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To the readers of "The Modern Higher Education Review" international journal

The development of the European Higher Education Area and the European Research Area is becoming increasingly important for Ukraine. Higher education becomes a field for comlex research and systematic analysis. The international scientific community unites efforts in higher education studies as one of the most powerful means of problems solving of globalization, migration, labour market mobility, intercultural education. Educational policy in Ukraine sets a goal to reform national higher education system in accordance with the European Higher Education Area and European Research Area standards. Ukrainian scientists together with European colleagues are investigating the problems of modern higher education development in the context of European integration and trends in preserving national traditions.

"The Modern Higher Education Review" journal aims to promote joint research and information exchange by scientists from different countries. We hope that this journal will facilitate cooperation between Ukrainian, European and scientists of the world.

Sincerely,
Editor in Chief

CONTINUOUS PROFESSIONAL EDUCATION: THEORY AND PRATICE

FUTURE TEACHER'S EMOTIONAL INTELLIGENCE IN SPIRITUALLY-MORAL DIMENSION

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ABSTRACT

The study focuses on the problem of a new generation teacher education and training in epoch of technogenic civilization, which is characterized by further scientific and technological progress, on one hand, and, by spiritual degradation in society caused by the material benefits for society, on other hand. Moreover, "psychological" crisis, connected with the general "mental illness" of the society is becoming global. "Bringing mind to emotions" is the leading idea of the theory of emotional intelligence of American scientists, who see it as a panacea in the contemporary society. The theory of emotional intelligence, which is widely recognized in the world, is attracting the attention of Ukrainian scientists, in particular, in higher education. Ukrainian scientists interpret the emotional intelligence of the teacher as a personal and professional quality that provides professional acmeological growth, productive, professional, humanistic oriented activity, effective interpersonal communication, stress-protective function. It is concluded, that these criteria should guide the professional training and education of new generation teachers.

Keywords: crisis state of society; philosophy of human-centrism; professional education; teacher; emotional intelligence.

INTRODUCTION

Emotional intelligence has become a subject of particular attention from academic and applied science in recent decades. Emotional intelligence is a phenomenon that has been identified by American scientists in the context of the general psychological problems of personality (Goleman, 2009; Mayer & Salovey, 1993). Increased interest in this phenomenon and its research by representatives of various scientific fields is explained by the state in which society appeared at the boundary of XX-XXI century, which is defined as an era of technogenic civilization, caused by social transformations of the transition period. Scientists associate this stage of social development with further scientific and technological, innovative progress that has brought to humanity certain achievements and benefits, as well as with the global crisis of all spheres of public life, which is characteristic for almost all countries of the world. Modern economics and politics in the conditions of technogenic civilization, according to many scientists, have led to the transformation of society into a "mass consumer" of material goods provided by civilization, while questioning the role of the spiritual factor in shaping the inner world of man. "Consumption Society" caused spiritual degradation, when a person gradually began to lose his spirituality, compassionate, benevolent attitude to others, which in many cases eventually leads to antihuman, asocial behaviour (Bezukladova, 2013, p. 159–162). According to Bezukladova (2013) "man became a problem, demonstrating the destruction of outer world and his inner world" (p. 162). This view is confirmed by other scientists, who emphasize that, in particular, the ecological crisis, having acquired a global scale, has clearly demonstrated that the technological mind leads humanity to death (Gubersky et all, 2006, p. 400). The exacerbation of the "human problem" is also indicated by Kremen (2005), calling the most serious among other global crises of society an anthropological one, the danger of which is the self-destruction of humanity. The scientist defines its characteristic tendencies in the change of the gene pool of humanity; the increasing pressure of stress on the person; reconstruction of the biological basis of man (Gubersky et all, 2006, p. 7).

Moreover, a "psychological" crisis in society reserves a global nature that has reached almost all countries of the world, and is manifested in increasing rates of emotional restraint, affective, uncontrollable behaviours, neuroses, general depression, violence, vandalism, aggression, violence general "mental illness" of society, emotional ignorance, inability to "bring the mind into emotions" (Goleman, 2009), controlling them and pointing to a positive problem solution. These arguments explain the appeal of scientists to a deep and comprehensive scientific understanding of the sphere of the irrational in the human psyche, which expresses the inner attitude of man in the form of emotional reaction to what is happening in his life. For a long time in science dominated by the point of view, according to which the key role in human life, the achievement of life and professional success is played by intelligence, academic knowledge, the ability to actively think. Emotions, as a rule, were assigned a destructive role, with the exception of certain types of professional human activity.

METHODOLOGY

The objective can be stated as follows: based on the analysis of the current (crisis) state of society, this research will reveal the essence of developing teacher's emotional intelligence as a personality-professional quality that determines his/her humanistic orientation. The objective of the research was achieved through the primary method – theoretical literature analysis, predominantly the publications and monographs of domestic scientists, available on this issue.

RESULTS

The founders of the theory of emotional intelligence, Gardner H. (1993), Mayer D. & Salovey P. (1993), Bar-On R. (1997), Parker J. (2000), Goleman D. (2009) and others prove, that the fundamental ethical guidelines in life are due primarily to the emotional sphere of man, emotional intelligence as a manifestation of the inner world of man, which integrates his feelings, mind, character and moral stimuli. Investigating the role of emotions in human life, scientists have concluded that in the broad sense of the term "to be reasonable in life" includes as a key component of human emotions. "Bringing mind into emotion" helps a person, for example, to maintain the most important relationships with others, and the lack of such "reasoning" often causes their destruction. "Poisonous", negative emotions harm a person's health, while emotional balance protects a person from illnesses, stressful situations, ensuring his psychological well-being and so on. Therefore, it is the measure of reasonableness in the attitude of a person to himself, to others, to the world in general, and it characterizes his emotional intelligence as an internal, integral-personal quality. In his work "Emotional Intelligence", which immediately gained its popularity and importance as a bestseller, American scientist Goleman, (2009) substantiated the importance of emotional intelligence as an integrated psychic property, which determines the achievement of life and professional success and offer to practical skills that together form this personality-individual phenomenon. Among them, he emphasizes the ability to recognize both their own emotions and emotions of others, self-control and self-motivation of activity, the ability to maintain friendly relations with others, make informed decisions based on emotional information received and others. The authors of the theory of emotional intelligence emphasize that in comparison with the known coefficient of intelligence (IQ), which is largely genetically predetermined, the coefficient of emotional intelligence (EQ) is amenable to development at any age. Therefore, it is the emotional intelligence as a personal, emotional-intellectual resource of man, according to scientists, can be considered as a kind of "panacea" from the emotional character of modern life, a stress-protective factor that provides a person with adaptation to the changing, unstable conditions of modern socialism and success.

The basic provisions of the theory of emotional intelligence of American scientists are in tune with the problems raised by domestic scientists as the latest guidelines of national educational policy. Education is recognized as strategic vectors

of humanity's survival and further progressive development in the conditions of a transitional stage of civilizational social development. Kremen, (2005) sees a way out of the crisis in the transition to a new paradigm of education based on the philosophy of human-centrism. It is a pivotal vector of the progressive development of society in the XX century. The academician emphasizes, that philosophy of human-centrism, is a scientific theory of a humanist-oriented policy and practice of state-formation, which is based not on the accumulation of material goods and values, but on the values of spiritual, knowledge, culture, science, without which life loses meaning and perspective (Kremen, 2008). In the context of our study, it is important to focus on the scientist's view, that human-centrism is the philosophy of human creation, of a productive, living activity, based on the unity of mind and soul (Kremen, 2008).

According to Konovalchuk, (2015) the alternative of spiritual destruction of a person should be the formation of the spiritual and ecological worldview of the person on the basis of cordocentrism, the "philosophy of the heart" as the "spiritual dominant of Ukrainian culture", which is based on the inner, deep basis of human being and constitutes the essence of the national being. Konovalchuk, (2015) emphasizes, that education is a system for development of personal potential, determining the strategic direction of its deployment. The focus of education on formal-informative and operational-technical values ensures the formation of technocratic outlook, encourages the acquisition of the status of functionary narrow specialization. The modern philosophy of education, according to the researcher, should be based on a paradigm that reflects the development of the individual as a complete spiritual and moral essence (p. 202).

Considering spirituality as the basis, the core of the inner world of man, Bezukladova, (2013) believes, that the problems of spiritual-moral, existential character can be solved only within the noospheric-integrative paradigm, which involves a praxological measurement of spirituality, closely related to the ecology of thought (p. 163). The leading thesis of the concept of "ecology of thought", which is very close to the essence of the theory of emotional intelligence, is the proposition that each person develops his own life strategy, on which the "thought-forms" born in his mind largely depend. An optimistic or pessimistic approach to life, work, lays down specific programmes that determine the general development of a person, his attitude to the world. The researcher claims that positive "thought forms" at the level of the psyche are hundreds of times stronger than negative, and correctly formulated thoughts program success. The desired result, says the researcher, is created first in thought with all the details, which allows you to feel and emotionally experience it long before it actually appears. Therefore, the ecology of thought cultivates the need to think only "images" of success, love and joy, getting rid of their own troubles, images and disappointments, providing energy-information interaction of systems: human-human, human-society, human-nature. The potential of the ecology of thought, according to Bezukladova, (2013) directly depends on the ability to manage the feelings, especially in critical situations (p. 163). Thus, the ecology of thought, according to the researcher, provides the possibility

of balance and balance of spirit; cultivates self-esteem; increases confidence in their relations with the world; is a factor in the prevention of negative manifestations, focuses on achieving harmony in the system "nature-society-man" (Bezukladova, 2013, p. 164).

This sets out new requirements for education, in particular, higher education. According to Kuzminsky, (2005) the way out of the crisis in society is possible only through intellectual and educational revolution, and first of all in higher education. In order to form a socially healthy society, to overcome the main disadvantage in human education - to advance education, knowledge in comparison with the education of the moral and spiritual qualities of the individual it is necessary to shift the emphasis from the knowledge paradigm of education to educational (upbringing). Kuzminsky (2005) emphasizes, that "priority of education or death is the only possible way to formulate an alternative choice of humanity, which stands above the abyss" (p. 23).

DISCUSSION

The analysis of scientific views regarding the comprehension of the emotional intelligence as a professionally significant quality of a teacher made it possible to state that this phenomenon has in recent years become particularly relevant and widespread in the research by both domestic and foreign scientists. It is seen as a determinant of a teacher's professional success, a factor for the prevention of the "professional burnout" syndrome. A psychological component in the structure of the teacher's creative potential. An integral characteristic of his/her emotional sphere; a personal emotional resource; an element of the teacher's psychological culture associated with the emotional competence; a factor of the productivity of the teacher's professional activity, of his/her personal development; a necessary component of a "person-to-person" type profession, etc.

Thus, it is emotional intelligence, as an individual-personal and professionally significant quality of a teacher, which characterizes his/her emotional education, the ability to adequately respond and ability to manage his/her own emotions, to recognize the psycho-emotional state of others and to reasonably correct it. The indispensable component provides a teacher with productive professional activity and success; acmeological professional growth; rapid adaptation to the environment; effective, socially oriented, interpersonal communication and interaction; protection against psycho-emotional stress, professional burnout syndrome. These criteria should guide the training and education of future teachers.

CONCLUSIONS

Ways to overcome crisis in society, finding new spiritual orientations are actively discussed in the scientific community, developing new ideas, theories, and concepts. That can update and bring society to a qualitatively new level of civilizational development. In this context, the theory of the emotional intelligence of American

scientists, which is gaining widespread recognition in national science and practice, is noteworthy.

The prospects for further scientific exploration are to investigate the features of the manifestation of emotional intelligence as personal and professionally significant qualities of teachers of different specialties.

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ЕМОЦІЙНИЙ ІНТЕЛЕКТ МАЙБУТНЬОГО ВИКЛАДАЧА В ДУХОВНО-МОРАЛЬНОМУ ВИМІРІ

Ракітянська Людмила, кандидат педагогічних наук, доцент кафедри методики музичного виховання, співу та хорового диригування, Криворізький державний педагогічний університет, пр. Гагаріна, 54, 50000 Кривий Ріг, Україна, ludmilanick777@gmail.com

Статтю присвячено проблемі освіти та підготовки викладачів нового покоління в епоху техногенної цивілізації, для якої характерний подальший науково-технічний прогрес: з одного боку, духовна деградація в суспільстві, що, з іншого – спричинена матеріальною вигодою для суспільства. Крім того, стає глобальним вивчення «психологічної» кризи, що пов'язана із загальним «психічним захворюванням» суспільства. Ідея «зведення розуму до емоцій» є провідною у працях американських вчених, які розглядають її як «панацею» в сучасному суспільстві. Зазначено, що особлива увага серед українських вчених, зокрема, у сфері вищої освіти, приділяється теорії емоційного інтелекту. Зроблено висновок, що «емоційний інтелект» викладача, як особистісна та професійна якість, забезпечує: професійне акмеологічне зростання; ефективне міжособистісне спілкування; продуктивну, професійну, гуманістично орієнтовану діяльність; стресозахисну функцію. Звернено увагу, що самі ці критерії повинні керувати професійною підготовкою та освітою викладачів нового покоління.

Ключові слова: кризовий стан суспільства; філософія людиноцентризму; професійна освіта; викладач; емоційний інтелект.

TEACHING HOW TO WRITE A RESEARCH PAPER

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ABSTRACT

The article aims at offering help to lecturers that want to teach their students how to write an acceptable research paper. As grammar and/or syntax can contribute to writing correct sentences but cannot aid students in developing a well-written research paper, lecturers should teach their students how to acquire important skills that will help them to compose a correct research paper. Such skills involve the acquisition of the ability to develop paragraphs, a series of sentences developing one topic, and the composition of a paper through a series of paragraphs that develop several related topics. Paragraphs need to include unity, coherence, transition, reasons – to accept the arguments in the research paper – and some examples in order to give the reasons in the research paper more validity. While long paragraphs can make the reader tired, many short paragraphs can become monotonous and boring. In other words, the length of paragraphs in a research paper is important. So is a closing, a summary sentence for the end of the development of the topic sentence, signalling that the writer is ready to move on to another idea and lists of details, like illustrations, examples, contrast, comparison, cause and effect and a combination of methods. The purpose of the research paper is considered to be of utmost importance and corresponds to one of the four main types of writing, including explanation, argument or mixtures, depending on the title and the central idea. Limiting the subject by providing an outline is helpful in organizing the student's thoughts and avoiding overlapping. The inclusion of citations and a bibliography are obligatory for diligence in fulfilling the requirements of the university or college.

Keywords: Research/academic paper, outline, paragraph development, citations, bibliography.

INTRODACTION

If someone reads a scientific periodical like "Journal of Second Language Writing", one will understand that academic writing involves "transferring general writing skills" and thoughts on a scientific topic and that "writing instructions would be provided by writing/language teachers" (Journal of Second Language Writing, 2004, p. 48).

An acceptable research paper can help students to achieve academic success, as the task can aid them in improving their reading skills. Developing reading for critical evaluation, not just for the purpose of knowledge, developing reasoning skills while reading articles or books to collect sources for the paper; and/or developing the skill of making a conclusion by asking questions that need answers. In other words, the purpose of reading several sources for a research paper is to understand and evaluate an idea, a scientific problem or a social issue and conclude it.

What is more, writing a research paper helps students to understand the process of scientific discovery and document it in order to reach their fellow students and lecturers. A well-written research paper offers undergraduate students a sense of achievement, repute and qualifications among their peers and lecturers, helping them to learn the skills for future researches or the basic process of writing essays, dissertations and a thesis. Not only do undergraduate students learn the process of research that involves the selection of a topic, the revision of a piece of literature, the collection and evaluation of data but they also learn to understand how to solve a problem, find an answer to a scientific question and compose a review.

RESEARCH RESULTS

A research paper is a formal, well-documented composition based (for the most part) on outside readings. These readings can be from various books, magazines and articles that can be found in the college library or the Net. According to *Harbrace College Handbook* (Hodges, 1998), the usual steps in writing a research paper are the following:

I.   Select and limit the subject
II.   Prepare a bibliography
III. Develop an outline
IV.   Take notes on reading
V.   Avoid plagiarism
VI.   Write a well-documented paper

The six steps are examined and analysed below to help students to follow them correctly when writing a research paper.

I. Select and limit the subject

When students are given a specific writing assignment, they need to begin their research by asking questions. The answers will help them to compose the paper they want to write. Let us say that the topic of a writing assignment is *Contemporary*

Greek History 1800-1900. Here are some questions – examples of ways of starting research:

1. What does the topic involve? (*Definition*)
2. What are the characteristics of the topic? (*Characterization*)
3. How did it happen? (*Narration*)
4. What is its value? (*Evaluation*)
5. What is the present status? (*Comparison*)

Answers to the questions can help students to limit the topic to "The Greek War of Independence 1821-1834" and then organize the paper as follows:

1. Ottoman Rule in Greece
2. Social unrest and armed fighting
3. Hardships and sacrifices
4. Civil and religious freedom from the Ottoman rule
5. Independence and self-government

In other words, the type of research paper a student wants to write depends on his/her purpose. To write a short paper for undergraduate purposes he/she needs a central idea, an outline, some chapters, composed of paragraphs, the notes and the bibliography. For example, if a student wants to write a paper on "The Meaning of Dreams," he/she has to write a detailed report on the work and opinion of others. i.e. the Austrian neurologist and founder of psychoanalysis Sigmund Freud (1856-1939), the Swiss psychiatrist and psychoanalyst Carl Gustav Jung (1875-1961) and the Austrian medical doctor and psychotherapist Alfred Adler (1870-1937), the founder of the school of individual psychology.

Furthermore, if students want to prove or disprove a writer's opinion or theory, they need to write a *thesis* or a lengthy academic paper based on original research. To help students consolidate the information mentioned above, an exercise like the following seems in order: "List three general fields which interest you, i.e. history, fiction, poetry. Then limit your subjects to two topics, i.e. "Greek poetry 1940-1960" and "Contemporary War Fiction," one which is suitable for a paper of one to three thousand words and one in which you have a special interest. Please remember that students need to be prepared to decide whether each topic is suitable for a *report* (the former) or a *thesis* (the latter).

II. Prepare the bibliography

When students write a research paper, they have to cite references to acknowledge their sources. Science progresses by building upon the work of others and citations to sources show that students are aware of the background of their work and the context into which it fits. Citations help them to give validity to their arguments and reference citations help readers to find out more about their work, contributing to the evolution of science. Citations can come from books, periodicals or reference books that students can find in the library or the Net. Here is an exercise that can help students prepare a bibliography on the following topics:

1. Civil disobedience in contemporary cities
2. Immigration to Greece
3. Racism: a global phenomenon

A student can use general or specific periodicals and reference books, general or specific dictionaries and encyclopaedias, and the standard bibliographical form, like the following model of standard bibliographical entries:

Books

Thoreau, H. D. (1993). *Civil Disobedience and Other Essays*. New York: Dover Publications, Inc. [One author]

McQueen, R. A. & Knussen, C. (2006). *An introduction to research methods and statistics in psychology.* Harlow: Pearson Prentice Hall. [Two authors]

Beck, Robert E. Editor. *Immigration to Greece*. Athens: Hamilton House Publishers, 2010. [One editor]

Encyclopedias

Nelson, Ralph L. *International Encyclopedia of Social Sciences*. 1989, XXV, 345-347. [A signed article]

Groombridge, Brian. "Biodiversity." *Microsoft® Encarta®* 2006 [DVD]. Microsoft Corporation, 2005. [A signed article]

Government publications

Statistical Abstract of Greece, 2001, Dept. of Immigration. Athens: Government Printing Office, 2006.

Migration Control and Data, Government Publications. Brussels: European Union Printing Office, 2004.

On Line – The World Wide Web

Kearney, Kevin. "The Importance of Academic Writing." University of Tennessee, Knoxville. <http://www.opinion/studies/academic-writing.htm>. November 8, 2012.

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Whatever bibliographical form a student adopts, he/she must remember that he/she needs to give the author's name, the title and the facts of the publication. In addition, a student has to use commas, periods, italics (underlining) and quotation marks exactly as they are shown above. The reference list should include all of the references cited in the paper. It should be arranged in alphabetical order by the last name of the first author.

III. Develop the outline

After completing a preliminary bibliography and a minimum of general reading on the subject (two or three encyclopedia articles and one or two other works will suffice), students make a preliminary outline in order to find their direction to their research. The outline can help them to omit irrelevant material from the bibliography and begin to find passages on which they want to make notes. They need to remember that the preliminary outline can change: as they make notes, they have to revise the preliminary outline, changing headings and subheadings or dropping subheadings. Let us say that a student wants to write a paper on the subject of the books that he/she has read. First, the student has to limit the subject to "War Stories". Next, he/she has to limit the subject to "Types of War Stories". Finally, the student has

to write down the central idea, war stories reveal important facts about war, and a list of items related to the topic.

