

Аналітичні навички є важливими для кожного компонента, оскільки вони використовуються для вилучення знань із практики. Упровадження системи формування аналітичних умінь серед майбутніх ІТ-фахівців у курс іноземної мови дозволяє зробити попередні висновки, що процес навчання іноземної мови сприятиме формуванню аналітичних навичок, необхідних для професійного зростання, успішного самовдосконалення на основі аналізу їх діяльності (рефлексивний компонент), удосконалення знань (когнітивний компонент), отримання та обробки інформації (інформативний компонент), ефективного використання інформаційних ресурсів (інформаційний компонент). Розвиток аналітичних навичок визначає готовність фахівця з комп'ютерної безпеки до професійної діяльності та забезпечує здатність ефективно вирішувати різні професійні завдання.

Ключові слова: *аналітичні навички, іноземна мова, англійська мова, читання, види читання, ІТ-технології, робота з текстом, етапи роботи з текстом.*

UDC 378.1

Nataliia Mukan

National University "Lviv Polytechnics"

ORCID ID 0000-0003-4396-3408

Mariia Busko

National University "Lviv Polytechnics"

ORCID ID 0000-0002-7233-6457

DOI 10.24139/2312-5993/2021.01/229-237

HIGHER EDUCATION IN THE MODERN WORLD: THEORIES, CONCEPTS, APPROACHES

The article is devoted to outlining the theories, concepts and approaches underlying higher education provided by modern universities that are research innovation centers playing an important role in economic, social and cultural development of society. The results of the analysis of the scientific literature on philosophy, linguistics, psychology, social anthropology have been presented.

The aim of the article is to present the results of research of the scientific literature devoted to highlighting the theoretical and methodological basis of modern higher education.

To carry out scientific research of theoretical and methodological bases of higher education we have used a set of research methods: analysis and synthesis to study the sources of research, comparison and contrast of scientific works dealing with theories, concepts and approaches to higher education in philosophy, linguistics, psychology, and social anthropology, generalizations to formulate conclusions and predicting further investigation on the research problem.

The research highlights the results of the survey by R. Willwood, who proposed a classification of theories and concepts underlying modern education; the educator D. Kolb, who proposed the paradigm of experiential learning, P. Honey and A. Mumford, as well as N. Fleming; the philosopher and educator P. Freire, who is a representative of critical pedagogy; and D. Hergreaves – a developer of the concept of interpersonal relations. The ideas of J. Dewey (1938), who worked on the theory of experiential learning, as well as supporters of constructivism: E. von Glasersfeld, J. Piaget, and L. Vygotsky have been pointed out. Scholars studied constructivism from a social (L. Vygotsky), cognitive (J. Piaget) and radical (E. von Glasersfeld) perspectives. The article highlights the classification of pedagogical goals proposed by D. Bloom.

The possibilities to apply systemic, axiological, andragogical, anthropological, acsteological, intercultural, and competence approaches in higher education have been outlined.

The conclusions on the performed research and the perspectives of further investigation have been presented.

Key words: *higher education, theories, concepts, approaches, constructivism, learning, competence, learning styles, interpersonal relations.*

Introduction. At the beginning of the XXI century, special attention of theorists and practitioners is paid to the development of higher education. The modern university is a powerful center that unites scientists and researchers, focuses on the development of science and innovation, which are used by specialists in various branches of industry and business. It is also an institution that has a significant impact on the social and cultural development of society, while the results of its activity are considered to be important factors in the sustainable development of the country. The main activities of modern universities include educational activities, the effectiveness of which is measured by such indicators as the quality of educational services, correspondence of educational programs to the interests of students, public needs, labour market demands and so on. Therefore, it is important to study not only the practical component of educational activities of modern universities, but also the theories, concepts and approaches that have been developed by scientists and are the basis for training a modern specialist in a higher education institution.

Analysis of relevant research. It is necessary to point out that scientific literature reflects the works of researchers devoted to various aspects of problem under investigation. So, the peculiarities of human development as a subject of educational process (G. Becker, 1964; Т. Кучер, Л. Насонов, В. Дейнека, 2015), distinguishing features of educational process (J. Bruner, 1960; J. Dewey, 1938), essence, principles, and regularities of learning process (B. Bloom, & et al., 1956; J. Bruner, 1961, 1966; N. Fleming, 2017) are studied. The works of P. Freire (1979, 2007), E. von Glasersfeld (1995), D. Hargreaves (1975), D. Kolb (1981, 1984), J. Piaget, (1936, 1957), D. Schultz та S. Schultz (2016), L. Vygotsky (1978), R. Willwood (2013) are of great interest.

