



EUROPEAN
SCIENTIFIC
PLATFORM

ΛΟΓΟΣ

COLLECTION DE PAPIERS SCIENTIFIQUES

SUR LES MATÉRIAUX DE LA CONFÉRENCE
SCIENTIFIQUE ET PRATIQUE INTERNATIONALE

**«PROBLÈMES ET PERSPECTIVES
D'INTRODUCTION DE LA RECHERCHE
SCIENTIFIQUE INNOVANTE»**

29 NOVEMBRE 2019

VOLUME 4

Bruxelles • Belgique

E
S
P



Président du comité d'organisation: Holdenblat M.

Responsable de la mise en page: Kazmina N.

Responsable de la conception: Bondarenko I.

P 93 **Problèmes et perspectives d'introduction de la recherche scientifique innovante: collection de papiers scientifiques «ΛΟΓΟΣ» avec des matériaux de la conférence scientifique et pratique internationale** (Vol. 4), 29 novembre, 2019. Bruxelles, Belgique: Plateforme scientifique européenne.

ISBN 978-617-7171-89-7

DOI 10.36074/29.11.2019.v4

Les résumés et articles des participants à la conférence multidisciplinaire scientifique et pratique internationale «Problèmes et perspectives d'introduction de la recherche scientifique innovante», qui s'est tenue à Bruxelles le 29 novembre 2019, sont présentés.



L'événement est inclus dans le catalogue des conférences scientifiques internationales, approuvé sur la plate-forme ResearchBib et certifié par Euro Science Certification Group norme scientifique SCC-2000.

Les documents de la conférence sont disponibles au public sous licence Creative Commons Attribution 4.0 International (CC BY 4.0).



La description bibliographique des documents de la conférence peut être téléchargée et indexée dans ORCID, Publons, Google Scholar, etc.

UDC 001 (08)

© Le collectif des participants à la conférence, 2019
© Collection de papiers scientifiques «ΛΟΓΟΣ», 2019

DIGITALIZATION AS INEVITABLE VECTOR OF THE EDUCATIONAL SYSTEM DEVELOPMENT IN GERMANY Dzhurylo A.	70
IMPLEMENTING BLENDED LEARNING FOR STUDENT SUCCESS Kruk A.	72
INNOVATIONS IN THE FIELD OF FOREIGN LANGUAGES TEACHING Sarnovska N.	73
INTERACTIVE ENGLISH LANGUAGE TEACHING Nikitina N.	75
LEGISLATIVE PROVISION OF PRIMARY SCHOOL TEACHER TRAINING IN THE BENELUX COUNTRIES AND UKRAINE Holovatenko T.	77
MUSICAL THERAPY AS A MEANS OF CORRECTION OF PSYCHOPHYSICAL DISORDERS OF CHILDREN Tsuranova O., Polynko Ya.	82
REFERENCE RESOURCES WHEN ORGANIZING STUDENTS' INDEPENDENT WORK Karasyova O.	84
THE FACTOR OF TEACHER'S PERSONALITY ON INCREASING INTEREST OF THE STUDENTS IN HISTORY LESSONS Kamolov I., Ergasheva M.	85
VISUAL AIDS AS SUPPORT FOR THE COMMUNICATIVE COMPETENCY Kozlova O.	88
АНАЛІЗ ОСНОВНИХ ПЕРЕВАГ ВИКОРИСТАННЯ МОБІЛЬНИХ ЗАСТОСУНКІВ ПІД ЧАС НАВЧАЛЬНОГО ПРОЦЕСУ Тищенко М.А.	90
ВИКОРИСТАННЯ ТЕКСТІВ ПІСЕНЬ БРИТАНСЬКОЇ СПІВАЧКИ АДЕЛЬ НА ПРАКТИЧНИХ ЗАНЯТТЯХ ІЗ «СТИЛІСТИКИ АНГЛІЙСЬКОЇ МОВИ» Гурський І.Ю.	92
ВОЗМОЖНОСТИ ИСПОЛЬЗОВАНИЯ ПРОБЛЕМНОГО ОБУЧЕНИЯ В ПРОЦЕССЕ ИЗУЧЕНИЯ ИМЕНИ СУЩЕСТВИТЕЛЬНОГО Кон О.О.	94
ВПРОВАДЖЕННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ НА ЗАНЯТТЯХ ОХОРОНИ ПРАЦІ Дусматова О.В.	98
ДО ПРОБЛЕМ ОРГАНІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ НА УРОЦІ	

answers. If teacher is ready and is sure that his students are also ready he can give topic for the whole class. Everything depends on the teacher and his aim.

