

ISSN 2518-7635 (Print)
ISSN 2617-5266 (Online)
DOI 10.28925/2518-7635

Founder: Borys Grinchenko Kyiv University, Ukraine

The Modern Higher
Education
REVIEW

4
2019

Partners:
Ukraine, Finland, Poland

Frequency of publications: once a year
The edition was founded in 2015

Registration certificate:

KB No. 21835–11735 P of 31.12.2015

The Modern Higher Education Review

the scholarly and peer reviewed journal, published in English by three universities from Ukraine, Poland and Finland

Founder: Borys Grinchenko Kyiv University, Ukraine

Frequency of publications: once a year

The edition was founded in **2015**

ISSN 2518–7635 (Print)

ISSN 2617-5266 (Online)

DOI 10.28925/2518-7635

Editor in Chief

Natalia Mospan – Borys Grinchenko Kyiv University, Ukraine

Associate Editor

Vuokko Kohtamäki – Tampere University, Finland

International Editorial Board

Ukraine

Oksana Buinytska – Borys Grinchenko Kyiv University
Liliia Varchenko-Trotsenko – Borys Grinchenko Kyiv University
Tetiana Liakh – Borys Grinchenko Kyiv University
Roman Pavliuk – Borys Grinchenko Kyiv University
Viktoriiia Zhelanova – Borys Grinchenko Kyiv University
Natalya Voyevutko – Mariupol State University
Hanna Bieliienka – Borys Grinchenko Kyiv University
Nataliia Klishevych – Borys Grinchenko Kyiv University
Olha Kuzmenko – Borys Grinchenko Kyiv University

Poland

Barbara Hrabovska – University of Silesia in Katowice
Anna Shafranska – University of Silesia in Katowice
Maria Khmielevska – Higher School named after Pavel Vlodkovich in Plock
Malgozhata Kaminska – Higher School named after Pavel Vlodkovich in Plock
Olena Ivashko – AGH University of Science and Technology

Greece

Vassiliki Pilogou – Metropolitan College of Thessaloniki

Executive editors

Yulia Shumilova – Tampere University, Finland
Svitlana Nohovska – Borys Grinchenko Kyiv University, Ukraine

*Recommended for publishing by the decision of the Academic Board of
Borys Grinchenko Kyiv University of 26.12.2019, Protocol No. 12*

Official website:

<http://edreview.kubg.edu.ua>

Editorial address:

13-b Tymoshenko Str., 04212 Kyiv, Ukraine

e-mail: ndl.osv@kubg.edu.ua



ISSN 2518-7635 (Print)
ISSN 2617-5266 (Online)
DOI 10.28925/2518-7635

Засновник: Київський університет
імені Бориса Грінченка, Україна

сучасної вищої
ОСВІТИ

ОГЛЯД

4
2019

Партнери:
Україна, Фінляндія, Польща

Періодичність: щорічник
Видання засновано у 2015 р.

Реєстраційне свідоцтво:
КВ №. 21835–11735 Р від 31.12.2015 р.

Огляд сучасної вищої освіти
науковий рецензований англomовний журнал,
видається за підтримки трьох університетів з України, Польщі та Фінляндії

Засновник: Київський університет імені Бориса Грінченка, Україна

Періодичність: щорічник

Видання засновано у 2015 р.

ISSN 2518–7635 (Print)

ISSN 2617-5266 (Online)

DOI 10.28925/2518-7635

Головний редактор

Наталя Мосьпан – Київський університет імені Бориса Грінченка, Україна

Заступник головного редактора

Вуокко Кохтамекі – Університет Тампере, Фінляндія

Міжнародна редакційна колегія

Україна

Оксана Буйницька – Київський університет імені Бориса Грінченка
Лілія Варченко-Троценко – Київський університет імені Бориса Грінченка
Тетяна Лях – Київський університет імені Бориса Грінченка
Роман Павлюк – Київський університет імені Бориса Грінченка
Вікторія Желанова – Київський університет імені Бориса Грінченка
Ганна Беленька – Київський університет імені Бориса Грінченка
Наталія Воевутко – Маріупольський державний університет
Наталія Клішевич – Київський університет імені Бориса Грінченка
Ольга Кузьменко – Київський університет імені Бориса Грінченка