Aim of the study is to present the results of research of scientific and pedagogical literature devoted to outlining theoretical and methodological basis of modern higher education.

Research Methods. To carry out a scientific research of theoretical and methodological basis of higher education a complex of such research methods is used: analysis and synthesis for processing the sources of the study; comparison and contrast of scientific works that cover theories, concepts and approaches to provision of higher education in philosophy, linguistics,

psychology, social anthropology and others; generalization for making conclusions and also prediction for further study of research problem.

Results. On the modern stage of development of science, we can observe that pedagogy is closely connected with a number of other sciences. Hence the interference of theories and concepts peculiar to such branches of science as philosophy, cybernetics, linguistics, psychology, social anthropology and some others can be traced. In this context R. Willwood (2013) suggested classification of theories and concepts underlying modern education. We will consider those relating to vocational education.

A famous theorist in the field of education is the American D. Kolb (1984), who suggested the paradigm of experiential learning, according to which knowledge can be received due to personal and social experience if a learner has an opportunity to analyze personal experience, realize its importance, make decisions and solve the tasks, using previously acquired knowledge. He also developed an idea about the necessity to agree on learners' teaching and learning styles that will contribute to optimal mastering the material (Kolb, 1981). The researcher identifies and characterizes such learning styles: activists (learn through activity); reflective students (observe others, analyze and learn in this way); theorists (to train they need to get acquainted with the theory: models, concepts, notions, and facts); pragmatists (learn by testing new ideas in practice) (Kolb, 1981). The representatives of this theory are also the British P. Honey and A. Mumford (1986a, 1986b), and also a scientist from New Zealand – N. Fleming (2017), who proposed the division of learning styles into visual, auditory, physical, and social.

The famous Brazilian philosopher and educator P. Freire (1979; 2007) is a representative of critical pedagogy, according to which the learner forms own awareness of freedom and constructive influence of his/her own activities on society in general and personal life in particular when acquiring knowledge.

D. Hergreaves is a British developer of the concept of interpersonal relations, according to which the researcher investigates the relationship between a teacher and learners as a social interaction, within which everyone has a particular role. This role is treated by the participants of the interaction in different ways that is projected on the learning process, and hence on its effectiveness. Also, the scientist's achievements highlighting the results of the analysis of such concepts as discipline, the dynamics of group classes and the relationship between a superior and subordinates are of great value (Hergreaves, 1975).

The American philosopher and educator J. Dewey (1938), a representative of pragmatism, who worked on the theory of students' experiential learning,

played an important role in the development of pedagogical thought. It deals with the organization of training, which is based on the experience of students, which is more effective for getting knowledge, forming and developing skills and abilities. He is also one of the founders of constructivism, according to which the student is an active participant of the educational process that constructs a system of knowledge based on previously acquired ones.

Among the well-known proponents of constructivism there are the American philosopher and cyberneticist E. von Glasersfeld (1995), the Swiss psychologist J. Piaget (1936) and the Belarusian psychologist L. Vygotsky (1978). Scholars considered constructivism from a social (L. Vygotsky), cognitive (J. Piaget) and radical (E. von Glasersfeld) perspectives.

According to social constructivism, knowledge is acquired in the common work of educators and learners in a constructive educational environment, and all cognitive functions are the result of social interaction (Vygotsky, 1978). In the context of cognitive constructivism J. Piaget viewed learning as a dynamic process that involves successive stages of learner's adaptation to reality, during which he/she actively constructs own system of knowledge, testing personal theories and ideas about the world (Piaget, 1957). At the same time, the process of getting knowledge from the perspective of Biology, Neurophysiology, and Psychology is in the center of radical constructivism. The function of cognition here is adaptive, as it is realized in order to adapt to the environment or life (Glasersfeld, 1995).

