відносно процесу навчання у групі (навчання у співробітництві, тандем-метод, метод проектів, аналіз конкретних ситуацій). У роботі зосереджено увагу на вивченні стратегій автономного навчання студентів іноземної мови. Детально представлено метод проектів, який виступає одним із поширених видів роботи при автономному навчанні. Розглянуто особливості цього методу, а саме: робота в малих групах із метою пошуку сумісного рішення поставленої творчої задачі з подальшим обговоренням пропонованих рішень; виконання завдань, що виходять за межі навчальної програми, які розвивають професійні навички студентів; природна інтеграція базових умінь та розвиток інтеркультурної комунікативної компетенції. При цьому проектний метод не припускає жорсткої алгоритмізації дій, а передбачає творчий підхід. Проілюстровано впровадження проектної роботи в навчальний процес. Описано його переваги та результати впровадження.

Ключові слова: автономне навчання, студенти немовних вишів, іноземні мови, стратегії автономного навчання, проектна робота.

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ИЗМЕНЕНИЕ ОБРАЗОВАТЕЛЬНОЙ ПАРАДИГМЫ НА АВТОНОМНОЕ ОБУЧЕНИЕ СТУДЕНТОВ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ

Статья посвящена проблеме организации автономного обучения студентов неязыковых специальностей, которая в последние двадцать лет находится в центре научных исследований и дискуссий. Однако, несмотря на это, большинство студентов не обладают необходимыми учебными стратегиями для самостоятельного изучения определенного предмета, как это предусмотрено учебной автономией. Поэтому целью нашей работы стало исследование стратегий автономного обучения студентов иностранному языку. В статье рассмотрены понятия «автономное обучение», «самообучение», «автономная личность». Представлены особенности, условия и уровни автономного обучения студентов. Рассмотрена главная идея концепции автономного обучения студентов, которая заключается в том, что достижение автономии предполагает желание и способность студента взять на себя управление своей учебной деятельностью в процессе овладения иностранным языком: студент сам решает, что он хочет изучать и как, и берет на себя ответственность за принятые решения и их выполнение. Автономное обучение базируется на ведущих позициях личностно-ориентированного обучения. Автономия с позиции личностно-ориентированного обучения в овладении иностранным языком студентом раскрывается благодаря индивидуальным формам работы, где в центре внимания находится отдельный студент со своими собственными потребностями по изучению иностранного языка, и групповым, которые предусматривают обсуждение и принятие решений относительно процесса обучения в группе (обучение в сотрудничестве, тандем-метод, метод проектов, анализ конкретных ситуаций). В работе внимание сосредоточено на изучении стратегий автономного обучения студентов иностранному языку. Подробно представлен метод проектов, который выступает одним из распространенных видов работы при автономном обучении. Рассмотрены особенности этого метода, а именно: работа в малых группах с целью поиска совместного решения поставленной творческой задачи с последующим обсуждением предлагаемых решений; выполнение задач, выходящих за пределы учебной программы, развивающих профессиональные навыки студентов; естественная интеграция базовых умений и развитие интеркультурной коммуникативной компетенции. При этом проектный метод не предполагает жесткой алгоритмизации действий, а предполагает творческий подход. Проиллюстрировано внедрение проектной работы в учебный процесс. Описаны его преимущества и результаты внедрения.

Ключевые слова: автономное обучение, студенты неязыковых вузов, иностранные языки, стратегии автономного обучения, проектная работа.

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