Польща

Барбара Грабовська – Сілезький університет в Катовіцах
Анна Шафранська – Сілезький університет в Катовіцах
Марія Хмелевська – Вища школа імені Павла Влодковіца в Плоцьку
Малгожата Камінська – Вища школа імені Павла Влодковіца в Плоцьку
Олена Івашко – Гірничо-металургійна академія ім. Станіслава Сташиця у Кракові

Греція

Пліогу Василікі – Столичний коледж у Салоніках

Випускові редактори

Юлія Шумілова – Університет Тампере, Фінляндія

Світлана Ноговська – Київський університет імені Бориса Грінченка, Україна

*Рекомендовано до друку Вченою радою Київського університету імені Бориса Грінченка
(протокол № 12 від 26.12.2019)*

Офіційний сайт:

<http://edreview.kubg.edu.ua>

Адреса редакції:

04212, м. Київ, вул. Тимошенка, 13-6

e-mail: ndl.osv@kubg.edu.ua



CONTENTS

CONTINUOUS PROFESSIONAL EDUCATION: THEORY AND PRACTICE

Ludmila Rakityanska

FUTURE TEACHER'S EMOTIONAL INTELLIGENCE
IN SPIRITUALLY-MORAL DIMENSION 10

Elizabeth Hatziolou, Stamatia Sofiou

TEACHING HOW TO WRITE A RESEARCH PAPER. 17

Tetiana Spirina, Tetiana Liakh

SOCIAL WORKERS TRAINING
IN CONTINUING EDUCATION SYSTEM 27

Natalia Voyevutko, Olena Protsenko

ISSUE OF NON-DISCRIMINATION EDUCATIONAL AREA:
CONTENT ANALYSIS OF COURSEBOOKS. 35

Ilona Tryhub

EXPERTISE IN EDUCATION:
THEORETICAL ANALYSIS OF BASIC CONCEPTS 42

Nina Batechko, Olena Shelimanova, Serhii Shostak

ENERGY EFFICIENCY IN UKRAINE IN THE CONTEXT
OF EUROPEAN PRACTICES: EDUCATIONAL ASPECT 50

Alla Durdas

UNIVERSITY EDUCATION IN THE FRENCH REPUBLIC:
STRUCTURE AND LEGAL FRAMEWORK. 57

Oleksandr Horban, Maria Maletska

VIDEOGAMES AS MEANS
OF INCREASING STUDENTS' MOTIVATION. 66

SOCIAL AND CULTURAL ASPECTS OF HIGHER EDUCATION

Olesya Gladushyna

EDUCATION UNDER CONFLICT:
CRISIS MANAGEMENT AT DISPLACED UNIVERSITIES
IN UKRAINE. 75

SOCIAL WORKERS TRAINING IN CONTINUING EDUCATION SYSTEM

Tetiana Spirina

ORCID: 0000-0003-0287-7343

PhD (Education), Associate Professor of the Department of Social Education and Social Work,

Institute of Human Science,

Borys Grinchenko Kyiv University

18/2 I. Shamo blvd., 02000 Kyiv, Ukraine

t.spirina@kubg.edu.ua

Tetiana Liakh

ORCID: 0000-0002-8807-0497

PhD (Education), Associate Professor,

Head of the Department of Social Pedagogy and Social Work,

Institute of Human Science,

Borys Grinchenko Kyiv University

18/2 I. Shamo blvd., 02000 Kyiv, Ukraine

t.liakh@kubg.edu.ua

<https://doi.org/10.28925/2518-7635.2019.4.3>

ABSTRACT

The development of a continuing education system is a strategic task of reforming all education systems that consistently define their national-specific characteristics, while at the same time focusing on basic educational principles.