<div align="center">**War Stories**</div>

Types of War Stories	What they reveal
Reports of events	Consequences
War records	Armed fighting, battles
Letters	Attitudes and problems

The next step when making an outline is to group the listed items under a few headings. As the use of the above types of war stories would lead to a long paper, students need to group them further. Subheadings under more general headings will classify war stories according to what they reveal about the author's experiences. Therefore, any war story could be entitled "What the writer experienced," "What the writer felt" or "What the writer did." Then, students could illustrate each type by examples and list the main headings in a logical order.

IV. Make notes

While making notes on their readings, students learn how to evaluate useful passages. Whole articles or books cannot be used as subject matter for a paper. It is a good idea to use the table of contents and the index of a book to find the passages that students need. Then, they can evaluate the passages and make notes. Making notes is a key part of the research process because it helps students to learn and see the information that they have collected in a useful way. College handbooks advise students to keep in mind the following when making notes:

1. Skim the source before they read it in detail to understand the main ideas.
2. Search for the subject headings in the material they are reading.
3. Copy down every fact that may be of use to them in the paper.
4. Break down the text into small groups of paragraphs.
5. Write every word, every capital letter and every mark of punctuation as in the original if they cite a direct quotation.
6. Re-write the facts or ideas into their own words.
7. Quote passages, use figures and illustrations and acknowledge the sources.
8. Direct quotations that are more than four lines long. Set them off from the rest of the paper by use of narrower margins and single spaced lines.

Here is an example on how to direct a quotation that is more than four lines long:

> And the ladies told Sir Lancelot that Queen Guinevere told them all or she passed, that Sir Lancelot had been a priest near a twelvemonth, and hither he cometh as fast as he may to fetch my corpse; and beside my lord, King Arthur, he shall bury me. Wherefore the queen said in hearing of them all: I beseech Almighty God that I may never have power to see Sir Lancelot with my worldly eyen; and thus, said all the ladies, was ever her prayer these two days, till she was dead. Then Sir Lancelot saw her visage, but he wept not greatly, but sighed. (Dandoulakis, 2014, p. 22).

In addition, here is an exercise students need to make notes on a long paragraph taken from a book entitled "The Origin of the Greek Theatre".

> The origin of the Greek theatre stretches back to ancient Greek mythology and religious rites. It developed from the cult of Dionysus, the God of Wine and Vegetation, who was also known as Bacchus. His father was Zeus, the King of the Gods and of the mortals, and his mother was Semele, the daughter of Cadmus and Harmonia, the King and Queen of Thebes. Hera, Zeus' jealous wife, realizing her husband was in love with the Theban Princess, tricked Semele, who was pregnant, into allowing her to see him in his full splendour. When Zeus appeared before the young woman as the Lord of the Thunderbolt and Semele gazed upon him, the destructive flashes of lightning that radiated from him consumed her. Zeus rescued her unborn child from the ashes and gave it to the Hyades nymphs, who nourished Dionysus in infancy and childhood. For their care, Zeus rewarded the Hyades by changing them into the stars that bring rain when they near the horizon. Dionysus born of Zeus, the Wielder of Lightning (or the heat that ripens the grapes), and nursed by the Hyades, the Goddesses of Precipitation (or the rain that nourishes the grapevine), discovered the culture of the vine and the mode of extracting its juices. Envious Hera struck Dionysus with the curse of madness. He wandered all over the earth until he reached Phrygia in Asia Minor. There the Goddess of Nature, Cybele, cured him. Her intervention enlivened his life and so Dionysus set out to introduce his religious rites into Greece. They included celebrations … because Dionysus died each winter and was reborn again each spring. This resurrection, the symbol of nature coming to life … was celebrated with … choral hymns … [that] evolved into the Greek drama (Hatziolou, 2008, p. 1).

The example-passage below helps students to learn to make notes of important facts of what they have read in order to study or reference them later: "The origin of the Greek theatre goes back to the Greek mythology and religious rites. It developed from the cult of Dionysus, the God of Wine. The son of Zeus, the King of the Gods, and Princess Semele, a mortal, Dionysus was raised by the Hyades nymphs when his mother died. Born of Zeus, the Wielder of Lightning (the heat that ripens the grapes) and nursed by the Hyades, the Goddesses of Precipitation (the rain that nourishes the grapevine), Dionysus discovered the culture of the vine. As he died each winter and was reborn each spring, the people celebrated his resurrection with choral hymns that evolved into the Greek drama (5th and 4th centuries B.C.)".

V. Avoid plagiarism

If a student fails to acknowledge borrowed material, then he/she is plagiarizing. Plagiarism is the copying or paraphrasing of other people's work or ideas into

a writer's own work without acknowledgement. Plagiarism should be avoided because it is a breach of academic integrity.

VI. Learn to write the paper

After students have completed the outline and made a number of notes on every section and subsection of the outline, they need to begin writing. Because they usually take their material for their papers from others, they need to give credit. They can do this by using endnotes numbered consecutively throughout the paper and placed in one list at the end of the paper. Every quotation must have its endnote and so must all the facts and opinions taken from others. Note that the first endnote reference to a source is similar to, but not identical with, the bibliographical entry:

Mansfield, George. *World War I*. London: Rutledge Inc, 2005.

[Bibliographical entry.]

George Mansfield, *World War I* (London, 2005), p. 201.

[Endnote reference.]

As an overview, here is advice on how to construct well-structured paragraphs. To write well-constructed paragraphs students need to state the topic of the paragraph (topic sentence) at the start. After the topic sentence, they need to provide illustrations or evidence to support the topic sentence. These are called topic points. There are several topic points in a paragraph and each one should be supported by specific details. For example,

<div align="center">

Topic sentence

Topic point A: specific detail 1, 2, 3, etc.

Topic point B: specific detail 1, 2, 3, etc.

Topic point C: specific detail 1, 2, 3, etc.

</div>

Specific detail under the various topic points can include anything from examples, statistics, figures, graphs, scientific formulas, pictures, dates and description to support an argument. These examples, i.e. statistics, graphs, scientific formulas, pictures, dates and description, can come from various writers through quotations, paraphrase or summary. Here is an example of a well-constructed paragraph. Read it and then look at how the paragraph is structured.

<div align="center">

Trees

</div>

Trees are very important to us for many very practical reasons because of the uses to which the wood can be put. However, their value in economic terms is nothing compared to their role in helping to regulate the world's climate and providing fertile soil. The wholesale destruction of trees is a threat to us all because trees support life. A single tree can take up 1000-2000 litres of water from the ground every year, releasing most from the leaves as water vapour. This water vapour is then added to water vapour from other sources to form clouds. It eventually returns to the ground in the form of rain or possibly snow. This ability to move vast quantities of water vapour from one place to another has a significant effect on the regional climate and on local water table levels. Another factor is that the ground in a forest acts like an enormous sponge. It absorbs rainwater

and holds it within the soil, releasing it gradually back into the atmosphere. Where trees have been cut down, the ground is unable to absorb water so easily and it runs off, rapidly causing flooding in other areas. A further factor is the degree to which most trees add to the fertility in the soil around them. Every year millions upon millions of leaves, flutter down and rot into the soil, adding to the richness of the soil base in which other plants can grow. Insects thrive within this rich, damp environment and they are themselves a source of food for other animals up the food chain. All of them are threatened when trees are cut down in large numbers.
(Trees <http://waylink-english.co.uk/academic-writing/ writing-paragraphs>).

Now, observe how the paragraph on "Trees" can be structured:

Trees are very important to us for many very practical reasons because of the uses to which the wood can be put. *[Topic sentence]* However, their value in economic terms is nothing compared to their role in helping to regulate the world's climate and providing fertile soil. *[Topic point 1]* The wholesale destruction of trees is a threat to us all because trees support life. *[Specific detail A]* A single tree can take up 1000-2000 litres of water from the ground every year, releasing most from the leaves as water vapour. *[B]* This water vapour is then added to water vapour from other sources to form clouds. *[C]* It eventually returns to the ground in the form of rain or possibly snow. *[D]* This ability to move vast quantities of water vapour from one place to another has a significant effect on the regional climate and on local water table levels. *[Topic point 2]* Another factor is that the ground in a forest acts like an enormous sponge. *[Specific detail A]* It absorbs rainwater and holds it within the soil, releasing it gradually back into the atmosphere. *[B]* Where trees have been cut down, the ground is unable to absorb water so easily and it runs off rapidly causing flooding in other areas. *[Topic point 3]* A further factor is the degree to which most trees add to the fertility of the soil around them. *[Specific detail A]* Every year millions upon millions of leaves flutter down and rot into the soil, adding to the richness of the soil base in which other plants can grow. *[B]* Insects thrive within this rich, damp environment and they are themselves a source of food for other animals up the food chain. *[C]* All of them are threatened when trees are cut down in large numbers.
(Trees, <http://waylink-english.co.uk/academic-writing/ writing-paragraphs>).

CONCLUSION

What remain are the introductory and concluding paragraphs. Introductory paragraphs are about 5% of a student's research paper word count. It presents the main

topic; explains the academic problem and tells the reader what to expect in the rest of the paper. It is adjusted to suit the style of the research paper. The concluding paragraph summarizes the purpose of the research paper. If students are not satisfied with the title or the central idea, then they can rephrase them if they wish or change the wording.

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НАВЧАННЯ НАПИСАННЯ НАУКОВОЇ СТАТТІ

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У статті викладено методика поетапного навчання студентів написання наукової статті або дослідницької роботи. Авторами доведено важливість формування у студентів навичок планування, структурування, написання та форматування наукової статті або дослідницької роботи. Такі на-

вички передбачають набуття вміння розбивати текст на абзаци, враховувати довжину абзаців тощо. Важливим також автори вважають навчання студентів аргументовано викладати матеріал дослідження, наводити ілюстрації, приклади, правильного оформлення цитат, формулювання висновків, оформлення списку літератури.

Стаття містить методичні рекомендації, щодо правильного написання наукової статті, де теоретичний матеріал широко підкріплюється ілюстраціями та прикладами. Стиль та оформлення статті відповідає вимогам до написання наукових статей.

Ключові слова: науково-дослідна робота, контур, розробка абзацу, цитати, бібліографія.

SOCIAL WORKERS TRAINING
IN CONTINUING EDUCATION SYSTEM

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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.*

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. Mishchyk, 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. Asmolov, I. Bestuzhev-Lada, S. Vershlovsky, V. Serikov, V. Slastionin, 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 processoccurs 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.

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ПІДГОТОВКА СОЦІАЛЬНИХ ПРАЦІВНИКІВ У СИСТЕМІ НЕПЕРЕРВНОЇ ОСВІТИ

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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.

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

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ABSTRACT

The article identifies the main components of content analysis of course-books on the principle of non-discrimination. It is detailed the content of parameters to which it is expedient to carry out the anti-discriminatory examination of course-books, among them: pedagogical expedience, the content of text material, illustrative material and the language of course-book.

Key words: *non-discriminatory educational system, non-discriminatory approach, anti-discriminatory examination of course-books.*

INTRODUCTION

In contemporary society, the importance of forming non-discriminatory educational system is increasing. In addition to bullying, as an aggressive form of behaviour in educational institutions, the attention of educators is directed to the "hidden" learning content, which is primarily manifested in course-books.

Nowadays, in many countries, the anti-discriminatory examination of course-books is being carried out, legal and regulatory and scientific methodological frameworks for its implementation have been formed. At the same time, the components of anti-discriminatory examination and the content of course-books are in the process of developing and improving. This determined the purpose

of the article – to organize the components of anti-discriminatory examination of course-books and to detail their content.

BACKGROUND

Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited (Charter of Fundamental Rights of the European Union, 2000).

According to the Law of Ukraine "On Principles of Prevention and Combating Discrimination in Ukraine" (2014) the principle of non-discrimination provides for: 1) ensuring the equality of the rights and freedoms of persons and/or groups of persons; 2) ensuring equality before the law of persons and/or groups of persons; 3) respect for the dignity of each person; 4) ensuring equal opportunities for persons and/or groups of persons (On Principles of Prevention and Combating Discrimination in Ukraine, 2014).

The principle of non-discrimination in education provides for: 1) creating positive attitude to diversity; 2) taking affirmative action to overcome stereotypes, assumptions and prejudices which regardless they appear; 3) accepting and respecting all individuals without distinction of any kind, such as race, colour, sex, language, political or other opinion, religion, national or social origin, property, birth or other status and age or other characteristics (Guidelines on Human Rights Education for Secondary School System, p. 27).

In Ukraine the problem of using English and Ukrainian textbooks at higher education institutes was first highlighted by N. Mospan (2013), who introduced "criteria of educational potential of modern textbooks of English" (p. 46). The anti-discriminatory examination was first held in 2016. It was regulated by the Orders of the Ministry of Education and Science of Ukraine "On Approval the Instructive-Methodological Materials for Expert Examinations of Electronic Versions of the Drafts of Course-books" (2016, 2017 and 2018).

In the teaching guide *Instructive-Methodological Materials for Expert Examinations of Electronic Versions of the Drafts of Course-books* for 8 year students in secondary schools in chapter *Theoretical and Methodological Principles of Gender Examination of the Course-book* the authors determine the purpose of the examination – to find in the textual materials and non-textual elements (e.g. illustrations, methodological apparatus, orientation apparatus) of the course-book the manifestations of discrimination based on sex (stereotyped image of a woman, androcentrism, sexism, etc.) and give recommendations for their elimination. They distinguish the following discriminatory practices in the content of course-books: 1) quantitative disproportionate representation of persons of both sexes; 2) representation of persons of different sexes only in stereotypical gender roles; 3) segregation and polarization based on gender; 4) representation of a person in general and universal values exclusively through the image of a man; 5) the use

of gender-sensitive language (Malakhova et al., 2016, Examination of Course-books: Instructive-Methodological Materials for Expert Examinations of Electronic Versions of the Drafts of Course-books for 8 year students in secondary schools).

In the teaching guide *Instructive-Methodological Materials for Expert Examinations of Electronic Versions of the Drafts of Course-books* for 9 year students in secondary schools the authors of the chapter on anti-discriminatory examination supplemented and expanded information on the theoretical and methodological foundations of the anti-discriminatory examination of course-books: they added characteristics of age, colour, ethnicity, religion, disability, etc. (Malakhova et al., 2016, Examination of Course-books: Instructive-Methodological Materials for Expert Examinations of Electronic Versions of the Drafts of Course-books for 9 year students in secondary schools).

A separate guide of the Instructive-Methodological Materials on Anti-Discriminatory Examination was published in 2018 (edited by O. Malakhova). Its advantage is: the expanded and detailed theoretical and methodological foundations of anti-discriminatory examination of the drafts of course-book, the requirements for expert opinion and the presentation of examination results, the detailing forms of discriminatory language, the discriminatory practices in the content of course-books are accented and illustrated with examples (Drozhzhyna et al., 2018).

In 2019 by the Decree of the Ministry of Education and Science of Ukraine of 31.10.2018 for the content of course-books were put forward the following anti-discriminatory requirements: 1) proportional representation of persons with the maximum possible amount of protected features (e.g. personages / characters of different ages, sex, place of residence etc.); 2) the representation of personages / characters mainly in non-stereotypical social roles; 3) the absence of segregation and polarization by protected features; 4) the representation of a person in general and universal values through various images; 5) the use of non-discriminatory language (collective nouns, descriptive constructions, parallel forms of masculinitives and feminitives). The Decree also emphasizes the need to draw the attention of experts to the presence of tasks, exercises, comments and illustrations aimed at the formation of multiculturalism (tolerant attitude towards representatives of different nations, national and ethnic groups, cultures, traditions and beliefs, the ability to interethnic and interfaith dialogue); the ability to identify and respect different points of view; understanding the needs and capabilities of other people. Moreover, the course-book is not allowed to contain information that distorts or misrepresents the content of human rights (Instructive-Methodological Materials for Experts, 2018).

In accordance with the Order of the Ministry of Education and Science of Ukraine *On Approval of the Procedure for Competitive Selection of Coursebooks (Except e-Coursebooks) for Applicants for Complete General Secondary Education and Pedagogical Staff* (2019) the anti-discriminatory examination is the analysis of textual materials and non-textual elements (e.g. illustrations, methodological apparatus, orientation apparatus) of the course-book; the manifestations

of discrimination on protected features (race, colour, political, religious or other views, sex, age, disability, ethnic and social origin, language etc.) in the form of stereotypes, xenophobia, ageism, andro- and ethnocentrism, sexism, etc. and the provision of recommendations for their elimination (On Approval of the Procedure for Competitive Selection of Coursebooks, 2019).

PRESENTING THE MAIN CONTENT OF THE STUDY

We made an attempt to develop criteria for the anti-discriminatory examination of course-books before (Voyevutko N., Kuligina E., 2019), and now we are trying to organize the content-analysis components of course-books on the principle of non-discrimination and to detail their content.

In accordance with the principle of non-discrimination in education, and based on the legal and regulatory framework on the prevention and counteraction of discrimination, it is appropriate to analyse the course-book by the following components: pedagogical expediency, content of text material, illustrative material, and language of the course-book. Let us consider the contents of the components mentioned above.

The content of the component *pedagogical expediency* implies that the course-book fosters a tolerant attitude towards the representatives of all peoples residing in the country, contributes to overcoming national stereotypes and prejudices towards international understanding. All students, regardless of ethnic background and religion, may be involved in the learning process using the course-book. It is balanced in terms of frequency and diversity; it represents various national, cultural, religious, social groups that reside in the country. The course-book, which complies with the principle of non-discrimination in education, contributes to overcome gender stereotypes and prejudices in the formation of students own behavioural strategies, and does not contain information that distorts or misrepresents the content of human rights.

The characteristics should be considered while analysing the content of the course-book material. Firstly, parity presentation of men and women, in particular, the presentation both men and women with achievements in various fields of life; the use of authorship texts of both men and women; a person in general and universal values are reflected through the images of both women and men.

Secondly, the stereotypical presentation of men and women, girls and boys: 1) there is no segregation and polarization: a) the educational material (texts, exercises, tasks) reflects the common interests of the joint activities of girls and boys, men and women; b) hobbies and activities of children are reflected without labeling as "boys" and "girls" (for example, boys explore the world around them, girls do needlework, boys play toys "for boys", girls play toys "for girls", etc.); c) non-stereotypical representation of social roles, professional activity, status and behaviour of women and men (girls and boys) in society (for example, when the professional sphere is not labelled as masculine and the family sphere is not labelled as feminine, etc.). 2) The reflection of human qualities and emotions is presented without labelling

as *masculine / boyish* (e.g. leadership, activity, competitiveness, etc.) and *feminine / girlish* (e.g. neatness, helplessness, capriciousness, etc.).

Thirdly, the realism of reflecting the surrounding world: are people with different health conditions and disabilities (including different types) represented in educational texts, tasks, exercises, etc. Are different types of families (nuclear, complex, incomplete, etc.) represented? Are old people represented in various ways, including how do they lead an active lifestyle? Isn't there a labelling on reflection the character of a person through appearance, clothing (for example, when positive actions are identified with beautiful people, and physical unattractiveness is identified with negativity)?

When analysing the illustrative material of the course-book should be considered the following issues: 1) are the various ethnic, cultural, religious, social groups that reside in the country / world (depending on the student course) balanced; 2) is the parity of images of women and men respected? 3) Are people with different health conditions and disabilities (including different types) represented in the drawings and photographs? 4) Are the appearance and clothing of people differently and non-stereotyped reflected? 5) Are there no segregation and polarization based on legally protected features? Conditional abbreviations, navigation signs, and the orienting in the course-book should be considered. Are the course-books have no gender label and do not contain discrimination based on legally protected features?

It is advisable to analyse the language of the course-book by the following parameters: 1) the language should be gender sensitive, with the use of correct lexicon towards people with diseases and disabilities; 2) there is no stereotypical generalizations (e.g. all people equally think / feel / act, etc.; all elderly people are wise / incompetent / infirm / sick, all girls are weak, and boys are strong, all Roma are thieves, etc.), and 3) umbrella terms are not applied to people of different ethnicities, religions, etc. In the language of course-book, there is no segregation and polarization based on legally protected features (division into "we" and "they").

