

ABSTRACT&REFERENCES

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GERMAN UNIVERSITIES AT THE STAGE OF THEIR RADICAL REFORMING

p. 4-9

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The present state of the German universities in the context of their actual reformation, which is carried out through the introduction of Anglo-Saxon models of university education, is researched. First of all, it concerns university education transformation in accordance with the American higher education model, since the American university model is considered to be the most successful in European academic circles. However, German university scholars criticize this model (or models) for “marketization” of the university activities and for “mercantilising” scientific knowledge. It is determined that German scholars are skeptical about these processes, because in their opinion, this can lead to an increase in the “McDonaldization” of society, that leads to the unification of social forms of society life and to the loss by the German university as a sociocultural institution of its national identity and its achievements. As you know, this culture was formed under the influence of the ideas of Wilhelm von Humboldt and was the key to the success of German universities for many decades. Many influential representatives of German academic science do not accept the idea of turning universities into factories for the production of an educational product with a certain set of market qualities, which is envisaged by the implementation of the main components of the American university model and program provisions of the Bologna Declaration. In this case, it concerns, first of all, the professional training of specialists, mainly undergraduate graduates who do not have a broad scientific world outlook and the necessary personal qualities to solve complex daily problems, but possess formed “key competencies.” Secondly, it concerns producing knowledge, which is necessary, first of all, for international corporations, and not for society as a whole. In addition, German scientists do not imagine the possibility of planning scientific knowledge production or the realization of scientific discoveries, which, in their opinion, is not a predictable process, but a result of the constant search for truth in conditions that exclude external influence and control. It has been established that German experts insist on the development of clear and objective criteria for the concentration of the results of the university activities, their

units and individual scientists, which take into account not only the quantitative scientific research parameters, but also qualitative ones. The development of such criteria, in the opinion of German specialists, is the work of scientists themselves, not external structures in the form of accreditation agencies, supervisory boards, etc.

Keywords: *evaluation, the concept, model, discourse, forecasting, planning, innovation, diversification, autonomy, differentiation*

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ANALYSIS OF EUROPEAN EXPERIENCE IN SOLVING MODERN PROBLEMS IN EDUCATION AND SCIENCE

p. 9-15

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Normative documents of the European Union in the field of education and science are analyzed, including the EU Framework Program for updated key competencies and establishment of European Qualifications Framework for lifelong education. The need to combine education with the lifelong learning process at all levels, the definition of processes, strategies and plans concerning youth, employment, social integration and research policies in this area is determined. The importance of ensuring the autonomy of universities in the development of curricula and the choice of forms of education, promotion of the development of general competencies is stated. Basic requirements of the Strategy for a reasonable, sustainable and comprehensive growth of Europe 2020 are named, results of research on knowledge, skills and competencies of future specialists demanded by Europe in 2030 and further are presented. The key trends of the EU policy in the field of education and culture, the EU “Erasmus +” program and Ukraine’s participation in the EU “Eastern Partnership” initiative, improvement of intercultural understanding, civic participation and ethical awareness, as well as ensuring equitable access to higher education in a united and inclusive society are determined. Worldwide, including the European Higher Education Area, experience of solving educational problems has confirmed the thesis about the importance of integrating competencies of all types, as each of them contributes to a successful life in a knowledge-based society.

It is summed up that general knowledge of languages, education, ability to quantitative thinking and awareness in the field of information and communication technologies is the necessary basis for learning, and education

for the sake of knowledge includes the whole educational activity.

Measures are identified and the goals for ensuring comprehensive and sustainable development, social cohesion and further enhancement of the democratic culture of the European Union countries are set out. In order to progressively develop the European Higher Education Area, it is necessary to intensify interdisciplinary and cross-border cooperation, as well as to develop inclusive and innovative approaches to learning and teaching

Keywords: key competences, integration of education system and science, European qualifications

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IMPROVEMENT OF THE QUALITY OF EDUCATION IN THE HIGHER EDUCATIONAL INSTITUTION OF OPEN EDUCATIONAL SPACE: SEARCHING FOR NEW TECHNOLOGIES

p. 15-19

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The article has been devoted to theoretical reflections connected with the quality of higher education in the open educational space. Higher education covers the field of getting a higher level of education as well as of getting a degree. The present situation features the lack of a precise attitude towards higher education. It concerns both the issue of the teaching of students and of managing the academia. The system of higher education can be described as a fossilized one. There are not managers. It is expected of Rectors – and consecutively of the Deans and academic teachers – to acquire financial resources of other sorts than the state ones. The expectations also concern the connections between business and the out-of-academia environment – in local, regional and global dimensions. It seems to be important to identify and develop places in the educational space of academia to improve the quality of it. This will be of great value for the main beneficiary of the system, that is – the students and the aims that they want to achieve. Each university is placed in a certain local and regional context and has its own social capital – students and academic staff. A question arises – what is the most efficient way to use the academic resources and to multiply them for the benefit of students and graduates? The direction of the actions would be to enrich the functioning of the university in

an autonomous local and regional community.