DOI 10.36074/29.11.2019.v4.10

LEGISLATIVE PROVISION OF PRIMARY SCHOOL TEACHER TRAINING IN THE BENELUX COUNTRIES AND UKRAINE

Tetiana Holovatenko

Lecturer of the Department of Foreign Languages and Methodologies, PhD student
Borys Grinchenko Kyiv University

UKRAINE

Introduction. Recently, considerable attention of scholars has been paid to reforms of teacher training system in Ukraine. It has been noticed, that Ukrainian higher education develops in the transnational context [2] and a great influence is played by the European educational discourse [12]. This interest was enhanced by the “Association Agreement between the European Union and its Member States, of the one part, and Ukraine, of the other part”. Through Articles 431 of the chapter “Education, training and youth” the following priorities are set: “... reforming and modernising the higher education system, promoting convergence in the field of higher education deriving from the Bologna process; enhancing the quality and relevance of higher education; stepping up cooperation between higher education institutions; building up the capacity of higher education institutions” [1]. Thus, to bring Ukrainian higher education closer to European standards, Law «On Higher Education» (2014) and Law «On Education» (2017) were adopted. One of important tasks on a state level was introduced in both of them: not only to integrate into EHEA (European Higher Education Area), but also to save national traditions in education [11].

At the same time, S. Sysoieva and N. Mospan notice these laws are a part of wide context of education reforms formulated in “Strategy of higher education reforming in Ukraine to 2020” [16]. It aims to modernize higher education and integrate into the EHEA and ERA (European Research Area) [14].

To further bring modernization of higher education into teacher training process, the “Conception of Reforming Pedagogical Education” was introduced by the Ministry of Education and Science in 2018. It aims at creating of a modern model of a pedagogical profession, finding perspective ways of continual teacher training and their in-service advanced training [13]. However, forming the content of teacher training is the responsibility of educational institutions.

So, Ukrainian teacher training system undergoes a series of reforms to unify it with the European system. At the same time there is lack of research on positive experiences of other European countries in resolving the issue. Considering abovementioned, we find it necessary to study European experience of legislative provision of primary school teacher training.

The aim of the article is to compare and identify the main similarities and differences between legislative provision of primary school teacher pre-service training in Belgium, the Netherlands, Luxembourg and Ukraine.

Legislative provision of teacher training in Flanders (Belgium). Belgian higher education system is decentralized. It is managed in Flanders, Wallonia and German-speaking region according to the EU regulations, priorities of Benelux union, and state priorities in education. As rights to manage educational policies is devolved to language communities [8], we are going to analyze legislative provision of all three language communities.

In all three communities, a degree in Education to teach at primary schools, students can get at ISCED 6 level. It comprises Bachelor's or equivalent level programs lasting for 3 or 4 years [17].

The main legislative provision act for the system of higher education in Flanders is "Codex Hoger Onderwijs" (2014). According to it, students can get an academic higher education to work at secondary school within programs offered at a university. More practical approach is offered at colleges (called Hogeschool), which were certified by state authorities to prepare future primary school teachers. According to Article II.64, students should accumulate at least 180 ECTS credits to get a degree [3]. After Professional Bachelor's programme, students can apply for a one year Subsequent Bachelor. Finally, students can apply for 2 or 3 years Academic Bachelor's programme at universities [3].

One of peculiarities of Flemish higher education is a wide network of associations, made up of both universities and Hogeschools. According to "Codex Hoger Onderwijs" (2014), there are 5 of them: Ghent University Association, KU Leven Association, Antwerp University Association, and Brussels University Association [3]. These associations aim to optimize educational programs, reduce the amount of courses offered as a specialization, introduce flexible educational routes between Bachelor's and Master's programs, monitor the educational process to raise its quality, further develop research activities in Hogeschools and intensify involvement of employers into the educational process [20]. Moreover, through these associations Flanders cooperates with the Netherlands in terms of academic mobility and higher education quality control.