The rapid changes in current development of society, related to the humanization of education, the high demands on each member of society, both individual and professional, and make the relevance of adult education as an integral part of continuing education and expanding research in this field. Particularly valuable are studies on the lifelong learning of social workers who are mediators between the state and society, agents of change and improvement of social and educational policies. Recognizing the competence approach in education and training of social workers, which should be reflected in updating the content of education in response to social transformations, engages the creation of conditions for the development of lifelong education in the field of professional activity of a social worker as a generalized condition for the ability to act effectively in a particular professional situation.

The article deals with the problem of professionals training in the social field in continuing education system, which provides the professional development of adults, in particular social workers. The development of a continuing education system is a strategic task of reforming all education systems that consistently define their national-specific characteristics, while at the same time focusing on basic educational principles.

Keywords: *higher education institution, educational process, continuing education, lifelong learning, pedagogical environment, social worker.*

© Tetiana Spirina, Tetiana Liakh, 2019

INTRODUCTION

The reform of decentralization of power, and as a result, the creation of united territorial communities, has led to a fundamental change in the structure of social services provision to different categories of population. Accordingly, social workers face new professional challenges that they are largely unprepared for. A large number of “social workers without diplomas” have emerged in the country. Therefore, higher education institutions have the task to rethink educational programs, taking into account the consequences of the above-mentioned reform, the emergence of social workers who do not have higher education, new competences of social workers are extremely important for the quality provision of social services in the united territorial communities. This raises the requirements for the educational process in higher education institutions that prepare a new generation of professionals that meets the European standard for vocational education and training.

LITERATURE REVIEW

The issues of professional education and training in the social field are devoted the work of domestic scientist: T. Alekseenko, O. Bezpalko, R. Vainoli, T. Veretenko, N. Zaveriko, N. Zimivets, I. Zvereva, A. Kapska, G. Laktionova, R. Pavliuk, N. Klishevich, L. Mishchuk, S. Kharchenko, N. Chernukhi and others.

The works of S. Arkhangelsky, A. Vladislavlev, V. Zinchenko, V. Kremen, Y. Kulutkin, V. Onushkin are devoted to problems of continuing education. Methodological foundations of continuing professional education were studied by S. Goncharenko, I. Ziazun, V. Kozakov, V. Kremen, N. Nichkalo, V. Oliynyk. The works of A. Asmolv, I. Bestuzhev-Lada, S. Vershlovsky, V. Serikov, V. Slaktionin, V. Shadrikova, V. Shukshunovaty.

Z. Malkova, B. Wolfson, O. Dzhurinsky, R. Pakhotsinski, N. Nichkalo, I. Kurdyumova emphasize that the formation of a system of continuous education is a strategic task of reforming all educational systems, primarily on the principles of democratization and anthropocentrism, harmonization, integration and deintegration processes.

The education and training system of social workers is based on the principles of continuing vocational education: humanization, humanization, democratization, continuity, integration, individualization and provides for the professional development of adults, in particular social workers.

Despite the considerable amount of scientific works on various aspects of education of social workers, the problem of social workers training in the system

of continuing education requires further thorough study. Thus, the objective of the article is to study the problem of social workers training in continuing education system.

RESEARCH FINDINGS

The professionalism of the social worker is formed and developed in the vocational education system and indicates a high level of his readiness to build relationships on the basis of dialogue on equal terms, influence on communication, relations between people, on the situation in the micro-society (Kuzmina, 2002). As we are talking about adult education, it should be emphasized that the andragogical principles can be differentiated into those that reflect the patterns of adult learning in general, as well as those related to the continuing education system.

By definition of Nichkalo (2001), andragogy covers theoretical and practical problems of adult education, training and upbringing. Andragogics reveals patterns, pedagogical and psychological factors of effective education, training and upbringing of adults, develops methodological systems of educational work with individual adults and groups (Boltivets, 2001).