The author's interest focuses on the Case Management Method, profiled here as a technology that can be used in the educational space of universities to improve the quality of higher education. The Case Management Method usage in the educational space of higher education is connected with the elaboration of the technology of services management for a student or a graduate – individually. It also enables to set out the organizational possibilities of university and of social and environmental resources. The formula can be seen as a part of the higher education reform that is about to be introduced. It relates to the strengthening of regional universities – in Poland of equal chances

Keywords: Case Management, management, higher education, university, learning environment, technology

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COMPETENCE MODEL OF A CADET OF A HIGHER MILITARY EDUCATIONAL INSTITUTION

p. 20-25

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The article presents the competence model of graduate of the Higher Military Educational Establishment, analyzes the concept of «competence», some social and humanitarian disciplines, which are taught by the students in the specialty «Military Translation» and their provision of graduate competencies.

The necessity of creating a new graduate model of competency model is analyzed. The necessity of forming a political competence of students as part of an integrated competency that form in students the ability to analyze current global trends and geopolitical change, to predict the consequences of these changes for the army and the country in general. It also substantiates the reform of the military standards of personnel motivation, since the process of military service is being optimized, the moral principles and principles upon which the Ukrainian military education was based was unclaimed. An example of a schematic review of a specific competence of a military specialist is presented – «Ability to analyze political events and predict the consequences». The competent model of the military translator according to the educational disciplines taught at the Department of Social and Humanitarian Sciences of the National Academy of the National Guard of Ukraine in the process of professional training is given. It is concluded, that the creation of modern competence models which should become a condition for high-quality vocational training of cadets in higher military establishments of Ukraine, the development of a competent model of a specialist in the field of military translation stimulate further changes in the system of higher military education, especially with regard to the modernization of the content and teaching technologies, proposed in the process of work of a competent model, can be taken as a basis for the training of military translators. The implementation of the competence model proposed in the work has a practical value for the command and teaching staff of higher military educational institutions of Ukraine aimed at obtaining a positive result in the process of providing quality educational services in the system of higher professional education

Keywords: competence, competency model, military educational institution, competence, ability, skills

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DEVELOPMENT MODEL OF PROFESSIONAL COMPETENCES IN ENVIRONMENTAL MONITORING IN THE SYSTEM OF POSTGRADUATE EDUCATION

p. 25-29

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During the study there was elaborated the structural-functional model of professional competences formation in

the system of postgraduate education, and its main components (purpose, conceptual, content, operational and activity, control and regulative, resulting and diagnostic) were defined. This model is a generalized system with a system-innovative approach to improving theoretical knowledge and practical skills in the field of environmental monitoring, it reflects the content filling of the professional development of specialists, main scientific-methodological statements (principles, phenomena, processes) that may be corrected, corresponding to concrete requirements of the professional activity of specialists in the nature protection field. There are separated the components of training specialists in environmental monitoring: special and professional (informational, graphic, professional-motivational, gnostic, communicative, adaptive), scientific and research (methodological, analytic, prognostic), laboratory and practical (methodical, organizational, activity) that mutually add each other and are closely connected. There is characterized each component of the structural-functional model, and interconnections between them are demonstrated. There is demonstrated the methodology of formation of professional competences in environmental monitoring in the system of postgraduate education. It is established, that this model structures and improves formation stages of professional competences in ecological specialists, determines organizational-pedagogic conditions of this process. In particular the improvement of the content component, complex combination of different forms of study organization, creation of the innovative educational space in environmental monitoring in the system of postgraduate education. According to this model, professional competences in environment monitoring will be developed by workers of state, expert-control, inspection, departmental, scientific and educational, social institutions, production, nature protection enterprises, establishments, institutions, social organizations

Keywords: *environmental monitoring, postgraduate education, model, professional competences, ecological specialists, principles of study*

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A STRUCTURED APPROACH TO THE TEACHING OF MICROBIOLOGY, VIROLOGY AND IMMUNOLOGY FOR MEDICAL STUDENTS

p. 30-33

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One of the main requirements for medical education at present is the training of a highly skilled and competitive specialist who meets international requirements and standards. Traditional techniques that have taken place in the education system in Ukraine to date can't fully respond to the needs of modern high-tech industries, which are in many foreign countries.

Microbiology, virology and immunology are a fundamental subject, so the information for students at the department is taught laconic and structured for more effective learning

and application by students in practical classes in clinical disciplines.