CONCLUSIONS

Thus, it should be determined the main components of the anti-discriminatory examination of course-books. Firstly, the pedagogical expediency which implies that all students, regardless of ethnic origin and religion, can be involved in the learning process using the course-book, which: 1) contributes to overcome gender stereotypes and prejudices in the formation of students own behavioral strategies, 2) does not contain information that distorts or misrepresents the content of human rights. Secondly, the content of text material provides for parity and non-stereotypical representations of men and women, and the realistic representation of the surrounding world. Thirdly, the illustrative material of course-book should be balanced to represent the various ethnic, cultural, religious, social groups residing in the country; to portray females and males on an equal and non-stereotyped basis (e.g. their clothing and appearance) as well as people with different health

conditions. Fourthly, the language of course-book should be gender sensitive, with the use of correct lexicon towards people with diseases and disabilities; there should not be stereotypical generalizations and implementation of umbrella term concerning people with different ethnicities, religions, etc.

The prospects for future research are in coverage of foreign experience in the formation of the components of anti-discriminatory examination of course-books and elaboration of their content.

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ДО ПИТАННЯ ПРО НЕДИСКРИМІНАЦІЙНИЙ ОСВІТНІЙ ПРОСТІР: КОНТЕНТ-АНАЛІЗ ПІДРУЧНИКІВ

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У статті визначено основні компоненти контент-аналізу підручників за принципом недискримінації. Деталізовано зміст параметрів, за якими доцільно здійснювати антидискримінаційну експертизу підручників, а саме: педагогічна доцільність, зміст текстового матеріалу, ілюстративний матеріал, мова підручника.

Ключові слова: недискримінаційний освітній простір, недискримінаційний підхід, антидискримінаційна експертиза підручників.

EXPERTISE IN EDUCATION:
THEORETICAL ANALYSIS OF BASIC CONCEPTS

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ABSTRACT

The article is devoted to theoretical analysis of basic concepts of the problem of expertise in the field of education. It is revealed that ambiguity in the definition of expertise is traced in the scientific literature, as well as the substitution of this concept by similar ones, such as monitoring, diagnostics, inspection, evaluation, audit, control, consulting, etc. It is noted that the above concepts differ in their essence, purpose, tasks, functions, purpose, objects, content, participants, application, technologies, methods, tools and output. The author specifies the essence of theoretical concepts of «expert activity in education» and «expert in the field of education».

Keywords: *audit; control; counselling; diagnostics; education expert; evaluation; expert activities in education; expertise; inspection; monitoring.*

INTRODUCTION

Education reform in Ukraine, implemented in accordance with European standards, priorities and values, requires the implementation of monitoring and expert support for the functioning of all parts of the education sector. Expertise in the field of education is a way to analyse causal relationships in education, indirectly (through an expert) cognitive process of assessing the quality of education (Ognevyuk, & Sysoieva, 2015). Expert activity requires high professional competence of specialists, corresponding to their professional training for conducting an expertise.

Scientists investigated the problem of expertise in different directions, in particular studied: philosophical and methodological principles of expertise (O. Anisimov, S. Baronene, A. Tubelskyi), structure of expertise in education (S.Beshelev, F. Ghurvych, V. Cherepanov), scientific and methodological support of expert activity (I. Drannikova, V. Yasvin), expertise of pedagogical objects

(M.Braun, K. Ross, J.Teilor), opportunities for expertise of educational innovations and educational systems (L. Burkova, T. Novykova, L. Podymova), providing the humanistic nature of the expertise process (A. Asmolov, S. Bratchenko), work with special psychological training practitioners to expertise (L. Loghinova). However, the theoretical foundations of expertise as part of the professional activities of education managers and the ambiguity in defining the term «expertise» are still poorly researched.

The aim of the article is to identify the main basic concepts of the problem of expertise in the field of education and to carry out their scientific analysis in pedagogical theory.

THEORETICAL ANALYSIS OF BASIC CONCEPTS

Research of problems of development of education sphere in Ukraine is closely linked to the training of professionals capable of expert activity in this field. Such professionals should receive management and ecology training, be able to evaluate the content of education, the quality of educational services, carry out an expertise of the educational environment and provide advice to education managers and employees of all levels and types of educational institutions.

An important value for our research is the study of such concepts as «expertise», «expert», «consulting», «monitoring», «diagnostics», «audit», «inspection», «control», which will be a background for substantiating your own definitions of «expert activity» and «expert in the field of education».

Thus, the variability of interpretations of the concept of «expertise» indicates a different understanding of the authors of its types, functions and place. Considering a wide range of concepts, it should be noted that expertise is defined as: experts' consideration of a specific issue for conclusion (by definition of S. Ozhegov); consideration, study of a particular case, some issue with a view to draw the correct conclusion, give a correct assessment of the relevant phenomenon or research, expert's examination of any issues requiring special knowledge (by definition given in the Great Interpretive Dictionary of Modern Ukrainian Language, edited by V. Busel, 2005, p. 341); research by a specialist on issues that require special knowledge in the field of science, technology, art, etc. (by definition of the Great Encyclopaedic Dictionary, edited by A. Prokhorov) (Theoretical analysis of humanitarian expertise [URL resource]). According to I. Chechel (2012), the *expertise* is a reflection of practice, reconstruction of what has happened, identification of the most significant; it is considered as a kind of analysis of a separate study, which aims to relate perceptions of the object being expertised, as a result of the identified expert activity characteristics of the object.

We can summarize that expertise in scientific works is defined as a way of analyzing cause and effect relationships not only in relation to what has already happened, but also what is expected, should, or can happen.

S. Bratchenko (2006) views expertise as a study of reality, which allows one to see and understand what cannot be measured or calculated, because there are

no formalized criteria and characteristics, approved normative acts, algorithms, etc. Expertise as a whole can be defined as a study of a question that has no evident answer but takes into account the opinion of specialists on a specific question.

The aim of the expertise in education can be conformity assessment concepts specific educational institutions of learning environment, and compliance with author's educational programs to the basic requirement – to create the conditions for manifestation of creative potential of students, and thus for the development of their physical, cognitive and personal abilities in the process of their socialization (Koval, & Makarchuk, 2010, p. 26).

The expertise must be conducted in accordance with certain criteria. For example, to evaluate the effectiveness of educational programs should be used social and pedagogical indicators; qualification indicators (educational diplomas, certificates, etc.); educational standards (domestic, foreign); inclusion of other institutions of the region (educational, cultural, health) in the implementation of this program (Laktionova, 2008). Any expertise related to education in Ukraine is governed by the Law on Scientific and Scientific-Technical Expertise and certain other legal acts.

In recent decades, scientific expertise in the field of education has spread in Western countries, taking the form of «pedagogical audit», «psychological and pedagogical expertise», «comprehensive humanitarian expertise», etc.

Let us describe in more detail the humanitarian expertise. This concept started to be used in psychology in the late 80's. XX century. in connection with the participation of a group of psychologists (T. Dridze, J. Zhukov, A. Nazaretian, I. Syrotkina, A. Kharash) in the expertise of social project. A. Kharash formulated the concept of «humanitarian expertise» as a generalized assessment of «the effects that can or may have on a person (for the population of a region, one or another social group) or an event that has occurred in the past (distant or recent), is taking place in the present time or potentially possible in the near future» (Theoretical analysis of humanitarian expertise [URL resource]).

Humanitarian expertise (as defined by V. Kizima (2012) is an initial, permanent and independent institution of society, capable of adequately assessing not only the existing needs of society at all major levels of its activity, but also those that are maturing, which draws on an analysis of the current state of public consciousness and the objective dominants of the integral experiences of citizens.

O. Koval and I. Makarchuk (2010) formulate a thorough definition: humanitarian expertise is a kind of expertise that proceeds from the priority of social and human needs and values in the course of evaluating complex projects and making important management decisions. In general, the humanitarian expertise is focused on identifying the possibilities and ways of harmonizing innovative processes with all manifestations of social and natural life, facilitating the deployment and positive self-realization of the creative potential of society and each person while harmonizing with the natural conditions of their activity (p. 25).

The subjects of humanitarian expertise are legislative acts or projects, regulations of local self-government, national, regional and local action plans, scientific and technical programs and social risks related to their implementation, as well

as state concepts and innovative projects in all spheres of activity (Mkrtichyan, 2005). S. Bratchenko (2006) defines the subjects of humanitarian expertise as those who study (pupils, students), teachers, educational process, lifestyle of the institution, environment and surroundings (p. 26).

The subject of humanitarian expertise is the risks; character and scale of social consequences of managerial decisions, as well as recommendations for enhancing positive social consequences and preventing, mitigating or overcoming negative ones (Kasyanova, 2014).

In general, the humanitarian expertise, as a systematic, complex interdisciplinary expert activity, provides an important function of controlling and organizing the educational environment.

The expertise in education is one of those branches of scientific and practical activity that is actively developing in the Western countries, which has already developed an extensive hierarchical system of «expert support of projects» (Leontev, & Ivanchenko, 2008), in particular in the field of education. In fact, none of the educational innovation omits peer reviews on various stages of implementation and realization. Professional environments quickly emerged – expert societies, with expert training centres, discussing urgent and scientific problems of expertise in many periodicals.

The expertise of education is a mediated (through expert) cognitive process. This activity is directed to a specific object through the object of knowledge, which is intended to highlight in the object those properties and states that make up the purpose of this activity. The subject matter of education expertise is defined as the range of issues to be resolved in its implementation. Expertise – a relatively new technology in education, which scientists have proposed to minimize the differences between the project and the result of its implementation (Ivanchenko, & Leonteva, 2006).

It should be emphasized that an expert (from lat. expertus – experienced) is defined as a competent person who is invited to resolve outstanding issues; highly skilled, specialist in a specific field of activity, who solves the problem, using his own experience and knowledge. Any person who has the necessary knowledge to prepare an opinion on the issues under study may act as an expert. The expert is personally responsible for the provided conclusions (Kasyanova, 2011). The expert performs the following functions (Kasyanova, 2014, p. 24): diagnostic, evaluation, prognostic, protective.

O. Bodnar (2008, p. 5), in his dissertation research, defines the concept of «educational experts», defining them as specialists in the field of education, with relevant professional competencies, analytical abilities and practical experience, sufficient for expert evaluation of pedagogical objects, phenomena and processes and forming expert conclusions to make management decisions.

In our opinion, expert activity requires not only highly qualified specialist but also appropriate training. Experts need to be trained for professional communication, it is important to technologize the procedures for conducting expert assessments in order to protect expert opinions from bias, political involvement, prejudice.

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According to scientists, expert training should be carried out based on basic training programs, namely (Ivanchenko, & Leonteva, 2006): in-depth programs for training and advanced training of experts; educational programs for individuals involved in the decision to conduct and assign expertise.

To sum up, there is ambiguity in the definition of expertise in the scientific space, as well as the substitution of this concept by similar ones, such as *monitoring, diagnostics, inspection, evaluation, audit, control, consulting*, etc. The definitions of these concepts are set out in Table 1.

Table 1. Basic concepts

Concept	Definition	Author
Audit	Form of examination, process of researching the activity of an educational institution.	O. Kasyanova
Diagnosis of quality of pedagogical activity	The process of identifying and describing the current state of pedagogical activity and its causes, objective tendencies and predicting the quality of pedagogical activity – the degree of compliance of its conditions, process and result with certain criteria.	O. Bondarchuk, Gh. Yelnikova
Inspection	Evaluation of education workers, educational institutions in terms of external sample based on generally accepted norms.	O. Kasyanova
Counselling	Social and economic phenomenon that aims to solve various tasks and provide intellectual support in various spheres of society.	I. Bratyshhenko
Control	System of checks of compliance of the object's state and its performance with the requirements, which are reflected in the relevant directives and normative documents; one of the operational management functions.	O. Zaychenko
Monitoring in education	A special system for collecting, processing, storage and dissemination of information about the state of education, forecasting based on objective data and the dynamics of the main trends of development and development of scientifically grounded recommendations for management decisions on improving the efficiency of the educational sector.	T. Lukina
Evaluation	Objective expertise with certification, inspection and control in space science related to the control of employees and the quality of education students mastering specific knowledge.	O. Kasyanova

It should be emphasized that the concepts discussed above differ by their nature, purpose, objectives, functions, purpose, targets, content, participants, application, technology, methods, tools and results. However, scientists often substitute the concept of «expertise» for consultative activities. We believe that counselling is a tool in the implementation of expertise. When interpreted the results of the expertise, which needs further discussion and development of specific recommendations to address identified gaps or development plan of the institution, educational programs, etc., it becomes necessary consulting activity. We view expertise as an integrated activity that combines educational audit and educational consulting (*Figure 1*).
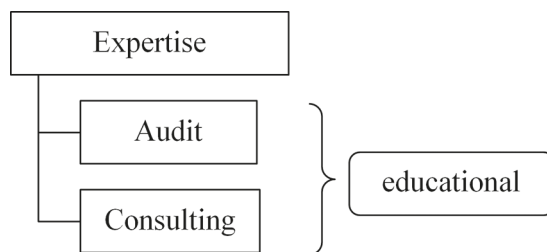
Figure 1. The complex concept of «expertise»

Analysis of the content of the concepts of the study allows us to study the key concept of our study – «expertise». Expertise is an integral part of the professional work of education experts who need to address educational challenges and situations. Without expert review of baseline data, terms, conditions, and other specific characteristics of the issue being investigated, education experts will not be able to objectively address them and provide guidance on how to resolve or improve the situation.

Therefore, the problem of examination as an integral part of professional activity in the field of education is important for training managers. According to Ukrainian researchers (Ognevyuk, & Sysoieva, 2012), the first task of providing scientific support for the development of education should be to create and introduce in the higher education system new specialization in the training of experts in the field of education.

CONCLUSIONS

In the scientific space, the expertise is often identified with audit, diagnosis, inspection, consulting, control, monitoring, evaluation, etc. In the study, we proceed from the definition of expertise as a comprehensive scientific-cognitive or qualification procedure, which involves a comprehensive ascertaining the phenomenon, process, conditions of existence or course of phenomena, selected by the subject of expertise (by I. Manokha). Expert activities in education is considered by us to be a comprehensive analysis of the object under study in the sphere of education, which is carried out with the purpose of predicting its further development or correction and combines educational audit and educational consulting (Tryhub, 2017, p. 55). An expert in the field of education is defined as an independent, highly qualified specialist who has a broad system of knowledge in the field of education and practical experience in providing competent assessment of the status of the object under study, forecasting its prospects and supporting development (Tryhub, 2017, p. 55).

Future scientific research will be devoted to the exploring and analysing the peculiarities of training experts in the field of education in Eastern Europe and to study the experience of work of the agencies for higher education quality assurance in the countries of Eastern Europe.

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ЕКСПЕРТИЗА У ГАЛУЗІ ОСВІТИ: ТЕОРЕТИЧНИЙ АНАЛІЗ БАЗОВИХ ПОНЯТЬ

Тригуб Ілона, кандидат педагогічних наук, науковий співробітник, науково-дослідна лабораторія освітології, Київський університет імені Бориса Грінченка, вул. Тимошенко, 13-б, 04212 Київ, Україна, i.tryhub@kubg.edu.ua

Стаття присвячена теоретичному аналізу базових понять проблеми експертизи у галузі освіти. У науковому просторі поняття «експертиза» трактується по різному, зокрема, як цілісна науково-пізнавальна чи кваліфікаційна процедура, яка передбачає комплексне констатуюче вивчення явища, процесу, умов існування чи перебігу явищ, що обираються предметом експертизи (І. П. Маноха).

Визначено, що у науковій літературі прослідковується неоднозначність у визначенні експертизи, а також підміна цього поняття подібними, такими як моніторинг, діагностика, інспектування, оцінка, аудит, контроль, консультування, тощо (визначення перелічених понять подано у тексті статті). Зазначено, що наведені поняття різняться між собою за своєю сутністю, метою, завданнями, функціями, призначенням, об'єктами, змістом, учасниками, застосуванням, технологіями, методами, інструментарієм та результатом діяльності. Автор розглядаємо експертизу як комплексний вид діяльності, що має поєднувати освітній аудит та освітній консалтинг. Зокрема, аудит є формою експертування, процесом дослідження діяльності навчального закладу (О. М. Касьянова), а консультування – соціальним та економічним явищем, що ставить за мету вирішення різноманітних завдань і надання інтелектуальної допомоги в найрізноманітніших сферах життєдіяльності суспільства (І. В. Братищенко).

У статті уточнено теоретичну сутність понять: «експертна діяльність в освіті» та «експерт у галузі освіти». Відтак, експертна діяльність в освіті визначається як комплексний аналіз досліджуваного об'єкту у сфері освіти, що здійснюється з метою прогнозування його подальшого розвитку чи корекції та поєднує в собі освітній аудит та освітній консалтинг. Експерт у галузі освіти визначається ж як незалежний висококваліфікований фахівець, який володіє широкою системою знань у сфері освіти та практичним досвідом з надання компетентної оцінки стану досліджуваного об'єкту, прогнозування його перспектив та підтримки розвитку.

Ключові слова: аудит; діагностика; експерт у галузі освіти; експертиза; експертна діяльність в освіті; інспектування; консультування; контроль; моніторинг; оцінка.

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

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ABSTRACT

The current tendency towards depletion of fuel and energy resources, the growth of prices on energy production and global economic problems stimulate the necessity of introduction of energy efficient technologies. Very important and relevant in this situation is the study of the experience of the EU Member States on energy efficiency in Ukraine and the direct implementation of energy saving projects in Ukraine. In these trends, modern students can and should play an active role.

The purpose of our Project is to educate a conscious and responsible future consumer of thermal and electric energy, who will conserve and use efficiently the traditional energy resources and promote the replacement of their alternative energy sources, resting upon the experience of leading EU countries.

Implementation of the educational program "Energy efficiency: experience of EU countries for Ukraine" will enable popularization of EU experience in implementation

of energy efficient technologies in different economy sectors and acquiring practical skills of project realization aimed at energy saving and reduction of negative impact on environment by future professionals.

Key words: *energy efficiency, education component, European experience.*

INTRODUCTION

The world power industry is in the process of large-scale changes. The current tendency towards depletion of fuel and energy resources, the growth of prices on energy production and global economic problems stimulate the necessity of introduction of energy efficient technologies. For Ukraine, energy efficiency means saving resources, primarily natural gas purchased abroad, as well as reducing the energy intensity of the Ukrainian economy.

The Government of Ukraine has recently adopted a number of legislative initiatives to replace natural gas (Energy Strategy of Ukraine until 2030, 2013). There are some positive movements in realization of state policy in energy-independence and energy efficiency in Ukraine? Such as adopting of Strategy of sustainable development "Ukraine – 2020" (Sustainable Development Strategy "Ukraine 2020", 2015). Ukraine's accession to the Treaty establishing the Energy Community (EC) 2010 (Protocol, 2010) and number of other initiatives.

Nevertheless, the activity in the introduction of energy-efficient technologies is slowed down both by informal lobby of traditional energy resources and by the mental habit of the population to consume "cheap" Russian gas. Such delay in this case can cost a lot to our country. Ukraine's compliance with international obligations under the Energy Charter Treaty, numerous bilateral international treaties and the requirements of European energy legislation require the intensification of state policy in this area.

Very important and relevant in this situation is the study of the experience of the EU Member States on energy efficiency in Ukraine and the direct implementation of energy saving projects in Ukraine. A significant role in this can and should be played by current students, from whom life does not require only a high level of professional training, but also a wide range of general cultural, human and life competencies. Deeper acquiring of the European experience in energy efficiency by future experts of different sectors of Ukrainian economy will allow them to use the obtained theoretical knowledge and practical skills in their professional activities and promote the best practices of the EU among the public.

BACKGROUND

For this reason, projects have been launched in many countries around the world to provide students with the necessary knowledge and practical skills in energy efficiency.

One of the most famous is the "Green Campus" project – a socio-ecological system within the university territory where environmental and energy-saving technologies and a culture of life are introduced with the aim of solving energy and environmental problems and for the harmonious development of society and nature (Antipov et.al, 2018). The pioneers in implementing Green Campus programs were the best US universities – the University of Berkeley, Harvard University, 13 universities of the state of California and others. Later, universities in Europe and Asia joined them. However, the measures of this program are mainly aimed solely at achieving indicators of saving thermal and electric energy in the premises of higher educational institutions and at reducing harmful emissions into the atmosphere.

The purpose of our Project is to educate a conscious and responsible future consumer of thermal and electric energy, who will conserve and use efficiently the traditional energy resources and promote the replacement of their alternative energy sources, resting upon the experience of leading EU countries.

Methodological basis of research about implementation of European energy saving technologies in energy sector of Ukraine on the philosophic level is assuring the inextricable link between the theory and the practice. On the level of general scientific methodology, there is synergy of scientific approaches: system, synergetic and competent. On the level of concrete scientific methodology there are conceptual ideas of comparative analysis for implementation of progressive EU experience in energy saving. On the technological level, there are methods of research of directions of implementation of EU energy saving technologies in Ukraine (Batechko, 2017).