J. Piaget is also known for his work in the field of genetic epistemology, according to which a person's cognitive development starts from birth, lasts all lifetime and is divided into four stages. J. Piaget's works include survey that outlines the paradigm of discovery learning, i.e. learning, which is focused on the idea of mastering knowledge on the basis of formulation of hypotheses and their verification. The American linguist J. Bruner (1960; 1961; 1966) also supported this idea.

The American B. Bloom is well-known among psychologists, as he proposed the classification of pedagogical goals, dividing them into three areas: cognitive, affective (perception, interests, inclinations, abilities) and psychomotor (writing skills, lingual, physical, labor). This classification is known as Bloom's Taxonomy (Bloom et al. 1956).

As within the system of higher education specialists who will work in the socio-economic sphere are trained, it is natural that the basis of this training includes inherent theories. One of them is the theory of human capital, which originates from such economic theories as institutional, neoclassical theory, the theory of neo-Keynesianism and others. T. Shultz (1971), G. Becker (1964),

S. Kuznets (2002) and some others are among the well-known supporters of the theory of human capital, which deals with the role of a person and the results of his/her intellectual activity in the process of development of economy and society.

Personality theories are reflected in such branches of scientific knowledge as Psychology and Sociology. Among the prominent theorists whose works are known throughout the world, are S. Freud (psychoanalytic theory of the personality development), A. Adler (interdependence between the personality development and living environment), K. Jung (lifelong personality development), E. Erickson (division of human life into several stages), R. Kettel and G. Eisenk (theory of personality traits) (Schultz, & Schultz, 2016).

In higher education various approaches to training specialists are used. Among them there is the systems approach which is of great importance, as vocational education and training of future qualified specialists is a kind of system that covers interconnected structural and functional components: structure and subsystems, purpose and main tasks, functions, subjects of the educational process, the content of education. and training, forms of organization of training and methods used by teachers, the integrity of development, the dynamics of the system, the nature and peculiarities, conditions and factors.

The participants in the system of higher education are teachers working in this system, students, managers at different levels of vocational education, and the employers, who make an order for training specialists of the appropriate level of qualification, etc.

The application of the axiological approach, which involves shaping cultural worldview, the formation of professional values and attitudes are of great importance in higher education. "Values in socio-cultural practice play the roles of guidelines and are intrinsically linked to the concept of "goals". If any human activity is considered to be purposeful, any goal must have some features of value. Objects, ideas, opportunities, and relations between them can be treated as values" (Кучер та ін., 2015, с. 17).

The use of andragogical, anthropological, and acmeological approaches in higher education is based primarily on understanding the peculiarities of human development throughout life, including the stages of its development. "Depending on the peculiarities of the formation of the "person's image"" in modern pedagogical anthropology, there are several areas: an integrated approach (a person is a creature who needs upbringing and education – A. Flitner, G. Roth, M. Lidtke; philosophical approach – a person is an open system that is constantly developing – O. Bolnov, J. Debrolav, V. Loch, phenomenological approach – a person is a complex of alternating self-manifestations – M. Langeveld, R. Lissan;

dialectical and reflexive approach – a person is a “political animal” that realizes himself in the social space – M. Buber, E. Levinas, T. Adorno; implicit approach – a person exists only in the mode of personal images – Sheyerl; structuralist approach – a person is treated as an anagram, turning into a poetic text – J. Derrida, M. Foucault (Кучер та ін., 2015, с. 15).

First of all, it is obvious that an adult improves by overcoming hierarchically arranged stages of thinking and development. Therefore, in order to ensure the success of the pedagogical process, and the effectiveness of students’ learning, it is important to consider what stage dominates in the development of a young person. Secondly, the importance of a young person’s development in the process of receiving higher education is less obvious but more significant.

In any organization or at any enterprise you can find employees who are at different stages of development of thinking. Some people think in terms of concrete categories, while others in terms of more abstract ones. Therefore, one of the keys to success of the pedagogical process in higher education is the educator’s ability to adapt the educational material to the various characteristics inherent in students.

The intercultural approach in higher education becomes especially popular at the beginning of the XXI century, which is characterized by globalization processes, rapid development of international education, including international academic and scientific mobility of participants of educational process. Nowadays, both students and teaching staff are becoming increasingly multicultural (multiculturalism of philosophical, religious, ethnic, cultural, social, and economic nature). This requires the organization of the educational process and the establishment of educational and professional programs on the basis of application of intercultural approach, and also readiness of the participants of educational process to function in a multicultural educational environment.