The article presents the structure of the methodological provision of four main areas of conducting classes: lectures, practical, independent and individual work of students. The method used by teachers and described the use of video systems during practical classes is given. It represents the use of information in the form of tables and diagrams using video systems. This allows students to maintain visual contact with the teacher and engage them in an active conversation while discussing the topic and achieve a better effect in the end result. There are described the experience of working out of practical skills by students in classes with the use of an individual approach to each student and a scheme of preparation for acquiring practical skills that takes place in the final classes.

The use of modern tools and technologies in the training of qualified specialists in the field of medicine helps students to master the subject “Microbiology, Virology and Immunology” and acquire the necessary practical skills. It helps to develop a student's creative approach to learning, teaches analysis and systematization of information, promotes the development of professional thinking, makes it self-organized, develops analytical thinking, induces initiative, prepares for classes, makes studying interesting and dynamic, creates a level for all students' opportunities and access to knowledge, promotes higher efficiency of material mastering

Keywords: *microbiology, virology, immunology, teaching, study, education, medicine, structure, technology*

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TRENDS IN THE PROFESSIONAL TRAINING OF PHYSICAL EDUCATION TEACHERS IN GERMANY

p. 34-37

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The article clarifies and substantiates the leading tendencies of professional training of physical education teach-

ers in the system of professional educational institutions of Germany (at the end of the XVIII th – the beginning of the XXI century). As a result of the study of the professional training of teachers of physical education in Germany revealed: 1) the main trends of formation (in the late XVIII – early XX century): the initial; organizational design; organizational and final; 2) the main trends of development (the first third of the XX – the end of the XX century): directly military-applied direction during the reign of the Third Reich; political and ideological influence during the GDR and the traditionally restoration stage in the time of Germany; 3) the leading tendency of the training of teachers of physical education in Germany at the present stage – unification and standardization – (from 1990 to now) has been determined: the spread of the Bologna process in pedagogical education; transition to the education system «Bachelor – Master»; preservation of the traditional system of pedagogical education; teacher training by type of school and by position; as a result of the analysis of the modern curriculum of German higher education institutions that train teachers of physical education, the following characteristics are ascertained:

1) curricula include both compulsory disciplines and disciplines of student choice;

2) the training of teachers of physical education covers four different areas: the study of education sciences: the acquisition of pedagogical and other specialized pedagogical qualifications; professional-scientific preparation for two chosen subjects of teaching; professional-didactic training: the mastering of specialized theories and methods for the transfer of educational material; practice: the training of physical education teachers is practical-oriented, the lion's share of the workload consists of practical classes, seminars and various pedagogical practices;

3) in the pedagogical education of Germany there is a reffendariat that lasts from 16 to 24 months and is an independent, school-practical oriented, the final stage of acquiring teacher education of teachers

Keywords: professional training, teacher of physical education, trends, state, characteristic features, Germany

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EXPERIMENTAL VERIFICATION OF THE AUTHOR'S METHODOLOGY FOR THE DEVELOPMENT OF MULTINATIONAL STAFF OFFICERS' COMMUNICATIVE COMPETENCY

p. 37-45

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The article is devoted to the experimental verification of the author's methodology for the development of the communicative competency of multinational staff officers in the process of their military-professional training for the participation in international peace and security operations. The program of the experimental research, peculiarities of carrying out the pedagogical experiment, results of

the experimental verification of the author's methodology have been covered.

The experimental study has been carried out in accordance with the experimental work program, which includes the analytical-summative, analytical-research, research-experimental and final-generalizing stages, and contains a list of activities planned for the implementation.

The specificity of the multinational staff officers' military training for the participation in international peace and security operations has led to carrying out a consistent pedagogical experiment aimed at identifying significant differences in the levels of development of officers' communicative competency, based on substantiated criteria and indicators in one experimental group before and after the formative phase of the pedagogical experiment. In the formation of the study sample, an all-encompassing sampling method has been used, which means that everyone of a relatively small actual sample has to be examined.

According to the results of the formative stage of the experiment, the positive influence of the author's methodology on the dynamics of the development of the student-officers' communicative competency has been proved. After the approbation of the author's methodology, the number of students with a high level of development of communicative competency has increased by 37.3 %, and the number of students with a sufficient level – by 16 %. At the same time, the number of students with a satisfactory level decreased by 41.3 %. All students with a low level at the summative stage of the experiment moved to higher levels of development of their communicative competency. The integral coefficient of the development of the communicative competency of student-officers in the experimental group after the formative stage of the experiment (3.41) has increased by 1.03 in comparison with the indicator at the summative stage (2.38).

By calculating the reliability of the experimental data on the T-criterion of Wilcoxon, it has been found that the indicators after the formative stage of the pedagogical experiment exceed the values of the indicators at the summative stage. This made it possible to conclude that the implementation of the author's methodology for the development of the communicative competency of multinational staff officers has had a positive impact on the growth of the coefficient of its development

Keywords: *communicative competency, multinational staff officer, methodology, experimental verification, pedagogical experiment*

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