The main methodological question of module is how and which ways we should use modern European experience of energy efficiency in the national energy system, taking into account historical traditions and modern situation in energy sector of Ukraine.

The module is structured considering the European experience of teaching the course "Energy efficiency of enterprises", particularly in The Köln University of Applied Sciences (Köln, Germany), based on studying and comparative analysis of EC legislation in energy efficiency and energy management, documents of Organization for Economic Cooperation and Development (OECD) and statistic sources.

To reach the goal of promotion of the EU experience in energy resources saving we plan to create a web-site, as well as to involve mass media and publications in open access journals.

MAIN RESULTS

The specialists of the Educational and Scientific Institute of Energy, Automation and Energy Conservation of the National University of Life and Environmental Sciences of Ukraine in collaboration with Cologne University of Applied Sciences (Cologne, Germany) have developed the Educational Project (hereinafter – *the Project*) "Energy Efficiency: Europe's Experience for Ukraine (EEE for Ukraine)".

The project's target audience includes students of baccalaureate of most specialties in different faculties of National University of Life and Environmental Sciences

of Ukraine on a regular basis: Faculty of Veterinary Medicine, Faculty of Plant Protection, Biotechnology and Ecology, Faculty of Livestock Raising and Water Bioresources, Faculty of Food Technology and Quality Control of Agricultural Products, Agrobiological Faculty, Economic Faculty, Faculty of Humanities and Pedagogy, Faculty of Information Technologies.

The project includes three components:

1) educational;

2) information:

3) practical.

Within the framework of the *educational component* of the project, the problems of the exhaustibility of energy resources, a saving attitude to them, energy production and its supply to the consumer are examined in order to encourage students to take actions to solve them.

Aimed to reach the goals of the project, the methodology of the project implies lectures, seminars and interactive lessons (see Fig.1). 30 lectures (60 hours) are planned for acquiring theoretical knowledge about energy efficiency and supporting energy saving policy in EU countries. 30 seminars (60 hours) are planned for strengthening knowledge of non-technical specialists about use of energy saving measures in industry and house holding, basing on EU experience and for implementation of European standards in Ukraine.

Aimed at forming of energy efficient thinking of students and at practical use of obtained theoretical knowledge and skills in their professional activity, the module implies interactive lessons (60 hours).
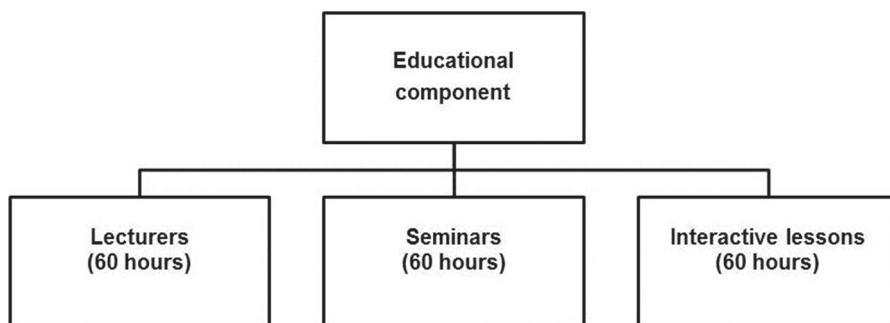
Fig.1. Training course structure

As a result, students participating in the Project will learn to understand the technical and financial problems of energy supplying enterprises; save and rationally use energy resources and timely pay for the services received.

To successfully solve the problems of energy conservation, it is necessary to make these problems relevant, socially significant in the mass consciousness, so that every Ukrainian has a new energy-efficient thinking. Therefore, as part of the course, it is planned to introduce an *information campaign* by the participants aimed at raising awareness of the saving attitude towards energy resources among teachers, parents, residents of the micro-district. The objectives of the information campaign are to promote:

- active perception of information by people about the need for energy conservation;
- creating people's own ideas about energy conservation;
- attracting people to participate in energy saving measures and developing energy-saving behaviour;
- popularization of the experience of leading European countries in the implementation of energy-efficient technologies in various sectors of the economy.

To implement the objectives of the information campaign, it is appropriate to use both means of interpersonal communication, information tools aimed at a limited audience (brochures, posters, trainings, lectures (learning), individual consultations, etc.), and the media. To achieve the goal of promoting the EU's experience in energy conservation, it is planned to create a website that will also provide media support for the Project.

Fig. 2. Algorithm of energy audit work

The practical component assumes that upon completion of the project, its participants will adhere to energy and environmentally sound behaviour and lifestyle. At the final stage, they will have sufficient preparation to independently conduct a simplified energy audit of educational and residential premises and develop project proposals to increase their energy efficiency according to the algorithm shown in Fig.2 (Safiulina, 2010; Kozirskiy, et. al, 2012).

CONCLUSIONS

The world practice knows different methods of energy efficiency optimization including state regulation of energy saving as well as providing financial encouragement for population, important role belongs also to the promoting and educating programs. Educating methods are supposed to influence directly on consumer, forming new consumption culture, based on careful nature use and conscious choosing of energy saving technologies.

Implementation of the educational program "Energy efficiency: experience of EU countries for Ukraine" will enable popularization of EU experience in implementation of energy efficient technologies in different economy sectors and acquiring practical skills of project realization aimed at energy saving and reduction of negative impact on environment by future professionals.

Expected results

1. Increasing the level of knowledge of future specialists on the introduction of energy-efficient technologies in the EU member states.

2. Obtaining knowledge of European standards and guidelines for legal regulation in the energy sector of the European countries.

3. Formation of the students' practical skills and skills required to meet the energy and environmentally neutral lifestyle and popularize responsible consumer behavior.

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ЕНЕРГОЕФЕКТИВНІСТЬ В УКРАЇНІ В КОНТЕКСТІ ЄВРОПЕЙСЬКИХ ПРАКТИК: ОСВІТНІЙ АСПЕКТ

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Сучасна тенденція до виснаження паливно-енергетичних ресурсів, зростан-ня цін на виробництво енергії та глобальні економічні проблеми стимулюють необхідність впровадження енергоефективних технологій. Дуже важливим та актуальним у цій ситуації є вивчення досвіду держав-членів ЄС щодо енер-гоефективності в Україні та безпосередня реалізація проектів з енергозбере-ження в Україні. Важливу роль у цьому можуть і повинні відігравати нинішні студенти,

Метою нашого Проекту є виховання свідомого та відповідального май-бутнього споживача теплової та електричної енергії, який буде ефективно зберігати та ефективно використовувати традиційні енергетичні ресурси та сприяти заміні альтернативних джерел енергії, спираючись на досвід про-відних країн ЄС.

Впровадження освітньої програми «Енергоефективність: досвід країн ЄС для України» дасть змогу популяризувати досвід ЄС щодо впровадження енер-гоефективних технологій у різних секторах економіки та набути практич-них навичок реалізації проектів, спрямованих на економію енергії та змен-шення негативного впливу на навколишнє середовище майбутніми професіо-налами.

Ключові слова: *енергоефективність, складова освіти, європейський досвід.*

UNIVERSITY EDUCATION IN THE FRENCH REPUBLIC: STRUCTURE AND LEGAL FRAMEWORK

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ABSTRACT

The article deals with the complex and multistage system of higher education of the French Republic. The structural features of higher education in France, its complex and multi-stage system has been considered. Attention is drawn to the role of the state in the field of higher education in France. The importance of the development of education for the national development of the country and civilization as a whole has been stressed. A strong centralized presence and role of the state in the field of education in France has been noted, in particular in the organization of the educational process and in financing the education sector, as well as in determining the fundamental principles of the educational process, the details of the curriculum at all levels of education, the organization of the procedure for receiving teachers, determining the content, recruitment teachers who become public officers, ensuring their continuing education; recruiting and training inspectors responsible for quality control of the education system; funding public education and subsidizing "private schools under contract". The article focuses on the constant attention of the state to the problems of education. It highlights the openness of the French system of higher education and its accessibility for most of the population. The features of France's higher education management system and the specifics of its legislative framework have been disclosed. Four Legislative Acts of the Ministry of Education are characterized, played an important role in its functioning. A more democratic and collegial management of universities for today has been noted. The relevance of the study of the structure and legislative framework of university education in France has been grounded. The types of higher education institutions in France and their features in the context of development trends have been investigated. The current stage of development of the system of French university education and the features of structural transformations have been considered. The features of the functioning of universities, "grand schools" and private higher education institutions have been disclosed. The article draws attention to the achievement of the French system of higher education and its uniqueness. The role and place of large schools in the system of higher education in France have been highlighted. Leading elite schools and universities

have been mentioned, as well as the conditions for entering them. Attention was paid to the almost equal quality of education in the capital and in the province.

Key words*: university, higher school, higher education, university education, management of higher education, legislation, legal framework.*

INTRODUCTION

In today's world, France as one of the initiators of the Bologna Process is seen as a reference pattern of European culture where higher education holds a significant place in the national educational space. French modern higher education system is considered one of the most attractive and advanced in many countries of the world, including Ukraine. The French higher education system is characterized by a large variety of educational institutions with strong traditions which, first of all, can be clearly guided in the preparation of specialists for the requirements of today (Guz & Mandryck, 2015).

The achievements of the education of France attract the attention of many domestic scientists: O. Alekseyeva, O. Bazhanovska, O. Bocharova, M. Zveryeva, O. Matiyenko, V. Poltavets, L. Shapovalova, O. Avksentyeva, G. Leshchuk, L. Zyazyun, O. Golotyuk, V. Lashchykhina, O. Romanenko. L. Kaminska, N. Lavrychenko, V. Lashchykhina, A. Maksymenko, O. Matviyenko, O. Ovcharuk, O. Permyakova, L. Pukhovska, O. Romanenko, A. Sbruyeva, O. Sukhomlynska, T. Kharchenko.

The peculiarities of the French education system and the formation of its content were considered by such French researchers as P. Bourdieu, A. Leery, L. Legrand, D. Galbo, E. Moren, J. Maggio, S. Frene, S. Forrestier; the issues of the historical development and current state of the French education were investigated by A. Michel, L. Cro, M. Minder, F. Dube, M. Durie-Bell, F. Rope, J.-M. Domenas, A. Shervel, F. Gonaire, A. de La Garanderi, J. Milare, K. Fotin and others.

The problems of legal regulation of higher education modification in the European Union is discussed in the following contexts: development of legal framework in the European Higher Education Area (Mospan, 2014), legal aspect in students' education and training (Mospan, 2016 b, c), legal regulation of higher education and labour market in the EU Member State (Mospan, 2016 a).

The purpose of the article is to investigate the features of the structure and legal framework of the French higher education.

THE STRUCTURE OF FRENCH EDUCATION SYSTEM

The basic principles of the education system in France have a hundred-year history and were laid down in the 1880-90s. Education is mostly free
 and it has no religious content and is compulsory for children from 6 to 16 years old. In France, private and public education systems coexist. About 20% of all students in France study in private schools. The state approves all school programs

for private and public schools and organizes competitions and exams. Only the state has the right to issue diplomas up to the level of a bachelor.

The higher education system of France is distinguished by a large number of educational institutions with different ultimate goals, different structures and conditions of enrolment. In this regard, we note that the quality, diversity, specificity of educational institutions makes their classification difficult. In France, there are 80 universities (fr. universités) and about 300 higher schools (fr. grandes écoles). French universities differ in size, but in general, regardless of location, they guarantee high quality education. Small universities are characterized by a variety of disciplines and a large number of students in the first cycle of study. Universities of large provincial cities – Lille, Toulouse, Lyon, Aix-en-Provis, Bordeaux, Grenoble – as a rule, are distinguished by a narrower specialization, they have more students of the second and third cycles. In the Paris district where a quarter of all French students are concentrated you can find almost anything – any faculty, program or specialization.

Universities are associations of *units of training and searching* (fr. UFR = Unites dc formation et de recheche) in the main disciplines led by selected directors as well as institutions and schools more familiar to us (technological, political or legal studios, professionalized, teacher training, general administration or management, tourism, communications, the press, social and economic development, international relations and many others). It is not surprising that only universities assign more than ten different qualifications (Foreign higher education system, 2017, p.45).

A part of higher education is almost completely open (mainly universities) and the introduction is reduced to a simple entry to study and payment of a symbolic amount for the expenses of the office, the other is "closed" (non-university institutions dominate) so admission is done via a strict selection with several applicants for one place. Studying in the last class of the lyceum ("terminal") the student can turn to its council with a request to solve the issue of joining such institutions with selective enrolment based on 47 submissions:

— preparatory classes that are intensively preparing to enter higher education are popular in France through a tough competition (or Grand) Schools;

— University technological institute, in order to receive a technological diploma in two years, is first of all a professional qualification that is beneficial for success in the labour market;

— sections of higher technicians, with an exit in two years to the certificate of "higher technician";

— specialized (higher) vocational schools. To enroll in universities, it is necessary to have a document on secondary education (12 or 13 years of study) which in France is called "undergraduate" and is obtained after compiling a set of final exams held simultaneously throughout the country.

The data about these exams (including student results) is published in press. Individuals without a bachelor's degree can obtain a pass to higher education by passing exams for a diploma of access to higher education (DAEU), which is recognized as an equivalent substitute. DAEU has only two versions: A – humanitarian, B – natural and other specialties (Foreign higher education system, 2017, p.46).

FRENCH HIGHER EDUCATION LEGISLATIVE FRAMEWORK

Since the adoption of the Debreu Act of 1959 the private education receives assistance from the state (fr. contrat d'association) – it is the state that pays for the work of teachers and participates in the cost of training (8 out of 9 educational institutions use this help) (Foreign higher education system, 2017, p.45).

In France, the Ministry of National Education is responsible for educational policy (*Ministère de l'Éducation nationale, de la Jeunesse et de la Vie associative*). However, the activities of higher education institutions are evaluated by the National Expert Committee, which was established by the law on higher education and has existed since 1984. The main task of this committee is to evaluate the activities of higher education institutions. This national body for the control and management of the quality of higher education is subordinate only to the President and does not depend on any management structures. The Expert Committee regularly collects information on the activities of higher education institutions and annually sends a report to the President on their work and on the state of affairs in the field of higher education. It is important that in France the results of university examinations and assessments are widely published and make it possible not only for the state but for society to judge the academic level of a higher educational institution. This mechanism reflects the historically established centralized system of the French higher education.

In addition, the French Ministry of Education conducts tight control over the activities of universities. Any new course requires verification and accreditation by the ministry. Moreover, accreditation is granted for four years. There is a special council for evaluating educational programs, subordinate to the Ministry of Education, which monitors the quality of students' training. At each faculty there is a list of courses or disciplines, which are compulsory for students. Freedom of choice includes two aspects: the student's choice between theoretical and applied aspects and the teacher's choice of teaching method. Academic freedom implies freedom of choice of educational institutions, disciplines and courses. 500 academic hours are allocated for the study of subjects that give the right to receive a postgraduate diploma of a license or a master-teacher, of which 350 are compulsory subjects (Zlobin, 2004, p.88).

The higher education system of France is organized according to the single European principle (LMD) and is based on the number of years allocated to education after graduating from high school. Thus, three years of study at a university allow obtaining a degree in licenses (180 ECTS credits), five years of study at a university allow obtaining a master's degree (300 credits of ECTS) and eight years of study allow achieving a doctorate (PhD). The degrees of the licensee, master and doctor are the main stages of study in the higher education system.

An analysis of the current state of education in France indicates the constant attention of the state to the problems of education. After the Sorbonne Conference in 1998 the measures introduced in France were aimed primarily at developing a common European-level structure, at one time it was called "3-5-8" or LMD (license - master-doctor - licensee-master-doctor)

In France, four Legislative Acts of the Ministry of Education were published:

1. The Decree defining the principles of the European scientific and educational space. It introduces a system of credits and emphasizes the creation of a system of educational offers organized in flexible educational cycles of education. It provides each minister with the opportunity to apply these general principles in accordance with the education sectors within his competence [5, p.70-74].

2. The Decree which modernizes the public sector as a whole brings the legal concepts of degree, title and state diploma into line recognizing, in particular, any public diploma issued under state control. It establishes the general principle of state periodic assessment (control) and lastly, it instructs the Minister for Higher Education to ensure the unity of the French educational system (Zyazyun, 2001).

3, 4. The two other Decrees relate to generalized accounting in the training of students' previous achievements related to their study abroad or is the result of their professional activity. In this way, they determine the conditions for admission, which allows to optimize the stages of training and to formulate the general principles of primary and continuing education (Zyazyun, 2001, p.72).

For the past six years, French higher education institutions have been working to find a model of their functioning that better integrates the main goals of the Bologna process. As a result, a new LMD system of educational levels was adopted (license-master-doctor-license-master-doctor) and it was integrated into the European Union credit system ECTS. It was created a new diploma that is a specialized license, scholarships to support student mobility and to promote international initiatives of higher education institutions were introduced.

All higher education institutions and most of the courses are structured into three study cycles (Bachelor, Master and Doctorate degree) and based on ECTS credits in compliance with the Bologna Process principles.

The French education system is characterized by a strong central state presence in the organization and financing of education. The French education system is regulated by the Department of National Education, Higher Education and Research. Its management is carried out within the framework defined by the parliament, which sets out the basic principles of education. The state plays an important role in governance, since, according to old traditions, the French education system is centralized. The state determines the details of curricula at all levels of education; it organizes the procedure for the reception of teachers, determines the content, recruit teachers who become public servants and provides them with further training; it recruits and trains inspectors responsible for quality control of the education system. It is the main funding agency for the public education system and subsidizes *private contracted schools*, which are received by approximately 20% of students.

However, at the local level and since the beginning of the process of decentralization of competences in the management of the educational system in the 1980s, local authorities have played an increasing role in management ensuring the material functioning of the system (construction and maintenance of school buildings, school transport, supply of educational materials, etc.). The official language of instruction

is French. Public education is secular and free (Key features of the Education System).

Higher education (ISCED 5 – ISCED 8) is distributed in higher education institutions. These institutions have a wide range of legal statuses listed in the French code of education. There are two types of short study cycles (Sections de Techniciens Supérieurs and Diplôme Universitaire Technologique). Courses in French higher education institutions have different goals and conditions for entry but most of them consist of three cycles of study (bachelor's degree, master's and doctor's degrees) and ECTS credits in accordance with the principles of the Bologna process.

Public higher education covers all post-secondary education courses. It corresponds to the general tasks of raising the scientific, cultural and professional levels of the French nation and the people it forms, whose main problems are reducing social inequality, gender equality, developing research and, finally, building the European Higher Education and Research Space (Law No. 2013 – 660 of July 22, 2013 on Higher Education and Research (ESR) revises the policy and management of higher education and research in France. An employment policy in the light of economic, social, environmental and cultural needs is involved in the promotion and distribution of French-speaking world in addition to increased interaction between science and society.

All higher education institutions and most of the courses they offer consist of three study cycles (bachelor, master and doctoral degrees) and based on ECTS credits in accordance with the principles of the Bologna process.

Management of the system is ensured by contractual policies and established by the state with institutions that have administrative and budget autonomy. The policy has undergone significant development in recent years, influenced by the law of August 10, 2007, concerning the freedoms and duties of universities, the LRU law or the Pécresse law in addition to the promulgation of the Law on Higher Education and Research (EPR) in 2013.

Higher education services – System Governance – (PRES – centres for higher education and research) were created in 2006 by the Planning Act No. 2006-450 of April 18, 2006 to offer a more understandable research system and better adapt to the regions of need. They allowed initiating local policies in France and pursuing a policy of pooling the resources and activities of universities, Grandes Écoles and research organizations.

Moreover, university management has become more democratic and more collegial. A new independent administrative body has been created to evaluate institutions, research units and courses. This is the Higher Council for the Evaluation of Research and Higher Education which replaces the Agency for the Evaluation and Registration of Higher Education (Agency for the Evaluation and Assessment of Higher Education). The law also replaces the Conseil Scientifique (COP - Scientific Council) and the Committee on Education and Training (CFVU – Council on Research and Student Life) in the Conseil académique (Academic Council). Now this body is responsible for the consideration of individual issues relating to the recruitment, placement and career of scientific and teaching staff.

A year after the adoption of the law, it led to real progress, including (Key features of the Education System):

- improving the mechanisms of career orientation, the transition from directed to the chosen career;
- simplification of the range of training courses to make them more accessible and understandable for young people, families, employers and international students;
- the introduction of the FUN platform, Numérique French University, the opening of 98 MOOC (mass open online courses) as of March 6, 2015;
- improved recognition of gender equality;
- the creation of Pôles Étudiants pour l'Innovation, Le Transfert et l'Entrepreneuriat (PEPITE – Student Clusters for Innovation, Transfer and Entrepreneurship);
- simplification of intellectual property;
- July 22, 2014, two thirds of decrees on the implementation of the EPR Law were published. Last third awaiting State Council approval.