Besides the law on higher education, there is a decree "On teacher training in Flanders" (15.12.2006). This decree amends previous legislative acts concerning universities, university colleges, teacher education and in-service training, primary education, secondary education, adult education matters, the teaching duties of teachers, and restructuring of higher education in Flanders.

According to this decree, during the pre-service practical training and internship at school, each student is supported by a mentor. According to Article 7.4, within the available budget, the Flemish Government allocates resources for mentoring to centers, institutions or schools that belong to one of the following institutions: a school community in primary or secondary education; a school group; a cooperation platform between two or more of the following bodies: school communities in primary or secondary education; school groups; schools for mainstream and / or special primary education, insofar as these do not belong to a school community in primary education; an educational institution (s) for mainstream secondary education, insofar as these do not belong to a secondary school community; educational institutions for special secondary education; adult education centers; institutions for part-time art education.

One of the peculiarities of Belgian teacher training is a wide autonomy of higher educational institutions, which organize teacher training according to "soft law" and "hard law" regulations, offered to them. So, the content of teacher training curriculum

is formed by universities or hogeschools. The same implies not only to Flanders, but to Wallonia as well.

Legislative provision of teacher training in Wallonia (Belgium). The main laws of the French-speaking community, concerning higher education are as follows: Decree of 31 March 2004 defining higher education, favoring its integration into the European space and refinancing universities, Decree of 5 August 1995 setting the general organization of higher education in High Schools, Decree of 5 September 1994 on the system of university and academic degrees, Act of 7 July 1970 on the general structure of higher education, Decree of 31 March 2004 defining higher education, favoring its integration into the European space and refinancing universities. We are going to focus our attention on the latest decrees, as they reflect the current educational policies.

According to “Decret du 31 mars 2004 definissant l'enseignement superieur, favorisant son integration a l'espace europeen et refinancant les universites” the system of higher education in French-speaking community consists of university and non-university education. Future primary school teachers can get academic education at universities and practically-oriented education at higher schools (hautes ecoles) authorized by state [4].

Organization of teacher training in higher schools (hautes ecoles) is based on Decree of 5 August 1995 setting the general organization of higher education in Higher Schools. Higher schools provide short- and long-cycled Bachelor's programs. As it defines, only those, who have a certificate of an obtained full secondary education and demonstrate good command of French, can be admitted to Higher Schools. Interestingly, higher schools work only according to the principle of territoriality. However, Article 49 regulates the minimum amount of students a higher school must have regularly. The overall amount varies from 700 to 1600 students, according to the area where the institution is located [5]. Students can get the diploma in at least three years.

Legislative provision of teacher training in the German-speaking community in Belgium. The only institution in German-speaking community, preparing future primary school teachers is the Autonomen Hochschule in der Deutschsprachigen Gemeinschaft. According to the «Decree on creation of the Autonomous Hochschule on 27.06.2005», students study professionally oriented courses, do researches and can choose additional specialization among French as foreign language, Basics of Catholics Religion, Ethics and Special Pedagogics [6].

One of peculiarities of pedagogical education in German-speaking community is a one-year practical training called referendariat. It comprises 1280 classes in primary school lasting 50 minutes each [6]. It is similar to referendariat offered for future teachers in Germany.

Legislative provision of teacher training in the Netherlands. According to the Higher Education and Scientific Research Act (1992), Dutch higher education consists of universities and university colleges, thus forming a binary system. Primary school teachers can get their qualification in both institutions. However, practically oriented courses are offered only in university colleges [18]. According to the Act on Teaching Professions, future teacher candidates undergo an obligatory competence screening process [19]. Future primary school teachers are offered a list of statements to comment on them with further projection of situations where they acted according to them. It helps demonstrate knowledge, skills, attitudes, values and personal characteristics of future primary school teachers within such

competencies as interpersonal, pedagogical, organizational, subject-related competencies. Moreover, before becoming in-service teachers, candidates should pass a period of a practical training and a suitability test [7]. It all contributes to a high responsibility of institutions within the process of teacher training. Further analysis of Dutch system of higher education showed us that quality control is one of its most important features. It is provided by Accreditation Organisation of the Netherlands and Flanders (NVAO). It is responsible for program quality assurance and accreditation in two independent educational systems due to their current connections within the Benelux union.