Nowadays, an exceptional role is assigned to the competence approach, which becomes the basis for professional training. It is necessary to point out that on May 22, 2018, the Council of the European Union approved the document “European Key Competencies for Lifelong Learning” (The Council of the European Union, 2018), which identifies eight basic competences:

- literacy (ability to define, understand, express, create and interpret concepts, feelings, facts and thoughts both orally and in written form, using visual, audio and digital materials in different fields and contexts);
- multilingual competence (ability to use different languages correctly and effectively);

- mathematical competence (ability to develop and apply mathematical thinking, insight to solve everyday problems) and competence in the field of natural sciences (ability to explain the environmental phenomena on the basis of knowledge and appropriate methodology, including observations and experiments, to clearly formulate questions, draw evidence-based conclusions), technology and engineering (ability to apply knowledge and methodology to meet human needs, as well as to understand the consequences of human activities for the environment and personal responsibility);
- digital competence (ability to use digital technologies in a confident, critical and responsible way and apply them while studying, working, and living in society);
- personal, social and “learning to learn” competence (the ability to respond, manage time and information effectively, collaborate with others constructively, remain resilient and take responsibility for personal learning and career);
- civic competence (the ability to act as responsible citizens and to participate fully in public and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global and sustainable development);
- entrepreneurial competence (ability to see and use opportunities and ideas, transforming them into achievements and values for others);
- cultural awareness and self-expression (understanding and respect for creative expression and transmission of ideas and concepts common for different cultures and through different forms of arts and culture).

Key competences are a dynamic combination of knowledge, skills and abilities, values and attitudes necessary both for participation in social life, and lifelong learning. According to the competence approach, higher education is aimed at developing general and professional competences. Each profession has its own set of competences necessary for efficient functioning in a vocational environment.

Conclusion. To sum up, the results of the survey prove that nowadays higher education is based on theories, concepts, approaches developed by representatives of various branches of science in order to train a highly qualified specialist with the appropriate amount of knowledge, skills and abilities, personal and professional qualities and attitudes that contribute to personal fulfillment and development throughout life.

The study does not cover all the aspects of the problem. Further prospects include studying the peculiarities of the use of researched theories, concepts and approaches in the work of modern universities.

REFERENCES

- Кучер, Т. Н., Насонов, Л. І., Дейнека, В. В. (2015). *Навчальний посібник з курсу «Філософія освіти» для осіб, що навчаються в магістратурі за спеціальністю «Педагогіка вищої школи»*. Харків, Україна: ХНМУ (Kucher, T.N., Nasonov, L.I., Deineka, V.V. (2015). *Textbook for the course "Philosophy of Education" for students studying for a master's degree in "Higher School Pedagogy"*. Kharkiv, Ukraine: KhNMU).
- Becker, G. S. (1964). *Human Capital*. New York, USA: Columbia University Press.
- Bloom, B. S., & et al. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, USA: David McKay Company.
- Bruner, J. S. (1960). *The Process of education*. Cambridge, Mass.: Harvard University Press.
- Bruner, J. S. (1961). The act of discovery. *Harvard Educational Review*, 31, 21-32.
- Bruner, J. S. (1966). *Toward a theory of instruction*, Cambridge, Mass.: Belkapp Press.
- Dewey, J. (1938). *Experience and Education*. New York, USA: Collier Books.
- Fleming, N. (2017). *The VARK modalities*. Retrieved from: <http://vark-learn.com/introduction-to-vark/the-vark-modalities/>
- Freire, P. (1979). *Education of critical cognition*. (Mansoreh Kaviani, Trans.). Tehran: Agah Publications.
- Freire, P. (2007). *Critical education in the new information*. Oxford. UK: Rowman & Littlefield Publishers, Inc.
- Glaserfeld, E. von. (1995). *Radical constructivism: A way of knowing and learning*. London. Wasington, DC: Falmer Press.
- Hargreaves, D. H. (1975). *Interpersonal Relations and Education: Student Edition*, Routledge and Keegan Paul Ltd.
- Honey, P., & Mumford, A. (1986a). *The Manual of Learning Styles*. Peter Honey Associates.
- Honey, P., & Mumford, A. (1986b). *Learning Styles Questionnaire*. Peter Honey Publications Ltd.
- Kolb, D. A. (1981). Learning styles and disciplinary differences, in: A. W. Chickering (Ed.). *The Modern American College*, (pp. 232-255). San Francisco, LA: Jossey-Bass.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development, Vol. 1*. Englewood Cliffs, NJ: Prentice-Hall.
- Kuznets, S. (2002). *Economic Development, the Family, and Income Distribution: Selected Essays*. Cambridge University Press.
- Piaget, J. (1936). *Origins of intelligence in the child*. London, UK: Routledge & Kegan Paul.
- Piaget, J. (1957). *Construction of reality in the child*. London, UK: Routledge & Kegan Paul.
- Schultz, D., & Schultz, S. E. (2016). *Theories of personality*, (11th ed). Cengage Learning.
- Shultz, T. (1971). *Investment in Human Capital*. N.Y., London.
- The Council of the European Union (2018). *European Key Competences for Lifelong Learning*. Retrieved from: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN)
- Vygotsky, L. S. (1978). *Mind in society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.
- Willwood, R. (2013). *Learning Theory*. Retrieved from: <https://blog.richardmillwood.net/2013/05/10/learning-theory/>.