CONCLUSIONS

Thus, the French higher education system is characterized by the presence of a pronounced national specificity: its own system of diplomas and academic degrees, a special distribution in cycles and a special attitude to diplomas of state educational institutions (they are much more prestigious than diplomas of private universities and schools). The French higher education system is characterized by a wide variety of educational institutions with strong traditions that is, first, capable of clearly orienting themselves in the training of specialists to the requirements of the present. Remaining accessible to the population as relatively "cheap" and transparent the French higher education is marked by a successful system of current and final control of knowledge, the exercise of the right of equal access of individuals to all stages of education and a high level of knowledge and skills of graduates. All of the above components claim a deep analysis and more detailed study in the future.

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УНІВЕРСИТЕТСЬКА ОСВІТА У ФРАНЦУЗЬКІЙ РЕСПУБЛІЦІ: СТРУКТУРА ТА ЗАКОНОДАВЧА БАЗА

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У статті розглянуто структурні особливості вищої освіти у Франції, її складну й багатоступеневу систему. Звернено увагу на роль держави у сфері вищої освіти Франції. Зазначено важливість розвитку освіти для національного розвитку країни та цивілізації в цілому. Зазначається сильна централізована присутність та роль держави у сфері освіти Франції, зокрема в організації навчального процесу та у фінансуванні сфери освіти, а також у визначенні фундаментальних принципів освітнього процесу, деталей навчальних програм на всіх рівнях освіти, організації процедури прийому вчителів, визначенні змісту, наборі вчителів, які стають державними службовцями, забезпеченні їх підвищення кваліфікації; наборі та навчанні інспекторів, відповідальних за контроль якості системи освіти; фінансуванні системи державної освіти і субсидуванні "приватні школи за контрактом". У статті акцентовано на постійній увазі держави до освітянських проблем. Йдеться про відкритість французької системи вищої освіти та її доступність для більшої частини населення. Розкрито особливості системи управління вищою освітою Франції та специфіку її законодавчої бази. Охарактеризовано чотири законодавчі акти міністерства освіти, які відіграли важливу роль у її функціонуванні. Зазначається більш демократичне і колегіальне управління університетами

на сьогоднішній день. Обґрунтовано актуальність дослідження структури та законодавчої бази університетської освіти Франції. Досліджено типи вищих навчальних закладів у Франції та їх особливості в контексті тенденцій розвитку. Розглянуто сучасний етап розвитку системи французької університетської освіти та особливості структурних перетворень. Розкрито особливості функціонування університетів, «великих шкіл» та приватних закладів вищої освіти. У статті звертається увага на досягнення французької системи вищої освіти та її унікальність. Виділено роль і місце великих шкіл у системі вищої освіти у Франції. Згадуються провідні елітні школи та університети, а також зазначено умови вступу до них. Увага приділялася практично рівній якості освіти в столиці і в провінції.

Ключові слова: *університет, вища школа, вища освіта, університетська освіта, навчальний цикл, управління вищою освітою, законодавство, законодавча база.*

VIDEOGAMES AS MEANS
OF INCREASING STUDENTS' MOTIVATION

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ABSTRACT

The article is devoted to the use of videogames in order to increase students' motivation and influence on educational process. Motivation is of particular interest to researchers because of its importance to learning and work with students. Several types of motivation apart from motivation for achieving: the motivation for power, the need for affiliation, the need to know (curiosity), the need for approval. Main components of the learning motivation are described. It is stated that videogames are complex phenomenon the main characteristics of which are apparatus for playing, interactivity and rules of playing game. Two ways of use of videogames in educational process are described: gamification and game-based learning. Typical elements of gamification which increase students' motivation are defined. It is concluded that videogames have significant impact on emotional state of students, encourage them to participate in learning, improve social interaction and decrease anxiety and fear of failure. The use of videogames in educational process can solve the problems with lack of motivation during the work in class.

Keywords: *educational games, gamification, game-based learning, motivation, videogame.*

INTRODUCTION

Motivation is one of the most influential factors of success in learning. It has great impact on students' choices and behavior; such hard work as learning can only happen with enough motivation. It is linked strongly with emotions and perception

of the educational process. Motivation can change during the whole way of learning and may vary from one subject to another. The motivation for learning is important not only in education but also in society in general.

The question "How to motivate students?" is still important in contemporary education. New teaching methods have to improve motivation in different ways. One of them is the use of videogames in learning. Videogames are not only a way of entertainment; they differ from other media by their complexity. Modern games may contain information about politics and economics, may simply advertise some products or tell deep stories about human life. They also may be created for education, communication or creativity. Such variability of videogames makes them an instrument for realization of different tasks: they can be used for fun or for certain purposes, especially for learning and simulation.

Game as a form of learning is widely used in education. Different forms of educational games increase students' interest and involvement in classroom work and homework. Although there are many educational videogames that can be helpful for teachers and instructors, they are still little used in universities, in particular in learning of human sciences. Videogames not only provide the means of practical aspects of learning, giving opportunities for studying on the base of simulations and models, they also are a way of increasing students' motivation and learning interest.

BACKGROUND AND METHODOLOGY

Videogame phenomenon in general is actively examined in contemporary world scientific discourse. Many researchers working in "game study" sphere pay attention to the use of videogames in educational purposes. Frasca (2001), game designer and academic researcher, focuses on serious games and mentions the possibility of use of videogames for learning. Bogost (2008) also notes ways of relations between videogames and learning and impact of videogames on thinking, views and opinions. Nardone (2017) mentions the possibility to use videogames in classroom. There are several examples that show the interest to videogames as means of learning.

The authors of the article in their previous works have repeatedly addressed the problem of using videogames in the educational process (Horban & Maletska, 2019, p. 304-307). The main emphasis in the research was on the methodological potential of videogames in education (Horban, 2019, p. 19-34).

Videogames can improve learning process and be helpful with its different parts. Motivation is of particular interest of modern researchers. Many scientific works are devoted to the problems of students' motivation and means of its strengthening. Videogames are one of the possible means of it. Thus, *the purpose of the article* is to trace how the use of videogames increases students' motivation and influence on educational process. For the achieving of the purpose of the article, comparative method, system and typological methods were used.

RESULTS

Motivation is a force that causes movement in human. Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied in other fields (Tohidi, & Jabbari, 2012, p. 823). Motivation is deeply examined within the framework of many branches of science. Its importance for individual development and successful achievement of goals is evident.

Motivation in education can have several effects on how students learn and how they behave towards subject matter. It can: direct behavior toward particular goals, lead to increased effort and energy, increase initiation of, and persistence in, activities, enhance cognitive processing, determine what consequences are reinforcing, lead to improved performance (Tohidi, & Jabbari, 2012, p. 823).

I.-O. Pânişoară and G. Pânişoară (2010) conclude that different definitions underline further characteristics of motivation:

1.   Dynamics: motivation (1) initiates/energises/stimulates; (2) directs/channels; and (3) supports/maintains a behaviour, everything being a dynamic, fluent process;

2.   Motivation "is being made" by means of forces that lie within us;

3.   The behavior generated by motivation is directed toward needs satisfaction (which generically were named "goal").

Student motivation naturally has to do with students' desire to participate in the learning process. However, it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ (Lumsden, 1994). That is, they vary not only in level of motivation (i.e., how much motivation), but also in the orientation of that motivation (i.e., what type of motivation). Orientation of motivation concerns the underlying attitudes and goals that give rise to action – that is, it concerns the why of actions (Ryan, & Deci, 2000: 54). Student may study at the university because of curiosity, understanding of importance of higher education or simply because he or she wants to procure the approval of a parent. The amount of motivation in this example is not necessary, but the nature and focus of it certainly is. Different motivation leads to the specific ways of achieving goals and to different results in general even if the amount of motivation is equal.

Different types of motivation can be described. Traditional education places emphasis on the motivation for achieving. Those persons motivated by this type of need are trying to achieve the excellence standards. However, through other types of motivation better results of educational process can be achieved. I.-O. Pânişoară and G. Pânişoară distinguish several types of motivation that can also have a certain impact on the teaching activity:

1.   **The motivation for power** as the need to win acknowledgement, influence or control over other persons or groups in educational space;

2. The need for affiliation that represents the need for maintaining social relationships with other persons;

3. The need to know (curiosity) that finds its fulfilment by means of the exploring activity;

4. The need for approval as a positive perceiving by others (Pânişoară, & Pânişoară, 2010).

T. Seifert delineates several theories describing students' motivation. He mentions four theories that are prominent in contemporary educational psychology: self-efficacy theory, attribution theory, self-worth theory and achievement goal theory. These theories are based on different approaches to understanding motivation. However, they show connection between different patterns of behavior and emotions caused by the educational process (Seifert, 2004). The emotions can strengthen motivation, change its amount or focus. Emotional state of a student also influences greatly on his or her physical state, making the educational process comfortable and simply or, on the contrary, uncomfortable and difficult.

C. Frith highlights the following components of the motivation in learning:

1. Curiosity: People are naturally curious. Curiosity can be used as a motive for learning and nurtured in process of teaching. However, excessive pressure from a teacher may create anxiety rather than curiosity. So, one of the main tasks of the teacher is to keep students' curios and not to frighten them.

2. Self-efficacy is connected with positive emotions caused by the educational process. There are several ways to help students with forming self-efficacy. The final possible source of self-efficacy is physiological states. Self-efficacy may be strengthened in educational process.

3. Attitude towards educational process and learning may not be evident because some students may perform good or bad attitude only in the presence of teacher or instructor. Nevertheless, attitude is one of the most important components of motivation.

4. Need: The needs of individual students can vary greatly. The importance of this to motivation is the lower-level needs must be satisfied at one level before the nexgher order of needs become predominant in influencing behavior. Education fits into the realm of achieving higher level needs. Unsatisfied needs may also influence on the attitude towards educational process, teachers and tutors, institutions etc.

5. Competence is an intrinsic motive for learning that is highly related to self-efficacy. Some students need to prove their knowledge and skills, to undertake challenging tasks on their own. External support, respect and encouragement are important for the student to achieve competence.

6. External motivators are also important, especially when we talk about learning activity. There are many of them. One of them is learning environment that influences strongly on other components of students' motivation (Frith, 2009, p. 2-4).

While researchers use different frameworks for thinking about motivation, they essentially agree on the major factors students need to have in order to be motivated: **competence** (the belief that they're capable of doing something); **autonomy/**

control (the ability to set appropriate goals and see a correlation between effort and outcome); **interest/value** (a vested interest in the task and a feeling that its value is worth the effort to complete it), and **relatednes***s* (the need to feel part of a group or social context and exhibit behavior appropriate to that group) (Duta, 2015, p. 59).

Various means can be used to increase students' motivation. They often focus on forming one particular component of motivation or several of them, but it is hard to influence comprehensively on it. Videogames are complex phenomenon that may consist of video and audio, narrative and actions, plot and simulation. There is still no generally used definition of videogame. However, there are several common approaches of defining videogame. In world discourse main characteristics of "videogame" concept are:

1. Apparatus that coordinate game process, input and output;
2. Interaction with player – videogame must be interactive;
3. Some rules of interaction between player and world of the videogame (Horban, Maletska, 2018: p. 30). A degree of interaction may vary, the same as apparatus needed for playing and complexity of rules. Sometimes it is hard to tell how different videogames may belong to one category. However, such difference makes it possible to use videogames in many spheres of life.

The approach based on games makes the attainment of educational objectives and the learning process easier. Learning becomes more student-centred, interesting and more effective. In emotional area, the game involves a wide range of player's emotions. Games are successful as learning environment since they support multisensory, active, experiential and problem-based learning. Players must use previously learned information to improve their score in the game, and provide immediate feedback that allows players to test different hypotheses and learn from their actions. Games provide positive emotional experiences, changes attitude towards failures and mistakes. While in traditional learning failure often results in dissatisfaction of teachers and parents, fear of mistakes and feeling of anxiety, in the process of playing when the failure occurs the player can correct his mistakes over and over again. The only way to learn how to play is to repeat the game several times. Therefore, games show that mistakes are steps towards winning. Games also provide self-assessment tools such as the mechanisms score and the achievement of different levels, and use the social dimension to involve the community in the learning process. They allow sharing of the achievements, which otherwise remain invisible. Players also can reward each other, which not only motivates more, but also provides communication, which could not be possible in other learning activities. In the social area, the players can experience new identities and roles; they gave to make decisions according to the situation or environment in game and their role. Furthermore, besides the acquisition of knowledge, the game promotes logical-mathematical and critical thinking and the development of personal and social skills, language abilities, communication and collaboration skills, creative, and problem-solving capabilities (Pesare, Roselli, Corriero, & Rossano, 2016).

There are several ways of use of videogames in education. Scientists distinguish gamification and game-based learning. There also are educational videogames as specific category of videogames.

Gamificaiton is the practice of using game design elements, game mechanics and game thinking in non-game activities to motivate participants (Al-Azawi, Al-Faliti, & Al-Blushi, 2016, p. 133). There are many examples how gamification motivates behavior in education. This term relates to the use of game elements in general, not only videogames. Educational strategy with game elements is well known and widely used in contemporary education. Puzzles, geography games, board games used for learning purposes belong to gamification as well. Such activity is aimed at keeping students curious and it often allows involving students more actively and giving feedback in the process of interaction. Videogames made for gamification have specific structure. They form a framework for learning and systems for transforming education into gaming activity. It affects greatly on motivation because it adds more possibilities to compete and share achievements, encourages students to be curious and creative, changes attitude towards the educational process. Different types of motivation can be formed though videogames system because of the possibility to create different roles and types of activity for students with different needs.

Different authors enumerate typical elements of games that can be used in a "gamification" process and relate them with the diverse psychological theories that influence motivation enhancement. Some of the most significant examples are the following:

1.   The points that the players obtain as the videogame develops. It triggers motivating mechanisms as positive reinforcement that is achieved by immediate recognition and obtaining rewards.

2.   The selection of **avatars** and the possibility of **character configuration** are typical features that influence motivation positively according to psychological theories of interest and self-determination. Actions like these generate motivating mechanisms as the feeling of autonomy and personal implication in achieving the objective.

3.   Tables with the highest scores rouse several motivating mechanisms and self-determination perspectives as competitiveness, feeling of power, feelings of individual capacity or group progress, improvement in social relations and in collaboration skills when the scores are shared in groups, etc.

4.   Other features are: **rewards** that can be collected during the game and that imply a visual representation of the achievements; **evolution graphs** that compare different accomplishments made by the users so that they are aware of their own progress; **small challenges** that the user can fulfill during the game; and to provide the video game with a meaningful story. Many of these characteristics, as can be observed, are related with the motivating value of offering feedback to the user (Osma-Ruiz, Sáenz-Lechon, Gutiérrez-Arriola, Fraile, & Marcano-Ganzo, 2015).

The example of gamification is **ClassCraft** system. ClassCraft is educational role-playing game that is played by a teacher and students during the learning process. It is a background for learning of any subject to motivate students to participate fully in work in class and at home. Achievements and rewards in game reflect real progress of the student. Detailed analytics is also integrated into the system that gives possibility to get information about progress instantly. This system also

teaches students to cooperate, mutual support gives additional points influencing on general marks of students who help others.

ClassCraft system is flexible enough for individualization of education, which sometimes is impossible in process of traditional learning. Such games give serious materials in form that provides active involvement and increases interest to

Game-based learning (GBL) broadly refers to the use of video games to support teaching and learning (Perrotta, Featherstone, Aston, & Houghton, 2013). It is a form of education that is used to encourage students to participate in playing process and to make education more interest with the help of adding of entertainment to the educational process. Videogames are used as the part of educational process as model, example or reward.

One of the games that can be used for implementation of GBL is **MineCraft**. It gives possibility to build models and structures that can be used as examples; there is also a possibility of adding modifications that expand opportunities. Modification ClassCraft adds computers inside the computer: this modification makes simple programming possible inside of the game. MineCraft and other games with the possibility of modification can motivate and encourage students to improve the computer literacy. MineCraft also has its educational version developed particularly to be used in classroom.

CONCLUSIONS

Many of videogames does not require specific skills to use in educational process; they are user-friendly and simple to use. The use of them improves students' motivation comprehensively and gives opportunity to work with different types of motivation apart from traditional one. The motivation for power may be implemented through role-playing and competitive games where students get the chance to win or to participate as influential character of the game. The need for affiliation is fulfilled by multiplayer videogames that make communication between students more active that during the traditional lessons. The need to know, curiosity, finds its fulfilment by means of the exploring the game, not only by means of exploring and learning the information given by teacher. The process of understanding how videogame works also increases interest to learning activities. The need for approval is fulfilled through rewards and achievements seen not only by teachers, but also by other students. Videogames also provide positive emotional reaction and change the attitude towards mistakes, make failure the step to further achievements. The use of videogames in educational process can increase students' participation in learning and solve the problems with lack of motivation during the work in class.

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ВІДЕОІГРИ ЯК ЗАСІБ ПІДВИЩЕННЯ МОТИВАЦІЇ СТУДЕНТІВ

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В статті розглянуті можливості використання відеоігор в навчальному процесі з метою підвищення мотивації студентів. Феномен мотивації до навчальної діяльності має значний дослідницький потенціал в зв'язку з її великими можливостями стимулювати студентів до навчання. Окрім безпосередньо мотивації зі спрямуванням на досягнення, авторами статті виділено наступні типи мотивації: мотивація як прагнення влади, потреба у приналежності, потреба у пізнанні (цікавість) та потреба у схваленні. Проаналізовано основні компоненти навчальної мотивації. Зазначено, що відеогра це складний феномен, основними рисами якого є потреба у апаратурі для гри, інтеракція з гравцем та правила, на яких побудовано гру. Описано два основних способи використання відеоігор у навчальному процесі: гейміфікація та "game-based learning". Зроблено висновок про те, що відеоігри мають значний вплив на емоційний стан студентів, заохочують їх брати участь у навчальному процесі, підвищують рівень соціальної взаємодії, знижують тривожність та страх поразки. Використання відеоігор в освіті дає змогу вирішити проблеми з недостатнім рівнем мотивації протягом аудиторної роботи.

Ключові слова: *відеогра, гейміфікація, мотивація, навчання на основі ігор, освітні ігри.*

SOCIAL AND CULTURAL ASPECTS OF HIGHER EDUCATION

EDUCATION UNDER CONFLICT: CRISIS MANAGEMENT AT DISPLACED UNIVERSITIES IN UKRAINE

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ABSTRACT

The study deals with the retrospective investigation of the predominant factors that influenced the performance of displaced universities from Eastern Ukraine under the armed conflict. The research also sought to examine the goals and strategies pertinent to university management teams at different stages of crisis and in different dimensions. To achieve this, questionnaire was chosen as a research instrument to collect data that was further analysed and grouped into overarching themes. Based on the research results, the study provides recommendations for multiple stakeholder groups on enhancing the crisis management techniques at higher education institutions in Ukraine, in particular at displaced universities. Moreover, the paper suggests further directions in researching the crisis management in Ukrainian higher education in order to improve the preparedness of universities to emergency and crisis situations as well as to boost the effectiveness of management planning, decision-making and implementation processes.

Key words: crisis management, higher education, displaced universities, leadership, organizational identification, crisis communication

INTRODUCTION

Viability and success of an organization largely depend on its ability to adapt to externalities and take adequate responsive measures to deal with major events, which threaten an organization itself, or its stakeholders. This has become a common practice for any kind of organizations to regularly identify, assess, prioritize risks and introduce effective plans, which are designed to indicate the most optimal way to respond, manage crises and recover with minimal damage.

Universities, as any other organizations, face numerous challenges in their day-to-day operations and activities, and therefore, have to elaborate convenient strategies to overcome difficulties and maintain stability. However, what happens to higher education institutions (HEIs) when they become involved in crisis and emergencies? Obviously, in such critical context common recommendations for successful performance may fail since institutions require specific approaches to mitigate the impact of the crisis and continue to fulfil their three core missions: teaching, research, and societal engagement. From this perspective, three missions of a university have to be adapted to a new hostile environment in order to deal with uncertainties through modifying university's vision, goals, and services.

BACKGROUND OF THE STUDY

In 2014, Ukraine witnessed an armed conflict in its Eastern part, which changed fundamentally the overall situation in the country. There were different factors, which contributed for escalating this unprecedented armed conflict: the region has a complex structure in terms of socio-economic, political and cultural aspects, infrastructural peculiarities, language and religious issues. Eastern Ukrainian area, also called Donbas region, is distinguished by its complicated historical path and diversified ethnic composition where various cultures and traditions are closely intertwined.