Legislative provision of teacher training in Luxembourg. State regulation of educational policies is the responsibility of two ministries and several departments [15]. School and professional training is the responsibility of the Ministry of National Education, Children and Youth, higher education is the responsibility of Ministry of Higher Education and Scientific Research. So, there is a high level of cooperation between these institutions to move educational system in the same direction.

According to Eurydice, the only state higher educational institution is University of Luxembourg. Law «On establishing of University of Luxembourg» (on 12.08.2003) has fulfilled 7 tasks: created the only state university in the country; amended the Law on 31.05.1999 on creation of research funds in private sector фонду досліджень у приватному секторі; cancelled the law on 11.08.1996. on reforming higher education; amended law on 06.08.1990 on organization of studies of social subjects; added amendments to the Act on 24.05.1989 on recruiting employees; added amendments to the Act on 06.09.1983 On Reform of the training of primary school teachers; establishment of the Higher Institute for Studies and Pedagogical Research; modification of the organization of pre-school and primary education, and added amendments to the Law on 04.12.1967 concerning incoming tax.

The Act on 06.09.2019 «On Reform of the training of primary school teachers; establishment of the Higher Institute for Studies and Pedagogical Research; modification of the organization of pre-school and primary education» regulates conditions to admit students to university studies; awarding educational degrees to future primary school teachers; conditions to access the teaching profession; and selection of employees on pedagogical positions after university studies.

To be enrolled into studies, besides having a certificate for secondary studies, students should be fluent in three state languages and be under 35 years old [10].

As researchers mention, educational management in Luxembourg is decentralized [9]. However, issues concerning the content of teacher training are devolved to the university.

Conclusions. We have analysed the legislative provision of teacher training in Belgium, the Netherlands, Luxembourg and Ukraine. Among some of its similarities, there is decentralization of educational policies in Belgium, the Netherlands and Ukraine. In the Netherlands and Belgium, future primary school teachers are prepared in university colleges (hogeschools or higher schools). In Ukraine future teachers are prepared in both university colleges and universities. In Luxembourg teachers are prepared only in universities. Most often, higher schools offer more practically-oriented education. Some of legislative acts provide specific requirements for the admission of teachers, their practical training. At the same time, educational institutions form the content of teacher training curriculum on its own.

We can state there is a solid background for our further research of these countries, as they have some similarities. Our next task is to compare similarities and differences of future teacher training programs in abovementioned countries.

References:

1. *Association Agreement between the European Union and its Member States, of the one part, and Ukraine, of the other part.* (2014). Retrieved from [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:22014A0529\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:22014A0529(01)&from=EN)
2. Avsheniuk, N. (2011). Sotsialno-ekonomichni determinanty rozvytku transnatsionalnoi vyshchoi osvity na zlami XX-XXI stolit [Social and economical determinants of transnational higher education development on the edge of XX-XXI century]. *Comparative professional training*, pp. 52 – 61.
3. *Codex Hoger Onderwijs*. Retrieved from Flemish Ministry of Education and Training: <https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=14650>
4. *Décret définissant l'enseignement supérieur, favorisant son intégration dans l'espace européen de l'enseignement supérieur et finançant les universités.* Retrieved from https://www.galillex.cfwb.be/document/pdf/28769_017.pdf
5. *Decret du 5 aout 1995 fixant l'organisation generale de l'enseignement superieur en Hautes Ecoles.* Retrieved from https://www.galillex.cfwb.be/document/pdf/19109_002.pdf
6. *Dekret Zur Schaffung Einer Autonomen Hochschule.* Retrieved from <http://www.pdg.be/PortalData/4/Resources/downloads/koordek/2005-06-27-01.pdf>
7. *Interimwet zij-instroom leraren primair en voortgezet onderwijs.* (2000). Retrieved from <https://wetten.overheid.nl/BWBR0011469/2004-09-01>
8. Kriazhev, P. (2008). Tendentsii reformuvannia vyshchoi osvity v krainakh Zakhidnoi Yevropy [Tendencies of Reforming Higher Education in Western European Countries]. Kyiv: Institute of Higher Education of Academy of Pedagogical Sciences of Ukraine. p.10.
9. Krystopchuk, T. Ye. (2013). Pedahohichna osvita v krainakh Yevropeiskoho Soiuzu [Pedagogical education in the countries of the European Union]. Rivne, Ukraine: Volynski oberehy.
10. *Law of 6 September 1983 on (a) reform of the training of primary school teachers; (b) establishment of a Higher Institute for Studies and Pedagogical Research; (c) modification of the organization of pre-school education and primary education.* (1983). Retrieved from <http://data.legilux.public.lu/eli/etat/leg/loi/1983/09/06/n1/jo>
11. *Law of Ukraine "On Higher Education".* Retrieved from <http://zakon2.rada.gov.ua/laws/show/1556-18>
12. Lokshyna, O. (2018). Zabezpechennia yakosti vyshchoi osvity v umovakh yevropeizatsii Ukrainy. [Higher Education Quality Assurance in terms of Europization of Ukraine]. *Continuous professional education: theory and practice* (№ 3-4), pp. 127-132.
13. Ministry of Education and Science. (2018). Kontseptsiia rozvytku pedahohichnoi osvity [Conception of developing pedagogical education]. Retrieved from <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-koncepciji-rozvytku-pedagogichnoyi-osviti>
14. Ministry of Education and Science. (2014). Stratehiia reformuvannia vyshchoi osvity v Ukraini do 2020 roku [Strategy of reforming higher education in Ukraine to 2020]. Retrieved from <https://mon.gov.ua/storage/app/.../18-strategiya-reformuvannya-vishhoi-osviti-20.doc>
15. Samokhval, O. (2017). Osoblyvosti formuvannia ta realizatsii derzhavnoho upravlinnia profesiinoui osvitoiu maibutnikh fakhivtsiv turystychnoi haluzi u Liuksemburzi [Peculiarities of forming and implementing public administration of vocational training of future specialists in tourism in Luxembourg]. *Educology* (6), pp. 181-186.
16. Sysoieva, S. O. (2015). Novyi Zakon Ukrainy Pro vyshchu osvitu: novovvedennia ta ryzyky [New Law of Ukraine "On higher education: innovations and risks]. *Proceedings of Mykhailo*