РЕЗЮМЕ

Мукан Наталия, Бусько Марія. Высшее образование в современном мире: теории, концепции, подходы.

Статья посвящена представлению теорий, концепций, подходов, положенных в основу высшего образования, которое обеспечивается современными университетами

– научно-исследовательскими, инновационными центрами, которые играют важную роль в экономическом, социальном, культурном развитии общества. Представлены результаты анализа научной литературы по философии, лингвистике, психологии, социальной антропологии. Цель статьи – представить результаты исследования научной литературы, посвященной освещению теоретико-методологической базы современного высшего образования. Используются исследовательские методы: анализ и синтез, обобщение и прогнозирование. Представлены результаты научных исследований ряда ученых. Определены возможности применения различных подходов в высшем образовании. Представлены выводы из выполненного исследования и перспективы дальнейших исследований.

Ключевые слова: высшее образование, теории, концепции, подходы, конструктивизм, обучение, компетентность, стили обучения, межличностные отношения.

АНОТАЦІЯ

Мукан Наталія, Бусько Марія. Вища освіта в сучасному світі: теорії, концепції, підходи.

Стаття присвячена висвітленню теорій, концепцій, підходів, покладених в основу вищої освіти, що забезпечується сучасними університетами – науково-дослідними, інноваційними центрами, що відіграють важливу роль в економічному, соціальному, культурному розвитку суспільства. Представлено результати аналізу наукової літератури з філософії, лінгвістики, психології, соціальної антропології. Мета статті – представити результати дослідження наукової літератури, присвяченої висвітленню теоретико-методологічної бази сучасної вищої освіти. Використано дослідницькі методи: аналіз та синтез, узагальнення і прогнозування. Висвітлено результати наукових досліджень низки науковців. Окреслено можливості застосування різноманітних підходів у вищій освіті. Представлено висновки з виконаного дослідження та перспективи подальших наукових розвідок.

Ключові слова: вища освіта, теорії, концепції, підходи, конструктивізм, навчання, компетентність, стилі навчання, міжособистісні стосунки.

УДК 378:373.5.091.12.011.3-051:821.161.2]:004

Людмила Овсієнко

Київський університет імені Бориса Грінченка

ORCID ID 0000-0002-8450-7305

DOI 10.24139/2312-5993/2021.01/237-249

ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ УКРАЇНСЬКОЇ МОВИ І ЛІТЕРАТУРИ В КОНТЕКСТІ ІНФОРМАТИЗАЦІЇ ЯК НАСКРІЗНОЇ ТЕНДЕНЦІЇ В РОЗВИТКУ ВИЩОЇ ОСВІТИ

У публікації йдеться про актуальні проблеми інформатизації освітнього процесу в ЗВО та можливості реалізації наскрізної тенденції в розвитку педагогічної освіти, – інформатизації, у процес підготовки майбутніх учителів української мови і літератури. Авторка доводить, що наразі означений процес відбувається посередньо й потребує радикальних коректив, відповідальності та серйозного контролю за виконанням. Для якісної інформатизації системи педагогічної освіти варто модернізувати технічне