Unfortunately, the recent events in Ukraine led to vulnerable status of universities in the East of Ukraine and urged them to flee from the conflict zone, acquiring a new status of a displaced university. Identity challenges have been raised sharply almost at all displaced universities because of political and cultural clashes among the institutional staff and authorities.

It should be noted that most top managers of Eastern Ukrainian universities adhere to the Ukrainian integrity, and therefore, encouraged their employees to continue working in the university but on the territory controlled by Ukrainians. Certain universities had a main campus in Luhansk or Donetsk and possessed branch campuses in other cities/regions. For some branch campuses, the evacuation process was alleviated by having real property and infrastructural facilities in the branch campuses. Unfortunately, some universities either did not have branch campuses or their branch campuses were in the war zone, then they had to move to a new place seeking support from the government to provide them with premises and technical assistance. This is the instance of Donetsk National

University that moved to Vinnytsia, a city in central Ukraine. According to the data of the Coordinating Centre of Displaced Universities, Donetsk National University lost almost 10 000 students and 500 academics after evacuation, but it was ranked as the second-best college in central Ukraine in 2016 (EuroMaidan Press, 2017) which shows a great potential of a displaced university.

Despite the uncertainty of the situation, the common aspiration of all displaced universities is that the armed conflicted will be over, and they could return to their main campuses and hometowns. In this regard, the government has issued a number of regulations that recognize and support displaced universities by involving them in grant programmes and initiatives in cooperation with international community. The Ministry of Education and Science of Ukraine (MoES) that oversees evacuated universities also emphasizes that these universities present an opportunity for Ukraine to advance (Grynevich, 2017) and to improve distance learning in higher education as all displaced universities moved to online and blended delivery mode.

Eastern Ukraine has a complex structure in terms of socio-economic, political and cultural aspects, which threaten the effectiveness and stability of university governance in the region. Accordingly, there is an urgent need to reconsider and assess the university leadership strategies and elaborate techniques to face the emerging challenges, which might transform into critical situations for HEIs.

LITERATURE REVIEW

A range of Ukrainian dissertations were dedicated to the issues of effective management of the higher education at national, regional and institutional levels and provided recommendations towards the improvement of the quality and efficiency of higher education system in the country (e.g., Andreichuk, 2007; Pshenychna, 2009; Nikolaenko, 2009).

The article "Transforming University Governance in Ukraine: Collegiums, Bureaucracies, and Political Institutions" published by Ararat L. Osipian (2014) demonstrates classification, typology, and portrayal of the higher education landscape in Ukraine, and analyses interdependence between state and universities. Osipian also perceives higher education institutions in Ukraine as collegiums and bureaucracies, suggesting the university political system as a viable form of organizational structure for the task of reforming universities.

However, the events happened in Eastern Ukraine in 2014 changed significantly political and socio-cultural landscape of Ukraine, including the university environment. Military unrest, a huge number of internally displaced people, crash of industrial companies in Luhansk and Donetsk regions had a great impact on higher education and led to fragile situation in terms of university functioning, student enrolment, staff participation and financing. The government and academic community paid attention to the situation at hand, and thus, the special report "Policy of Integration of Ukrainian Society in the Context of Challenges and Threats of Donbas Events" (Libanova et al., 2015) was prepared. The publication observes the causes, which provoked the tragedy in Donbas, namely historical background

of formation of socio-cultural phenomenon in Donbas as well as contemporary characteristics of the region. Migration and demographical deprivation along with decreased quality of living and deficient infrastructure of evacuated universities are described in the report. In this regard, the National Academy of Science of Ukraine emphasizes that recent events in Donbas create substantial threats for socio-economic development of Ukraine but at the same time, they bring opportunities to build a crucially new country marked with modern economy and well-formed civil society. Hence, the report suggests approaches to restore economic, social and technological sectors in Eastern Ukraine taking into consideration the higher education policy and its role in mitigating crises.

"Restoration of Donbas: Evaluation of Socio-Economic Loss and Priority Trends of State Policy" (National Academy of Science of Ukraine, 2015) constitutes another important collective report which presents research on socio-economic background of Donbas in pre-conflict time and diagnosis of socio-economic damages as a result of military actions. Authors of the report stress upon economic and legal mechanisms of restoration of Donbas in accordance with the requirements of the EU-Ukraine Association Agreement.

METHODOLOGY

The main research question guides the study: what were the predominant factors that influenced the performance of Ukrainian displaced universities in crisis management. The limited up-to-date findings on university decision-making during the crisis period led to the selection of qualitative approaches in investigating the research questions. Qualitative methods were used also because of the goal to find out details of the crisis management processes at institutional level through the lens of top managers at displaced universities in Eastern Ukraine.

The first methodological step of the present study was conducting a desk research with a view to gather and analyse the information on the crisis management performance of Ukrainian displaced universities, available in print or on the Internet. The landscape analysis was done in order to diagnose the environment in which universities operate in Eastern Ukraine and to determine drivers for crisis management through document review (university official web sites and available institutional documentation, national policy agenda and regulations).

Based on the literature review, the key areas of university functioning under crisis were identified, and the comprehensive framework (Gladushyna, 2017) was applied to the survey instrument in order to evaluate the overall performance of displaced universities.

RESULTS AND DISCUSSION

Two Ukrainian displaced universities participated in the study and their names were changed for confidential reasons. These universities are presented as Luhansk Displaced University (LDU) and Donetsk Displaced University (DDU) in the study.

The findings showed that the participating universities identified the first threats of the upcoming crisis and took certain decision to mitigate the impact of the potential crisis on staff and students. Thus, DDU shortened the study period and allowed students to pass the examination session before the crisis escalation. However, both universities failed to pay adequate attention to the safety policy of their employees who were forced to continue working in the admission commission under unsafe conditions. Safety should be the priority of crisis management according to Booth (2015), and therefore the responsibility of the university authorities was to ensure the secure working conditions for their staff, which was not accomplished.

In case of LDU, the institutional model of management was more reactive than proactive as the decisions on tackling the crisis were occurring almost simultaneously with the intervention. Although LDU did not state its official positions regarding the political contestation before the crisis, later on the rector openly declared his pro-Ukrainian stance, accepted responsibility for crisis leadership, managed to preserve the institutional identity and consolidated people after the displacement. On the contrary, the major challenge for DDU became the crisis identity as the leadership supported an opposition, and the initiative of relocation had to be taken by the clandestine group. This example proves the paramount role of leadership in crisis management that was also emphasized by Tafra-Vlahović (2013) who asserted that leaders are the symbol of their organizations in the times of crisis. The case of DDU reinforces the concepts of society identity perception and organizational identification (He & Brown, 2013) being the driving force for motivating employees to engage in extra-role performance.

The drawback in crisis management that was pertinent to LDU refers to the ineffective crisis communication strategies. The absence of appropriate internal and external communications led to chaotic situation among key stakeholders, when students and staff were confused, as they did not know whether the university would start operating in the new academic year. Without proper delivery of message on the university's plans and perspectives in crisis, LDU was perceived as inept institution and this threw students and employees into dilemma whether they should change the working/studying place and start looking for alternative options or wait till the leadership would announce the future strategies regarding university functioning. The results of the research appear to corroborate the observation made by Bernstein (2016) who pointed out that poor communication during the crisis period result in extended, in some cases dramatically, length of time to recover the organization. Furthermore, the inadequate communication under crisis circumstances affects in a negative way the reputation of a university, and both LDU and DDU had to put efforts in renewing the contacts with partner organizations. Taking into consideration that universities were dependent to a certain extent on the technical and financial assistance of international organizations, the delay in restoring the linkages with partners exacerbated the financial challenges the university experienced after the crisis breakout.

The pre-crisis and post-crisis funding schemes of two universities underwent changes, and in both cases, the most serious problem was the loss of students

and consequently fall in profits generated from tuition fees. Moreover, in the highly centralized higher education system as the Ukrainian one, the dependence of HEIs on state appropriations is pivotal, and therefore the university crisis management in the financial area are largely contingent on the decisions made at governmental level. Such long-standing tradition of relying financially on the state budget restricted the capacity of displaced universities to find solutions beyond the governmental support. Nevertheless, Schneller (2010) suggests that crisis has the potential to prompt at-risk university to diversify their revenue sources. Therefore, displaced universities should analyse the best practices of university fundraising activities worldwide as well as to examine their own internal and external environment in order to understand institutional weaknesses, strengths and opportunities in terms of increasing profits and rebuild the effective learning and work climate at universities.

The protracted armed conflict brought tremendous challenges for displaced DDU and LDU, including the loss of the infrastructure capacity. Both universities stated that the available dormitories are not sufficient to accommodate all staff and students who need support as well as there is lack of proper learning facilities to conduct lectures and seminars. However, LDU moved to its branch campus that had already buildings and solid resources for academic purposes, and it was one of the major success factors that enabled LDU to start the campaign of attracting students and staff to move to the new city where the displaced university was located. Having the resources of the branch campus also empowered LDU to promptly set up the Open and Distance Learning Centre, with the help of which blended learning model was implemented and allowed students and staff to benefit from the alternative study and working conditions. In contrast, the infrastructural issue was the primary challenge for displaced DDU and impeded the rebuilding process of university functioning. In this regard, both LDU and DDU received considerable financial and technical support from international development agencies that assisted displaced universities in renovation of buildings and learning facilities. Therefore, it can be stated that partnerships and cooperation with donor organizations play a key role in ensuring the long-term stability and development of at-risk universities.

Online learning or blended learning has been a common practice for many countries, but in Ukraine, this is an innovative approach in education and basically considered to constitute alternatives to traditional teaching. A few Ukrainian HEIs introduced distance learning programmes at undergraduate or postgraduate levels mainly for diversification of provided educational services and ultimately for fundraising objectives. Nevertheless, in the case of evacuated universities online or blended learning system proves to be the only feasible solution to maintain the university as an entity since the majority of staff and students moved to different regions of the country and are not able to attend or conduct lectures on site. The positive aspect of the situation is that, as Schneller (2010), pointed out the crisis might have an innovative impact on universities and can contribute to the boost of innovative models and approaches in higher education. Thus, the armed conflict in East Ukraine and the massive introduction of distance learning at DDU and LDU

create special requirements to examine the issues of online learning at national level and elaborate convenient model for online education under contemporary military unrest.

The challenge of displaced universities is not only how to provide access to education, but also how to create inclusive and positive learning environment. In this regard, the distance learning should be based on the online collaborative learning (OCL) theory which was developed by Harasim (2012) based on the constructivist approaches to learning. OCL was described as a theory that "provides a model of learning in which students are encouraged and supported to work together to create knowledge: to invent, to explore ways to innovate, and, by so doing, to seek the conceptual knowledge needed to solve problems rather than recite what they think is the right answer" (Harasim, 2012, p. 9). The OCL theory can be implicated in the creation of knowledge community where the learning activities are guided by the social discourse. Though team group activities are not common as a learning practice at HEIs in Ukraine and the focus is given to individual assignments, the OCL theory might be an excellent framework for displaced universities to introduce a new approach to teaching and learning, helping conflict-affected students to avoid learning and social isolation.

RECOMMENDATIONS

Although there are numerous practices in crisis management how to deal with fragile and risk situations, the recommendations below were designed specifically for the current higher education context in Ukraine.

Despite the decentralization processes in higher education in Ukraine, the universities largely depend on the Ministry of Education and Science (MoES) that has the real power to trigger necessary reforms at national or institutional level. The involvement of the MoES is therefore crucial in the advancement of crisis management performance of Ukrainian HEIs. Hence, MoES should consider that displaced universities encounter numerous difficulties in terms of infrastructure, namely premises and technical facilities, and therefore the government might consider a possibility to merge on a temporary basis displaced and other Ukrainian HEIs of similar specialization. The merger can be realized as a full integration of a displaced university or a partial integration, when only academic faculties or certain administrative units are merged. Partially merger is referred to the cost-sharing model when two or more universities create a joint academic or more often administrative unit and benefit from this venture by sharing and reducing the costs for premises, equipment and salaries. If academic faculties or departments are merged, students from displaced universities will have access to necessary facilities, which are indispensable especially for science, technical and engineering programmes. In this way, cost sharing will boost the quality of education and services of displaced universities as well as increase the attractiveness of education and ultimately improve the recognition of diplomas of Eastern Ukrainian universities among employers and society.

At institutional level, the recommendations concern the internal communication strategies, which have a crucial role for displaced universities in reaching their employees and students. In particular, e-communication proves to be the most effective way of keeping staff and students aware of the latest updates, including the safety policy regulations, adopted decisions and plans of implementations of diverse initiatives. Therefore, displaced universities have to create a database of e-mails and other personal contacts of all enrolled students and staff. Moreover, it will be indispensable to make necessary institutional arrangements and to mandate a specific department or people to be responsible for regular internal communication within a university.

It is suggested for all Ukrainian universities to adopt the practice of developing institutional policies and implementation plans based on the ex-ante risk and impact analysis. This measure is meant to boost the efficiency of institutional policies and practices and to enhance university preparedness and response activities to crises.

CONCLUSIONS

The results of the research indicated six predominant factors that influenced the performance of Ukrainian displaced universities in crisis management, namely i) university leadership; ii) organizational identification; iii) communication approaches; iv) availability of appropriate infrastructure; v) financial capacity and stability; and vi) integration of blended learning into institutional curriculum.

The first factor refers to the strong and effective university support in crisis circumstances, especially from the rectors who are in the position to adopt university-wide crisis management decisions and interventions. Organizational identification and self-identification were the main driving force for initiating a relocation of the institution. Both LDU and DDU had to determine clearly their organizational identity that shaped the further development of universities in exile. Therefore, identity issue constitutes an important factor in crisis management, in particular in the cases of armed conflicts, where the political and cultural preferences guide people's decision and actions.

Lack of communication caused aggravated frustration among employees and students of LDU as after the relocation the university tried to reach its member and to inform them about the displaced status of the HEI. Unfortunately, the absence of proper communication means and data delayed the recovery process of the universities in exile.

It was evident throughout the answers of the questionnaire that moral of employees at displaced universities was weakened by the unavailability of appropriate working conditions. The proposal for cost sharing model between two or more Ukrainian HEIs could be a solution for displaced universities to reinforce their infrastructural capacity and provide students and staff with relevant material basis.

The armed conflict drastically affected the economy of Ukraine and the financial stability of Eastern Ukrainian universities, which is another predominant factor

of the crisis management performance. Displaced HEIs largely rely on government appropriations that cannot cover completely the pressing demands of universities in terms of renting premises and purchasing equipment for training purposes. Hence, various possibilities on how to diversify revenue sources have to be analysed by evacuated universities to ensure their positive progression.

Finally, displaced universities managed to find an alternative way for maintaining the study process, namely they integrated blended learning into the institutional curriculum. Online learning appeared to be innovative for Ukrainian universities and at the same time the only feasible solution to attract students and staff who could not move to the new location of the evacuated universities, but who endeavoured to remain under the umbrella of these HEIs. Hence, the success factor of the performance of the displaced universities during the crisis period was the introduction of distance education as well as the effectiveness of harnessing learning technologies, for instance, launching an online platform and arranging professional training for academics on how to use the new digital instruments in teaching.

The crisis in Eastern Ukraine revealed the weaknesses of university management structures and models and at the same time showed that displaced HEIs are committed to survive as well as managed to institutionalize change and innovations under the fragile circumstances in order to remain in demand among students, staff and society. The suggested recommendations to various stakeholders aim at improving the management performance in higher education and ultimately reinforce the institutional capacity and sustainability of displaced universities.

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УПРАВЛІННЯ УНІВЕРСИТЕТАМИ ЗІ СХІДНОЇ УКРАЇНИ НА РІЗНИХ СТАДІЯХ КРИЗИ В УМОВАХ КОНФЛІКТУ

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У статті наведені результати ретроспективного аналізу ключових факторів, які вплинули на ефективність переміщених університетів зі Східної України в умовах конфлікту. Метою дослідження є також вивчення цілей та стратегій, що стосуються управління університетом на різних стадіях кризи та в різних аспектах. Щоб досягти цього, опитувальник було обрано як інструмент дослідження для збору даних, які були потім проаналізовані та згруповані в загальні теми. Виходячи з результатів, дослідження надає рекомендації для декількох груп зацікавлених сторін щодо вдосконалення методів управління кризовими ситуаціями у вищих навчальних закладах України,

зокрема у переміщених університетах. Крім того, у статті запропоновано подальші напрями дослідження антикризового управління в українській вищій освіті з метою підвищення готовності університетів до надзвичайних та кризових ситуацій, а також підвищення ефективності процесів планування управління, прийняття рішень та впровадження.

Ключові слова: *антикризове управління, вища освіта, переміщені університети, лідерство, організаційна ідентифікація, антикризова комунікація.*

CRITICAL ANALYSIS ON THE BENEFITS AND CHALLENGES OF HIGHER EDUCATION INTERNATIONALISATION: CASE OF CHINA

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ABSTRACT

Internationalization of higher education remains the main module through which knowledge can be bought, sold or even shared among Universities from different countries across the world. It was formerly considered as an ambition through which quality education can be achieved, however it has of recent times changed and became the means through which this mantra of quality education and professional mobility can be effectively attained. The knowledge acquisition and transformation, resource mobilization, talent mobilization especially global research as well as curriculum enactment with the international content are considered to be the primary benefits of internationalization of higher education. As much as internationalization hold countless constructive and positive meanings to the performance of higher education and eventually competent human resource development, there are significant challenges that are associated with this multifaceted and growing phenomenon, which among them includes commercial profit, academic colonization and difficulty in ensuring quality education. The reviews show that through higher education internationalization, significant progress can be achieved since the international exposure can influence policies in higher education, which can bring about considerable changes in the entire education system and education institutions across the world. This paper used Chinese higher education to examine the challenges and the potential of benefits of internationalization of higher education. It implies reviews of articles with respect to internationalization of higher education in the context of china as the papers methodology. Based on this review the paper ascertained several benefits of higher education internationalization in China which include quality human resources, skills development and exposure, professional mobility and research development, it also highlighted potential challenges which included academic colonization, low quality education standards and brain drain hence the paper recommends that, there should a proper system for evaluating students who go to study abroad and proper structure of tuition payment.

Key words: benefits, challenges, higher education, internationalization, China

INTRODUCTION

Education internationalization has claimed a central role in changing the face of higher education across the world as argued by Altbach & Knight, (2007) and de Wit (2011). Conversely Notwithstanding, its primary significance in higher education dome and the entire education, the concept has been proved a challenge because of its general lack of a clear definition (Knight, 2004). Moreover, some scholars in this discourse argue that these definitions can as well be influenced by multitude of circumstances and dimensions to bring about a desirable change in the post-secondary education (Knight, 2007).

Considering internationalization as a device through which knowledge diversification will be attained especially through innovations and ideas that helps nations to gain a competitive age on the international arena. The general specialty insufficiencies characterized by less or poor education participation, limited investments in sciences and technology, which are the primary problems of the contemporary societies and the prospective answer to the modern challenges. In addition to these scaffolds, considerable societies especially the very poor ones, their participation in education is a foregone conclusion yet the main facet for societal development is through empowerment by skilling it's citizenry. For this matter therefore, it is imperative that government can revise mechanism to champion national developments through quality education consciousness-raising and technical as well as professional skills development (Etaat, 1999; Mahmoodi, 1993; Zolfaghari, 2003).

Due to the significance of education internationalization on especially higher education institutions, what this could possibly mean is that many education stakeholders may attempt to align themselves to be more international in nature in order to adapt to the globalization and internationalization ideology. With this therefore, this paper seeks to explore the benefits and challenges China might encounter in the quest for its higher education internationalization objectives.

For over 100 years ago, Chinese students and academicians have been attending schools at all levels ranging from bachelors, masters and PhD abroad however the past two to three decades has seen a remarkable increase in the number of Chinese students and scholars attending international universities and for that matter china has become a leading supply of international flow of students (Yang, 2011b).

THE OBJECTIVES AND RATIONALES OF THE STUDY

Consequently, this paper is snooping and intrigued to explore the potential benefits and challenges that can come along with this internationalization of higher education objectives in china. This review paper is guided with two research questions and these include what are the primary benefits of higher education internationalization in China? What are the challenges of internationalization of higher education in China?

The study aims to contribute to the discussions within the internationalization discourse by placing emphasis to the benefits and Challenges in the case of China. To be able to respond appropriately to the research questions this study will pensively look at the historical context on higher education in china so that we can be able to get the understanding of china's visions of making their universities internationally renowned academic institutions and the philosophy therein. The study will again provide an outline, also give details, and introspectively explain its benefits as well as the challenges that are possible for china's higher education internationalization plans. Following that, the study looks at the benefits of higher education internationalization to china, its significance to professional mobility, skills development and the general development of the country. It will also look at the burgeoning challenges in the process of leaving up to the chronicles of internationalization agenda.