- Kotsiubynskiy Vinnytsya State Pedagogical University. Series: Pedagogy and Psychology* (43), pp. 16-19.
17. UNESCO. (2011). ISCED 2011. Retrieved from <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>
 18. *Wet op het hoger onderwijs en wetenschappelijk onderzoek*. Retrieved from <https://wetten.overheid.nl/BWBR0005682/2019-02-01>
 19. *Wet op de beroepen in het onderwijs*. (2004). Retrieved from <https://wetten.overheid.nl/BWBR0016944/2013-07-04>
 20. Zakaulova, Yu. V. (2017). Rozvytok systemy profesiinoi osvity Belhii za chasiv hlobalizatsii. [Development of the system of professional education in Belgium in the epoch of globalisation]. *Miscellany of Kherson State University. Pedagogical Sciences.*, 75(2), pp. 101-107.

MUSICAL THERAPY AS A MEANS OF CORRECTION OF PSYCHOPHYSICAL DISORDERS OF CHILDREN

Tsuranova Oksana

Ph.D. in Musical Art, Associate professor

Public Institution «Kharkiv Humanitarian Pedagogical Academy»

Yaroslava Polyanko

Public Institution «Kharkiv Humanitarian Pedagogical Academy»

UKRAINE

Music therapy for children with special needs in an inclusive environment, together with the common purpose and objectives of music education, aims at the realization of a specific task – the correction of psychophysical disorders of children, in particular the correction of their psycho-emotional state. Music has a positive effect on the autonomic nervous system of the child, is a stimulator of thinking processes and a stabilizer of communicative relationships between adults and children.

All types of corrective and developmental work meet the individual needs of each child. The personal approach, available methods and appropriate forms of musical and pedagogical influence on the child will help to resolve questions regarding the development of the emotional-volitional sphere, attention, intelligence. Listening to music is recommended not only during the class, but also during play or study activities or to set the children up for rest. Children should be dosed with music. For example, initially as a background to 15 minutes, one or two tunes, repeating them from time to time, but every day. That is, it goes from simple to difficult and when children start to learn music, they listen to new works.

Choosing music for lessons with children with various disorders of psychophysical development is difficult. That is why we propose to focus on works of classical and folk music, which are the basis for the formation of the musical culture of personality. Specificity of children's musical folklore is in accordance with the age possibilities of preschool children in the choice of themes, images, ideas; characterized by a combination of verbal material with game elements and