A person is an adult to the extent that they are aware of their own responsibility for their lives. It is important to note that, first, an adult behaves as an adult, that is, performs adult roles – a sociological definition, and, second, his or her self-consciousness is a self-consciousness of a psychological definition (Nikolenko, 2010).

As Ogienko (2007) points out, the opportunity to learn throughout life becomes a key value of the knowledge society, creating the conditions for enriching the creative potential of an adult at three accessible levels: personal and cultural; professional; social and civic.

The professional practice of a social worker is realized under the influence of dynamic changes in society in response to new problems and needs of the community. Therefore, a social worker should be aware of the legislation in the field of social services provision; basics of ethics and professional communication; the content, forms and procedure for providing services to persons in difficult circumstances; methods and forms of social work with special groups of clients; basics of psychology; basics of medical and hygienic knowledge; the basics of economics, law and labour law, labour protection and industrial sanitation; paperwork.

Taking into account the objective requirements for the knowledge that the social worker should possess: the processes of transformation of goals in social policy, changes in the legislation related to its improvement, the emergence of new categories of clients (e.g. internally displaced persons), and increasing requirements for the role of a social worker, as he is an agent of social development, it is necessary to emphasize that the content of a social worker activity is constantly changing. Continuing education is a tool that enables social workers to constantly update and improve their professional knowledge, skills and abilities to provide targeted and effective social services. Especially in the face of constant changes in the field

of social policy related to the reduction of expenditures on the social sphere, the increase of the problematic categories of the population, which need the skilled help of specialists (Pavliuk & Liakh, 2019).

The important role of continuing education for social workers is emphasized by the International Federation of Social Workers (IFSW). Members of the organization say that in order to carry out social work, every social worker should have a continuing training, using modern research, theories and methods. The requirement for continuing education has two advantages – the social worker grows and develops personally and professionally, while at the same time society is enriched by the services provided at a better level. Because lifelong learning is aimed at continuous self-development and professional self-improvement necessary for effective work, the Council on Social Work Education (CSWE) also recognizes the need and importance of lifelong learning for social workers.

Daley (2001) indicates that social workers understand continuing education as an important tool for setting new professional goals, a source of inspiration, and for receiving relevant information in the process of providing quality social services to clients.

Cournoyer & Stanley (2002) note that continuing education in the field of social work is a parallel process along with the pursuit of professional activities related to the acquisition of new knowledge, skills and abilities; rethinking values and relationships; gaining new experience necessary for effective professional activity. They identified tools for measuring the level of social worker involvement in lifelong learning, including: regular review of professional literature; enjoyment of learning; continuous monitoring of training activities and professional development opportunities; understanding the most effective forms of learning for themselves; active interaction with up-to-date information carriers and responsibility for additional training (Cournoyer & Stanley, 2002).

It is important to emphasize that the professional activity of a social worker should be aimed not only at solving the problem of an individual, but also at motivating the client to develop his or her potential.

In accordance with the Law on Education of Ukraine, state and local governments create conditions for formal, non-formal and informal adult education.

Formal education for social workers has defined and established by the state and society forms, characterized by the participation of adults in educational programs, upon completion of which is issued a document of the established sample (certificate, diploma), which gives the right to engage in paid professional activity in a specialty, to occupy a higher position, continue and improve their professional knowledge and skills throughout life.

Non-formal education of social workers in Ukraine is mostly provided by public organizations to organize training courses on working with a well-defined category of clients.

Informal education for social workers is their individual cognitive activity, implemented through the most common form of on-the-job training.

Thus, the specific functions of a social worker include a developed sense of responsibility, the need to take care for others, and the need to transfer their knowledge and life experiences to others; ability to participate actively in professional activity, ensure purposeful influence of all social institutions on the behavior and activity of the client, participate in programming and forecasting of the process of social development of a particular personality, micro society, organize social and pedagogical activity of adults and children, promote employment and adaptation issues, employment.