THE HISTORICAL CONTEXT OF HIGHER EDUCATION: THE CASE OF CHINA

China, which comes in the 3rd position among the largest countries in the world, is situated at area of 9.6 million square kilometres with over 1.3 billion people that make up China (The World Bank, 1997). The contemporary political leadership or governance was founded by the Chinese communist party in 1949. The country's governance system is under several levels with the state council at the helm of the administrative Arenas of the country (World Bank, 1997).

The long-standing history of higher education in china is discernible by plentiful landmarks that demonstrate the formulation of the country's modern higher education system. This section provides a survey of the background and context to the historical, social, and political influences that shape contemporary Chinese higher education system. A review of this long history demonstrates how various influences, forces, and circumstances have combined to shape a system that while having many features in common with the higher education system in other countries has characteristics that are uniquely Chinese.

Reviewing this long history and context of Chinese higher education system permits a better understanding of the reforms happening in Chinese higher education in the recent past. It has been over 100 years since China began to send its students and scholars to study abroad, but the past two decades has seen a substantial growth in Chinese students studying internationally. China has become one of the most important sources of international flow of Students (Yang, 2011b). There has been an essential incentive that has primarily led to the international mobility of Chinese students from china to other countries and other students from across the world flocking into Chinese universities to pursue their higher education from different disciplines in Chinese universities. This mantra has had a lasting mark on China's economic development over the last decades with the eminent augmentation of china's wealthy middle-class families especially those agreeable to sacrifice and send their children abroad in pursuit of education (Brooks & Walters, 2011).

This therefore lays roots in the doctrines of the Confucian tradition of believing that "knowledge changes one's destiny", and it is in this regard that Chinese families have decided to invest a lot in their children's education.

Lots of Chinese families are sending their children in a number of American universities and other European universities to study and coupled with the uncompromising support by the Chinese government over these educational initiatives for several years has increasingly added significance to these educational outlays in international education and intercultural exchange as a way of increasing the qualification of the workforce, and ultimately as an important approach to support the economic growth and strengthening national competitiveness (Marginson, Kaur, & Sawir, 2011).

To fully live within the creed of educational internationalization, a number of international branch campuses in China have been established over two decades all these are operating within the same agenda of promoting and fully grounding higher education internationalization in china. Much as there has been different delineate of Chinese foreign higher education for the last two to three decades, the first complete international branch campus as collaboration between the University of Nottingham and Zhejiang Wanli Education Group only opened its offices in China in 2004. This provided the guidance on the accessibility of Chinese students to outside universities in the quest for international understandings with less cost. Many of the campuses provide documentations or credential acquainted hugely with their parent campuses, which could increase opportunities for Chinese students intending to pursue further graduate studies in American and other European countries. The opportunity of studying from these international branch campuses has caught the attention of many high-performing Chinese high school graduates. This paper therefore seeks to examine the benefits and challenges of higher education internationalization in china.

THE SIGNIFICANCE OF THE STUDY

Over the past two decades, internationalization has become one of the central factors shaping the face of higher education across the world. As a consequence of the ever growing economy across the world, Internationalization of higher education therefore been patent at various levels with ideologies of mounting competition for both local and international students as well as academicians coupled with the augmentation of cross-border deliverance of academic programs, the coming out of international mercantile providers coupled with the altering position of countries like India and China in the world economy and the higher education arena (Altbach, 2009; de Wit, 2011).

For this matter, china has consistently become a world icon in the world's education power house for foreign higher education providers. Their higher education under the precepts of foreign education partnership has been planned and developed following diverse approaches and models (Blass, 2009; Bodycott & Lai, 2012; Marginson, Kaur, & Sawir, 2011). Amongst these models for higher

education internationalization collaboration, three popular forms are detached institutions and these include joint-ownership overseas campuses, and joint-degree programs (Fazackerley & Worthlington, 2007).

Given the rising number of higher education partnership agendas being established between Chinese and foreign institutions and their international branch campuses in China and other countries have undergone a speedy growth in terms of both quantity and scope. According to a 2012 report by the Observatory of Borderless Higher Education (Lawton & Katsomitros, 2012), by the latter half of 2011 there were over 200 degree-awarding international branch campuses in operation worldwide. China has become the fastest-growing destination for international branch campuses for the last few years the challenges it faces, and the rationales for continuing efforts toward increased internationalization in most research literature (Hayhoe, 1989, 1996; Du, 1992; Ryan, 2011) related to the discussion of history of higher education in China, the development is often divided into four.

CHINESE MODERN SITUATION OF HIGHER EDUCATION AND THE RATIONALE FOR EDUCATION INTERNATIONALIZATION

Chinese higher education has existed for the test of time and for many years Chinese students have been attending higher education institutions. Towards June 19th 2009, China had managed to establish close 2317 higher education institutions (EDU, 2009) among these are the 1983 government institutions while 334 are privately owned higher education institution. The international education in China is mainly divided into certain major forms, which include cooperative among others.

Cooperative programs

For internationalization to take place there must be cooperation's and agreements, therefore two decades ago, the first cooperative program was run by Tianjin University of Finance and Economics in China and Oklahoma City University in the United States (Liang, 2004). Thereafter, many more programs were approved and by 2007, over 119 cooperative programs were approved between China's and overseas universities

The first input of growth comes from student's demands.

A number of factors have been influencing student's mobility from one country to another over the years in pursuit of knowledge. In the same way, the student's reaction towards business demands especially in human resources markets. In respect to this mantra, students want to attain the most recommendable modern skills as well getting the type of the training that can increase their competitive capacity as well as hiking their career opportunities. This factor has facilitated many Chinese students and other professionals to take up bags and head abroad to study in especially developed countries. The extra-ordinary pressure from the students in response pushes the China's universities to up their game and get better of their educational quality and be able catch up and match with modern progress in higher education. For this matter therefore, the ministry of education in china acknowledges

that china's higher education institutions need to challenge and make reforms in the curricula and other teaching materials such as the pedagogical contents, the methods of teaching as well as the examination and assessment tools through slotting in the much needed international experience into their programs (Chen, 2002b). Moreover (Liang, 2004) recommends that China's higher educational institutions have greatly profited from this movement by optimizing the program structures and promoting new teaching methods (Liang, 2004).

The second driving demand input is the globalization of the education market.

The entire higher education is undergoing a state of revolution from studying only abroad to a two-way education market. Not until recently in 2000, this form of internationalization has only been a one-way thing with many Chinese students flocking into foreign universities for studies. For many years, China has been sending its students and other professionals for training and studies abroad (MOE, 2009a). However, in the early 2000s, this activity amplified swiftly and immediately gained prominence. In 2003, the total number of Chinese students and scholars who were studying abroad was at 117,300 (MOE, 2009a). While in 2008, this number doubled and reached to 179,800 (People's Daily Online, 2009). Conversely, this inclination has been checked and after 2000 considerably, whereby the subject has been improved and balanced to a two-way market. On the one hand, many international cooperative programs were present in China that has provided opportunities for students to receive overseas higher education in China. On the other hand, the opening educational market may also attract overseas students to study in China. The first cohort of foreign students who came to study in were 33 and these landed in china in 1950 (Lv, 2004). And by 2003 a considerable number of foreign student had more than doubled to a total of 77,715 of students and scholars from different disciplines from over 175 countries were accepted by 353 Chinese higher education institutions (MOE, 2009b).

BRIEF LITERATURE ON THE BURGEONING BENEFITS AND CHALLENGES OF INTERNATIONALIZATION

Many academicians and politicians can perceive education internationalization in their own ways given their interests just like (Knight, 2007) looks at its single most risk factor as cultural degeneration but the same person comes-out to attach significance to the mantra and goes on to advocate for it in pursuit of sustainable growth and quality education is to be realized (Knight, 2007). Internationalization of higher education is therefore an important component of education especially as we press forward in promoting science and other education erudition or learning in the course of enhancing and promoting vibrant and active academic interactions and exchanges as well as establishing a shared social and economic capacity in addition to building a reliable base of human resources in developing countries.

It is therefore imperative to note that higher education institutions from especially developed economies have already built a strong base of international set

of connections or network and associations with the primary motive of assembling propensity and capacity in order to be able to transfer or selling of knowledge as well as policy modifications hence promoting research at the global dome as well as enhancing investment and quantifying impact.

Besides, these players in mention have adopted very sophisticated but relevant mechanisms of transferring information to its consumers through technology and other social media platforms. These have played a primary role towards talent staffing and retention (Edmonds, 2012). For this matter, the right of entry is made available to higher education institutions in countries where local institutions cannot meet the required demands. There is no doubt that Chinese fastest growth and development can be attributed to many things among which the leadership of Chinese communist party. But we also need to underscore the fact that Chinese communist party and its fundamental facets of effective leadership is vibrant education system.

For that matter therefore, it is important to note that for sustainable growth and development to lay roots in any society quality education which brings about competent human resources and also double as most important players in a country's development. In this respect, China's higher education internationalization programs can be attributed to have played a part in the improvement of academic quality as well as internally acquainting students and workforce, as well as nationwide and international citizenship for students and staff from underdeveloped countries. This has therefore for developed countries; revenue generation and brain gain are potential benefits. In every respect including ratio of international students, franchiser of academic programs to foreign providers or quality guarantors, Western developed countries gain the main financial benefits (International Association of Universities affirming academic, 2012).

That aside, higher education is very important when it comes to knowledge diversification as well as attracting the very recommendable learning atmosphere that can ultimately be of benefits to both the local students, universities and the country at large. In addition to that, internationalization of higher education has the potential to transform the lives of international students since it presents them with an opportune to gain education from globally recognized institutions which in the end produces graduates that are knowledgeable internationally and multicultural assertive or sensitive. The mobility of students to other institutions far beyond the boundaries of their countries and their families presents them with a new learning exposure or experiences and new environment which avails them with an understanding of the relationship between the locally lived experiences and the global environment (Vainio-Mattila, 2012).

Internationalization of higher education is the only answer to the global competitiveness, given the global skills that students are exposed to in the course of their studies in the host countries or universities. This kind of education with its global characteristics can be cultivated in students which are primarily needed in the global economy such as international-mindedness and open mindedness. Not forgetting language competence which has continued to dismay competent

graduates from gaining a competitive age with those whose could be a second language is actually their first language. The aspect of litheness in thinking and respect for others is equally is an equally important component (Hayden et. al., 2003).

This observable fact widens the component of moral or decent dedication to permit students to scrutinize their inherent and ambiguous convictions and develop a sense of responsibility and civic engagement (Kreber, 2009). Much as a lot of credit is given to higher education internationalization and its primary significance to higher education quality human resources towards national development and informed policy decisions. There are also untold risks and challenges as well as controversies that are part of this comprehensive and ever budding phenomenon (Knight, 2008).

For the last two decades, numerous discourses have been ongoing regarding the objectives of education internationalization, its positive and negative implications on both individual and national level. It has however been observed that many students prefer to study from abroad giving credit to foreign universities especially those in the global north at the expense of local universities (Scott, 2011). It was cited by Knight (2007) under the International association of Universities survey in 2005. This study points out that internationalization of higher education is very important but a significant percentage approximately 70% of the sample from the study highlighted that significant risks are associated with the international dimension of higher education (Knight, 2007).

In this regard, it is imperative to note that, many countries, identified commercialization, brain drain and low quality education as the major risks associated with internationalization of higher education. Additionally, all these peril recounts more especially on issues of cross-border aspects of internationalization as opposed to the campus-based activities (Knight, 2007).

The most important intention under the belt support of higher education internationalization attempts is mainly profit motive simply because many universities and other higher education institutions considers internationalization efforts as channels through which they can be able to attract more revenues so as to balance their institutional budgets, therefore the need to meet this demand has attracted many international universities from the west to sign up for partnership with Universities in developing countries and have been able to recruit many international students with high fee charges (Scott, 2011). A number of universities from developed economies have established many branch campuses in developing economies with an ideal of selling global knowledge yet these universities are not working for the benefits of knowledge and professional transfer, they have instead been turned into safe havens of profit maximization given the heavy fees that is collected from foreign students especially from the emerging economies in the pursuit of academic Excellency from the global north. This in the end compromises it could be the significance of the notion "higher education internationalization" of course not forgetting the fact that the more the venture increases, it results into tracking goals with the financial implications which usurp the concept of quality education which is the canter of education internationalization. It is therefore

imperative to note that the concerns of exorbitant cost will compromise the agenda and the initial value of internationalization hence unable to meet the required quality in higher education as well as the augmented learning atmosphere that was intended to be achieved.

Cultural degeneration and the general thrashing of human and national identity has been identified as the most challenging components of higher education internationalization coupled with the nature of the international curriculum that is very homogeneous in nature might if not addressed challenge the quality of education and the competence of the human resources that are being nurtured (Knight, 2007).

Much as the agenda and the objectives behind internationalization is good, it has been for the last three decades the most effective way through which brain drain has been carried-out especially in developing countries losing out the most reliable human resources to the already developed economy under the scheme of professional mobility through the agenda for higher education internationalization. These university branches that are being established by developed countries in the periphery are used to invisibly steer brain drain as well as frightening the long-historical social and cultural virtues in the contemporary settings and according to Knight (2007), the trouncing of these cultural identity or familiarities may change the society's ways of approaching the challenging phenomenon hence becoming a serious misfortune that can come as a result of education internationalization (Knight, 2007).

What is more challenging as regards to the concept of internationalization agenda is that it escalates gap between social-economic classes and consequently creates divisions among the once united yet developing societies through increasing and supporting the growth elitism or imbalances in the society (Jaschik, 2012). Moreover, it is a primary peril to the required culture of intellectual consciousness and consequently the economic destiny of developing countries since the developed countries are only preparing the students towards assuming places and acceptances in the societies through professional study accomplishments and acquiring jobs back in their home land. Internationalization of education by western advanced universities has also been equated with academic colonization that seeks to increase their academic influence into developing nations (Sulaiman, 2012).

Countries such as Vietnam, Singapore and Qatar have got many European higher education institution branches that are fully operating in their countries (Altbach & Knight, 2007). According to Altbach, PG., Knight, J, this academic colonization since it embeds even changing the curriculum to fit into the demands of international dome. It involves internationalizing the curriculum and programs to be taught in the course of study, the teaching or academic staff as well as the student's mobility to developed countries for admission Altbach, PG., Knight, J. (2007). According Davis (2008) this form of academic quality is cantered at nurturing human resources that will eventually work in the already developed countries and that it's the reason they emphasize a lot of efficiency and skills development instead of promoting the ideals of cultural transformation. In this milieu, therefore, these western universities are interested in intensifying or expanding their institutional

rank and world recognition in pursuit of a cutthroat age with other developed academic institution.

In the same manner, the issue of quality also needs to be thought about in its own right; it is yet a serious risk as many doubts have been raised concerning poor quality education standards of international higher education programs. In as much as many believe that quality education comes from the west, we must be careful with the risk that comes along with that kind of believes. This phenomenon deserves serious attention especially as regards to the course and programs offered by these higher education institutions at international level, more check is needed in the department of accreditations and the education qualification of graduates should be recognized at both local and international level (Davis, 2008). According to Davis, M. (2008), the question that still lingers and continues to pose a wedge on the implementation of higher education is among others include registration as well as licensing and degree recognition by both the sending and the receiving countries. Moreover, numerous countries lack that stiff system that can be in position to monitor and effectively evaluate all the activities that are going on beyond their country's boarders and be able to define the effectiveness of the internationalization agenda in its own accuracy. It is therefore very tricky to standardize or regulate as well as upholding the quality education attained by the students and their well-earned academic exposure through their experience as international students who have acquired education in developed countries (Davis, 2008). While Knight, (2011) gives a narrative of international accreditations agencies that operate in countries especially in the periphery to ensure and course that meets the standards required the mother countries, it is important to note that some agencies do not actually legitimate accreditation services that can make effective assessments of the intentions and the rationales for internationalizations partnership and the courses or programs to be offered. It is in this line of thinking that, one would like to find-out the authenticity of the matter in as far as higher education internationalization is concerned, whether existing national level accreditation and quality assurance system address education mobility across countries, cultures and jurisdictions. The students, employers and the public needs to be aware of these accreditation (and degree) mills which are often no more than a web address and does not fall under the jurisdiction of national regulatory systems (Knight, 2011).

METHODOLOGY

This study, reviewed scholarly literature with respect to the benefits and challenges of higher education in the Chinese context. Studies that were not within the Chinese higher education context were eliminated in my search in order to narrow my scope to the Chinese context.

Benefits and Challenges of Internationalization of Higher Education in China

China's approach towards the agenda for internationalization has been very striking for the last 35 years; the country has managed to have partnership with many

higher education institutions in almost all countries across the world, particularly with western societies. This stance is not only unparalleled in the country's history but again vary as regards to the manner in which many other developing countries' abilities to effectively interact with the developed Western world (Yang, 2014). Moreover, the sense in which china has embraced and adopted the English language provides an example of a country that is on the cause for social change in all aspects of life especially given the overriding status of English as a historical fact, china among other countries whose English is not their first language has been at the helm of making improvements in this rather dominant language across the world. They have put across various initiatives and policies to adapt the language instead of resisting it in an attempt to endorse internationalization agenda (Yang, 2014). According to Yang R. (2014), China's efforts has reached a stage of contentment and already paying off with many of the Chinese scholars, academicians and students attaining their studies in the top universities across the world having no problems with communication as opposed to decades ago. The Chinese scholars and students' abilities to grasp English proficiency have greatly contributed to the country's fast and successful engagement with the international community. From 1980 to 2010, peer-reviewed papers published by Chinese researchers rose 64-fold (Yang, 2012a). Such experience contrasts markedly with those of many other non-English speaking countries including many China's neighbours.

However, China in the eyes of higher education internationalization finds its self in the state of quandary or dilemmas. Just like Knights, (2007) was concerned about the effects of internationalization as regards to culture and national identity, China faces a serious challenge concerning the prospect of losing their long-standing educational sovereignty. Even though, the matter at hand is somehow global (Adam, 2001), China's case is slightly different and within it lays its thorough anxiety or concern (Wang & Xue, 2004), as articulated by the policy on Sino-foreign joint programs. This worry has brought about the uncertainty concerning the permissible or legal condition of all activities that concerns international higher education in China.

While looking at the perceptions and well integrated part of the country's higher education system, the Chinese is inclined to look at it as additional especially at some stages in the development of their higher education (Yang, 2014). According to Yang R. (2012), these predicaments have sourced differing judgments and inefficacy taking the example of the central government primary objectives of importing the world's top highly developed educational resources with an intention of making better and improving on the capacity of the local Chinese higher education institutions. While the Chinese government is busy by planning on the importation of highly developed education resources, private and other individual institutions thinks that by collaborating with the top universities, they can gain the measure hence capitalizing on the demand for foreign qualifications as they often fail to attract students on their own account. This threat therefore has contributed highly in undermining China general improvement in its higher education as well

as pulling foreign capital to china. That said, there is need to have a well elaborated legal identity to guide in the execution of internationalization agenda other than that the country is more likely to fail in governing the new development within its regulatory frameworks (ibid).

Considering the historical background of China and the soft power in addition to the moral leadership ideology (Nye, 1997; de Blij, 2005), aligned with a milieu of a growing Chinese power, China ought to have an attentiveness of soft power projection by the use of a well-established higher education. In the process of endorsing Chinese knowledge in the global north higher education institutions in China plays an exceptional role to the world community as well as establishing themselves at the same time. On a further look, however, projects that in as much as China has done tremendous work in the field of higher education internationalization, its agenda has not looked with intents towards achieving the internationalization goals and with that still not checked, it will not come as a surprise if the top notches of Chinese higher education institutions fail to compete on the global dome given their lack of essence given the fact that China has emerged a vanguard of the world in various disciplines more notable in the economic point of view and effective leadership (Nye, 2004). While on the other side of the coin, Chinese higher education institutions have not gained what they should have achieved and consequently little impact on their prioritized developed countries much as the impact is visible on the developing countries which are often through provincial institutions (Yang, 2012).

CONCLUSIONS

Higher education institutions are the backbones of a well-established society, since it is one of the few avenues through which a well-balanced human resource based is nurtured hence making well-informed plans for human survivals as well as meeting the needs of the society. For matter therefore, educations players must work tooth and nails to advocate for new policies and influence government to make well-informed decision on education internationalization which in the end if not well guided might not serve long-term academic purposes. This review paper therefore has examined challenges and benefits of higher education internationalization China.