The educational field is subordinated to the leading goals of the individual: professional, family, social and pedagogical. Therefore, education depends on the interests and abilities of the subject, his needs, which are determined by the life situation. The adult is oriented towards the practical result of training, which allows to apply new knowledge and skills, to acquire a new profession, to improve their social or professional status (Nikolenko, 2010).

Education enriches not only the adult's attitude to the outside world, but also to himself. These two adult education functions can only be distinguished conditionally. The ability to enrich a subject activity is possible only if one's self is enriched. On the other hand, developed self-awareness is a prerequisite for active interaction of the individual with the environment.

According to S. Vershlovsky, adult personality development in the learning process occurs if knowledge and skills are personally meaningful; take into account new developments in science in a particular field of professional activity; can be applied in a practical activity; have an integrated character, because the social worker in practice solves not one but a complex of problems: psychological, social, medical, legal, environmental.

Andragogics is based on the knowledge of an adult, taking into account his age characteristics, educational and life needs, experience, abilities and opportunities. Social workers emphasize the activity, independence of an adult in learning, her desire to maximize the consideration of her own life, social, professional experience, which is used as an important source of learning.

Andragogics allows social workers to identify those adult education methods that are most conducive to hands-on training, whereby they master the skills to identify levels of team and personality, set and solve their future development goals, taking into account their readiness for future activity; to simulate complex professional situations, to select and apply the means to achieve the set goals, to measure the result obtained, to correlate it with the set goals. This creates the preconditions for a social worker dialogue with an adult client and puts him or her in the position of a researcher who makes his or her own decisions.

To improve the professional education of social workers are important andragogical principles that underpin adult learning theory: individualization of learning, context of learning, the priority of self-study, updating learning outcomes, support for the learning experience, teamwork, electivity, learning awareness, systematic learning (Zmeev, 2003).

It is worth noting that in the current context of higher education marketing, where an important trend is the "modernization of higher education to market

economy needs” (Sysoieva & Mospan 2019, p. 78), the training of social workers “require from higher education to provide new approaches to the training of students in accordance with labour market demands” (Mospan, 2016, p. 117).

If a social worker views himself / herself as a professional, active subject of social work, then he / she wants to be realized in the professional field, which in turn causes the formation of educational needs. Acquired new knowledge and skills determine a new level of professional activity. The professional activity of social workers is specific, its patterns are determined by andragogy – the theory of adult learning. Self-development and self-realization take place in the general context of professional development, which is the direction of the joint activity of the subjects of vocational education. Professionals not only provide the conditions for the professional development of others, but also acquire professionalism in the process of interacting with those who are taught.

CONCLUSIONS

As an adult, as a rule, is engaged in a specific business, his need for education and training will be fully linked to the main professional activity, as well as the fulfillment of other social roles, so he / she will pursue rather specific, practical and realistic goals – to the learning process he / she will be treated consciously and responsibly.

That is, an adult learns motivatedly. Such starting points for andragogics should be taken into account in the continuing education system. Thus, considering the problems of social workers training in the continuing education system, we found that the content of higher education provides the implementation of components of professional culture, showing its system, integrity and continuity. This allows us to rethink the concept of quality of continuing education, including vocational education.

Education is a means of personal development, it allows a person to master the activity in which his creative potentials are realized, self-realization is stimulated.

REFERENCES

- Boltivets, S.I. (2001). Andragogics as the doctrine of adult advancement. *Postgraduate Education in Ukraine*, 1, 47–49. (in Ukrainian)
- Cournoyer, B., & Stanley, M. (2002). *The social work portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession*. Australia: Brooks/ Cole-Thomson Learning, 18–20.
- Daley, B. J. (January 01, 2001). Learning and Professional Practice. A Study of Four Professions. *Adult Education Quarterly*, 52, 39–54.
- Kuzmina, N. V. (2002). The subject of acmeology. Polytechnic Publishing House, 186.
- Mospan, N. (2016). Students training tendency in the EU and Ukraine: legal aspect. *The Modern Higher Education Review*, 1, 115–120. <http://edreview.kubg.edu.ua/index.php/edreview/article/view/17>

- Nichkalo, N. G. (2001). Continuing professional education as a philosophical and pedagogical category. *Continuing Professional Education: Theory and Practice*. 1 (2). 9–22. (in Ukrainian)
- Nikolenko, L. (2010). An Andragogical Approach to Adult Learning in the Postgraduate System. http://www.nbu.gov.ua/portal/Soc_Gum/obrii/2010_1/Nikolenko.doc. pdf, 5. (in Ukrainian)
- Ogienko, O. I. (2007). An Andragogical Approach in Continuing Adult Education: Guidelines. Sumy: Sumy DPU, 40. (in Ukrainian)
- Pavliuk, R. O., & Liakh, T. L. (2019). Approaches to the Development of the ICT Competence Standard in the System of Research-Based Training for the Future Specialist of Social Sphere in Ukraine. In *Universities in the Networked Society* (pp. 201–222). Springer, Cham. DOI: https://doi.org/10.1007/978-3-030-05026-9_12.
- Sysoieva, S., & Mospan, N. (2019). The EU Experience of Providing Graduates with Employment: Conclusions for Ukraine. *Education: Modern Discourses*, 2, 78–83. <https://doi.org/10.32405/2617-3107-2019-1-9>
- Zmeev, S. I. (2003). *Andragogy: theoretical foundations of adult learning*. Moscow, PERSE, 207. (in Russian)

ПІДГОТОВКА СОЦІАЛЬНИХ ПРАЦІВНИКІВ У СИСТЕМІ НЕПЕРЕРВНОЇ ОСВІТИ

Спіріна Тетяна, кандидат педагогічних наук, доцент, доцент кафедри соціальної педагогіки та соціальної роботи Інституту людини, Київський університет імені Бориса Грінченка, бульвар Ігоря Шамо, 18/2, 02000 Київ, Україна, t.spirina@kubg.edu.ua

Лях Тетяна, кандидат педагогічних наук, доцент, завідувач кафедри соціальної педагогіки та соціальної роботи Інституту людини, Київський університет імені Бориса Грінченка, бульвар Ігоря Шамо, 18/2, 02000 Київ, Україна, t.liakh@kubg.edu.ua

У статті розглянуто становлення системи неперервної освіти є стратегічним завданням реформування всіх освітніх систем, що послідовно визначають свої національно-специфічні особливості, в той же час орієнтуючись на базові освітні принципи. Швидкоплинні зміни на сучасному етапі розвитку суспільства, пов'язані із гуманізацією освіти, високими вимогами до кожного члена суспільства як особистості, так і професіонала та зумовлюють актуальність освіти дорослих як невід'ємної складової неперервної освіти і розширення тематики наукових досліджень у цій галузі. Особливо цінними є дослідження присвячені освіті впродовж життя соціальних працівників, які є посередниками між державою і суспільством, агентами змін і вдосконалення соціальної й освітньої політики. Визнання компетентнісного

підходу у підготовці соціальних працівників, що має виявлятися в оновленні змісту освіти у відповідь на суспільні трансформації, зумовлює необхідність створення умов для розвитку освіти протягом життя у сфері професійної діяльності соціального працівника як узагальнену умову здатності ефективно діяти у конкретній професійній ситуації.

Звернено увагу на проблему підготовки фахівців соціальної сфери у системі неперервної освіти, що передбачає професійний розвиток дорослих людей, зокрема соціальних працівників. Становлення системи неперервної освіти є стратегічним завданням реформування всіх освітніх систем, що послідовно визначають свої національно-специфічні особливості, в той же час орієнтуючись на базові освітні принципи.

Ключові слова: *заклад вищої освіти, навчально-виховний процес, неперервна освіта, освіта протягом життя, педагогічне середовище, соціальний працівник.*

Received: 19.11.2019

Accepted: 26.12.2019