Considerable findings have been identified in both departments, the challenges which were identified included brain drain, cultural degenerations and the fact that Chinese universities might lack significance since the country is on the verge of losing their education sovereignty.

The review paper also identified very significance benefits which among them are professional mobility, experiences, and research skills among others. The study also identified some recommendations for future considerations and these included designing a clear framework for continuity purposes. It also identified a need to for proper monitoring and evaluation over the foreign universities programs and their relevance to the modern skills.

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КРИТИЧНИЙ АНАЛІЗ ПЕРЕВАГ І ВИКЛИКІВ ІНТЕРНЕЦІАЛІЗАЦІЇ ВИЩОЇ ОСВІТИ: ДОСВІД КИТАЮ

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Інтернаціоналізація вищої освіти створила такі умови для купівлі, продажу або, навіть, обміну знань між університетами з різних країн світу. Інтернаціоналізацію розглядають як засіб, завдяки якого можна досягти якісної освіти та професійної мобільності. Придбання та трансформація знань, мобілізація ресурсів, мобілізація талантів, особливо глобальних досліджень, а також виконання навчальних програм із міжнародним змістом вважаються головними перевагами інтернаціоналізації вищої освіти. Незважаючи на те, що інтернаціоналізація несе незліченну кількість конструктивних та позитивних рішень для вищої освіти та ефективного розвитку людських ресурсів, існують значні виклики, пов'язані з цим багатогранним та зростаючим явищем, серед яких є комерційний прибуток, академічна колонізація та труднощі із забезпеченням якості освіти. У дослідженні показано, що завдяки інтернаціоналізації вищої освіти можна досягти значного прогресу, оскільки міжнародний вплив може призвести до значних змін в освітній політиці, системі освіти та навчальних закладах у всьому світі. Для вивчення викликів та потенціалу інтернаціоналізації вищої освіти акцент у дослідженні зроблено на китайську вищу освіту. В основі методології дослідження є теоретичний аналіз наукових публікацій щодо інтернаціоналізації вищої освіти в Китаю. Встановлено ряд переваг інтернаціоналізації вищої освіти в Китаю, зокрема, якісні людські ресурси, розвиток навичок, професійну мобільність та розвиток наукових досліджень. Окрім того, висвітлено потенційні виклики: академічна колонізація, низькі стандарти якості освіти та відтік талантів. У статті рекомендується створити належну систему оцінювання студентів, які їдуть на навчання за кордон, та належну структуру оплати за навчання.

Ключові слова: *інтернаціоналізація, вища освіта, вигоди, виклики, Китай*

SPECIFIC LEARNING DISABILITIES

READING DIFFERENCES BETWEEN GREEK DYSLEXIC AND NON-DYSLEXIC UNIVERSITY STUDENTS IN GREECE

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ABSTRACT

Until recently the vast majority of dyslexia research focused on English-speaking and children population, who tend to read significantly slower but mainly inaccurately, due to the inconsistency of the English language. This led to the wrong assumption that the main feature of dyslexia is inaccurate reading. However, results of research in phonologically consistent languages, such as Greek, Italian, German, Finnish, showed that reading speed is the main deficit of dyslexic readers in either children or adult population. The aim of this research was to investigate the differences in reading performance (reading speed, accuracy and comprehension) between Greek dyslexic university students and age-matched normal controls. A group of 26 Greek dyslexic university students was compared to a group of 28 non-dyslexics matched for age, sex and socio-educational level.

All participants in the dyslexic group had a formal diagnosis of dyslexia. Results showed that dyslexics attained statistically significantly slower reading speed and made more reading errors compared to controls in all testing procedures (p<.001). However,

dyslexics read at almost the same speed in both the aloud and silent reading conditions (p>.05) in contrast to non-dyslexics who read significantly faster in the silent condition (p<.05). Greek dyslexic university students were accurately differentiated from non-dyslexics based on the reading speed only (accuracy level 98.1%).

***Key-words**: dyslexia, adults, University students, reading, reading speed, reading accuracy and comprehension.*

INTRODUCTION

The significance of reading is undoubted today, while learning to read efficiently is a main educational aim. Reading is one of the greatest challenges that students have to encounter daily at university and professional life, especially dyslexics, for whom it is a really hard and demanding process.

Reading is the process of extracting and constructing meaning from a text for a purpose. It is a complex function depending on adequate development of two processes: decoding and comprehension which is the aim of reading.

Decoding involves the identification of written symbols and their translation into pronunciation. Research in the field of specific learning disabilities indicated that reading disabilities are primarily manifested in decoding ability and, hence, dyslexia could be defined as a decoding deficit (Pavlidis, 1990; 2017).

Reading comprehension involves integration of the meanings of written words and sentences in ways that facilitate understanding and perceiving the ideas represented. In brief, comprehension is the purpose of reading.

Decoding and comprehension are two distinctive components of the reading ability. Different parts of the brain are responsible for the different cognitive functions of reading (Geschwind, 1986). Decoding and comprehension are inextricably related. If decoding is inadequate, then purpose of reading is not accomplished. Similarly, there is no successful reading, if the meaning of the word decoded is not adequately perceived. Good decoding skills are the prerequisites for good comprehension.

The aim of the research is to investigate to what extent the reading process is affected by biological-constitutional factors, such as dyslexia.

Dyslexia is the most common among Specific Learning Disabilities affecting 80% of learning disabled individuals. The incidence of dyslexia in children ranges between 5.3 – 11.8% (Pavlidis, 1981; 1985; 1986; 1990).

Most dyslexia definitions describe dyslexia as a neurobiological condition that is initially characterised by severe difficulties in learning to read, and later by erratic spelling, major difficulties in transferring thoughts into written form and significant discrepancies between written and oral performance and among cognitive abilities, effort and school performance (Critchley, 1981; Pavlidis & Giannouli, 2014). Dyslexia is not caused by any known sensory, medical, intelligence, psycho-educational, emotional or environmental factors (Critchley, 1981; Pavlidis, 1990).

It is well established the hereditary nature and the strong genetic origin of dyslexia (Geschwind, 1986) with 4 boys to 1 girl, worldwide.

Until recently the vast majority of dyslexia research focused on English-speaking and children population (primary school pupils and adolescents). Quite recently, dyslexia began to be researched within higher education, as a result of the steady increase of the number of dyslexic students who enter higher education institutions.

The incidence of dyslexia in higher education varies because of the different criteria used for its definition and evaluation. In the UK, 2% of students that entered higher education institutions in the academic year 2001-2002 were dyslexics compared to 1.35% in the academic year 1996-1997. However, almost half of the them had not been diagnosed before entering higher education (Singleton & Aisbitt, 2001).

In Greek universities, the incidence of dyslexia is estimated at barely 0.16%, (Stampoltzis & Polychronopoulou, 2008). However, the actual incidence of dyslexia in higher education is difficult to be estimated (Mortimore & Crozier, 2006), as many dyslexic students decide not to disclose dyslexia upon admission to higher education. It is comforting, though, that the number of dyslexics entering Greek institutions seems to grow over the years following the gradual increase of dyslexic students in higher education reported in other countries.

Among the few dyslexia studies that focused on adult population, much evidence in English concerns adult population in general *(not university students necessarily)* with childhood diagnoses of dyslexia (Felton et al., 1990; Ransby & Swanson, 2003, etc.). Few studies until now have compared the reading performance of adult dyslexic university students and normal controls in English (Hatcher et al., 2002; Hanley, 1997; Bruck, 1990), which is a phonologically inconsistent language, even fewer in other languages (Leinonen et al., 2001; Miller-Shaul, 2005; Lehtola & Lehto, 2000; Laasonen et al., 2012, etc.), while none in Greek, a phonologically consistent language.

Most studies conducted in English focused on deficits in phonological awareness and inaccuracy in phonological decoding even for adults with dyslexia (Felton et al., 1990; Bruck, 1993; Hanley, 1997). Such research findings led to the major assumption that the main feature of dyslexia is inaccurate reading. However, they did not fully investigate the relationship between reading speed and adult dyslexia. On the other hand, in more regular orthographies, studies concentrated on the slow reading speed as the main manifestation of dyslexia without accuracy being necessarily affected (Wimmer, 1993; Landerl et al., 1997; Ziegler et al., 2003). Nevertheless, these studies involved children population, while few studies referred to adult population (Lehtola & Lehto, 2000; Laasonen et al., 2012). These studies similarly suggested that the regularity of the orthography seems to have an impact on the manifestation of dyslexia in different languages. In regular orthographies, the consistency of grapheme-to-phoneme correspondence enables relatively accurate decoding (Leinonen et al., 2001), but at the expense of reading speed. Lehtola & Lehto (2000) concluded that the slow reading speed was the most typical characteristic of Finnish dyslexics. Similarly, Laasonen and colleagues (2012) found that 58% of their dyslexic participants fell into the subgroup "slow but accurate", while the remaining 42%

fell into the other two subcategories. Such a distribution indicates that most adult dyslexics are mainly impaired in reading speed and to a smaller extent in reading accuracy, in a shallow orthography at least.

Such findings suggested that different language structures produce different rates of errors and that the more transparent-regular languages produce fewer reading errors from those found in less transparent ones. The slow reading speed is evident, irrespective of language structure, however.

Interestingly though, no studies have ever investigated the reading speed, accuracy and comprehension skills of adult dyslexic (university) students in Greek. Greek language – *phonologically consistent and transparent language* – has a lot of differences compared to other languages like English – *phonologically inconsistent* (Pavlidis & Giannouli, 2003). According to similar findings in other regular orthographies, these differences are likely to affect the reading process and strategies that Greek dyslexics use, because any phonological barriers that could be negatively affecting the reading performance in an inconsistent-irregular language do not exist in a consistent-regular one.

Taking into consideration the former assumptions, the aims of the study are to investigate:

a)   the differences in the reading performance (reading speed, accuracy and comprehension) between Greek Dyslexic University students and age-matched normal controls;

b)   the symptoms of dyslexia that remain in adult dyslexic students, and

c)   how can they be differentiated from non-dyslexics?

We hypothesized that dyslexics will be slower and less accurate in reading while they will attain similar level of comprehension compared to their non-dyslexic peers. Similarly, based on research findings in other phonologically consistent-transparent languages like the Greek, we hypothesized that the reading speed will best differentiate adult dyslexic from non-dyslexic readers.

METHOLOGY

Design

The present study was an "experimental" research as the testing conditions were controlled and manipulated by the researcher. The independent variable was the different levels of the grouping variable *(dyslexics & controls)* and the set of dependent variables were the categories and subcategories of reading errors, reading speed and comprehension. All the usual-necessary procedures in conducting experimental research were followed *(hypotheses, design, validity & reliability of the instrument, etc.)*. The experimental design was a "Between Groups" design, because data derived from different groups of participants. The aim was to test the differences between the levels of the grouping variable on each dependent variable. However, as it was of major interest to investigate how each group behaved under the different reading conditions, analyses at a "Repeated Measures" design *(same participants exposed in different experimental conditions)* were also carried out.

Finally, logistic regression analyses were carried out to ascertain group membership (dyslexics vs controls) simply on the basis of their performance on the various reading variables (reading speed, types of reading errors, level of reading comprehension).

Participants

A total of 54 Greek University students took part in the research. All participants were either undergraduate or postgraduate students in Greek Universities, most of them studying in the broad urban area of Thessaloniki and Larissa: 38 of them were males and 16 females.

For the needs of the research they were divided into two groups: The first group consisted of twenty-six (26) University students with dyslexia. Eighteen (18) of them were males, while the remaining eight (8) were females. Their age ranged from 17.9 up to 35.1 (mean age 22.1 years old). The second group consisted of twenty-eight (28) non-dyslexic University students. Twenty (20) of them were males and eight (8) females. Their age ranged from 18.2 up to 35.3 years old (mean age 22.0 years old). The two groups were roughly matched for age, sex and socio-educational background.

Sampling method and selection criteria

All dyslexic participants were selected based on the "Quota" sampling method, in order to satisfy certain inclusion criteria. It was required for all dyslexic participants to have a formal diagnosis of dyslexia from a recognised public or private diagnostic center. Potential dyslexic students without a formal diagnosis were excluded from the research.

The majority of dyslexic students were retrieved from 'Dyslexia Centers – Pavlidis Method' that function under the scientific direction and management of Prof. G. Th. Pavlidis. The rest of them were selected from Greek Universities of the broad urban area of Thessaloniki and Larissa.

After the selection of the dyslexic group, 28 non-dyslexic students matched for age, sex and socio-educational level were selected as the control group.

Both groups consisted of individuals of similar IQ, socio-economic background and educational history. They were also matched based on ethnicity, nationality and mother tongue (Greek), while within each group they also had the same experience, so as to establish that the groups were different between them only in the task under study (Pavlidis, 1990).

Inclusion criteria

Both groups had to fulfill the following inclusion criteria, as to be included in the research (Pavlidis, 1990):

• Normal IQ *(average or above average)*;
• Normal or corrected vision or hearing;
• Greek being their native language;
• Average or above average socio-economic background *(individuals from the lowest socio-economic status were excluded from the study)*;
• Adequate educational opportunities;
• Not on any psychoactive medication known to affect cognitive processes or within its washout period;

- No overt emotional problems, prior to entering school;
- No neurological handicaps that could account for reading problems *(e.g. brain injury brain tumor, etc.).*

Regarding the non-dyslexic student group, their IQ wasn't tested, because as it consisted of highly educated population, they were expected to have at least normal intelligence.

All legal and ethical procedures were faithfully followed during the conduct of the study.

All students were informed in writing about the aim of the research and were asked for their permission to participate in the study. Those willing to participate constituted the two groups.

Experimental procedure

The experimental procedure took place in accessible and suitable settings that provided comfortable, private and safe place for both the participant and the researcher.

The reading performance of adult dyslexic and non-dyslexic students was evaluated in 3 different reading materials. Participants read both aloud and silently, while being timed and tape-recorded for further analysis. After reading each piece of text, they answered the appropriate comprehension questions.

Reading materials were presented in a counterbalanced fashion, in order to neutralize the possible order effect.

The duration of the experimental procedure was approximately 25 minutes for each participant.

Tests and materials

- The materials used were the following:
- 3 Reading tests: 2 reading texts of varying difficulty and a list of words of raising difficulty.
- Reading comprehension questions: 5 reading comprehension questions for each text.
- Tape-recorder for further analysis of the reading errors.
- Chronometer for the evaluation of participants' reading speed.
- Reading performance scoring sheet to record reading data.

Scoring

The reading errors of both groups were categorised and analysed based on "The Reading Errors Analysis Instrument" developed by Prof. G. Th. Pavlidis. This tool includes 13 main categories of reading errors with several subcategories:

Categories and Subcategories of reading errors:

1. Hems: Participant hesitates or "drags" a letter when reading.
*e.g. In the way to the **…heeem…** school*

2. Repetitions: Participant repeats a letter, syllable or word while reading.
*ENGLISH e.g. **t** – **t**oday / GREEK e.g. **γ** – **γ**ρήγορος /grigoros/ (= fast)*

3. Syllabication: Participant separates the syllables of the word during reading.
e.g. τώ_ρα /to ra/ (= now) – participant clearly "cuts" the syllables τω /to/ and ρα /ra/ of the word τώρα /tora/

4. **Substitutions**: Participant substitutes a letter, syllable or word by another while reading.

*ENGLISH e.g. t**a**day instead of t**o**day / GREEK e.g. τ**έ**ρα /tera/ instead of τ**ώ**ρα / tora/ (= now)*

5. **Reversals**: Participant reverses letters, syllables or words in reading.

*ENGLISH e.g. **saw** instead of **was** / GREEK e.g. **αν** /an/ instead of **να** /na/*

6. **Omissions**: Participant omits letters, syllables or words while reading.

*ENGLISH e.g. c**i**ld instead of c**h**ild / GREEK e.g. τρα /tra/ instead of τ**ώ**ρα /tora/ (= now)*

7. **Additions**: Participant adds letters, syllables or words when reading.

*ENGLISH e.g. tod**r**ay instead of today / GREEK e.g. τώ**τ**ρα /totra/ instead of τώρα /tora/ (= now)*

8. **Misintonation**: Participant incorrectly locates the intonation mark of a word in reading.

*e.g. τωρ**ά** /tor**à**/ instead of τ**ώ**ρα /t**ò**ra/*

9. **Endings**: Participant substitutes the ending of a word with another existing ending and read another similar word.

*ENGLISH e.g. play**ing** instead of play**s** / GREEK e.g. πήγ**α** /piga/ (= I went) instead of πήγ**ε** /pige/ (= he went)*

10. **Punctuation**: Participant substitutes, omits or adds a punctuation mark during reading.

e.g. the participant reads the sentence as having a full stop instead of a question mark or vice versa

11. **Point Marks**: Participant does not take into account point marks *(apostrophe, disjunction, etc.)* while reading.

ENGLISH e.g. it is instead of it 's / GREEK e.g. το απόγευμα /to apogevma/ instead of τ' απόγευμα /t'apogevma/ (= the afternoon)

12. **Line Missing**: Participant misses a whole line while reading.

13. **Repetitions of Errors**: Participant repeats any of the errors of the previous categories.

RESULTS

Between groups analysis

The quantitative differences between the two groups in terms of the reading parameters *(speed, accuracy and comprehension)* are presented in the following tables (Table 1 and 3).

Table 1

**Reading Speed and Comprehension means –
Comparison between dyslexic and non-dyslexic students**

	Dyslexic Students			Controls			
Variables	**Mean**	**SD**	**Min-Max**	**Mean**	**SD**	**Min-Max**	**p-value**
Easy Text							

Reading Speed Aloud	**113**	25.35	49-150	**165**	21.47	123-200	**.000**
Reading Speed Silent	**107**	27.11	56-154	**193**	47.02	120-278	**.000**
Reading Comprehension Silent	**17%**	21.31	0%-70%	**40%**	28.09	0%-100%	**.000**
Difficult Text							
Reading Speed Aloud	**115**	23.00	54-153	**173**	22.35	138-224	**.000**
Reading Speed Silent	**116**	28.54	41-164	**205**	49.94	140-320	**.000**
Reading Comprehension Silent	**15%**	25.02	0%-100%	**34%**	26.28	0%-100%	**.001**
Word List							
Reading Speed Total	**45**	11.04	25-66	**72**	11.69	54-96	**.000**
Reading Speed 1′	**66**	10.19	50-84	**86**	10.74	66-109	**.000**
Reading Speed beyond 1′ till the end	**36**	9.22	20-57	**58**	9.26	41-73	**.000**

Adult dyslexic students were statistically significantly slower in all reading conditions (p<.001) and they attained statistically significantly lower level of comprehension in the silent condition (p<.001 and p<.05) in all reading conditions (see Table 1). It is remarkable though that in the aloud reading condition, both groups attained similar levels of comprehension.

Based on normality tests (Kolmogorof-Smirnof), both groups had a normal distribution on all reading speed variables (p>.05), while normality was violated on reading comprehension (p<.05). Consequently, the parametric Independent-samples t-test and the non-parametric Mann-Whitney test have respectively been used for the analysis.

Results showed that the variables that revealed a significant mean difference between adult dyslexic students and controls in all experimental conditions (p<.001), having a strong effect to the population at the same time, were reading speed in all tasks [*easy text aloud*: $t(52) = -8.15$, p<.001, r = .75 / *easy text silent*: $t(44) = -8.34$, p<.001, r = .78 / *difficult text aloud*: $t(52) = -9.41$, p<.001, r = .79 / *difficult text silent*: $t(44) = -8.08$, p<.001, r = .79 / *word list total*: $t(52) = -8.52$, p<.001, r = .76 / *word list 1′*: $t(52) = -7.05$, p<.001, r = .70 / *word list beyond 1′*: $t(52) = -8.69$, p<.001, r =.77] and reading comprehension in the silent reading condition (*easy text*: U = 172.000, z = −3.406, p<.001, r = −.46). These variables are presented in Table 2 below:

Table 2

Variables highly differentiating the 2 groups: Significance & effect size

Reading Variables	Easy Text		Difficult Text		Word List	
	P	**r**	**p**	**r**	**p**	**r**
Reading Speed Aloud (Total)	< .001	.75	< .001	.79	< .001	.76
Reading Speed Silent	< .001	.78	< .001	.79		
Reading Comprehension Silent	< .001	.46	= .001	.41		
Reading Speed 1′					< .001	.70
Reading Speed beyond 1′					< .001	.77

The reading error differences between the two groups are presented per reading material in the following table:

Table 3(a)

Reading Error means:
Comparison between dyslexics & controls in the easy text

Easy Text	GROUP						
	Dyslexic Students			Normal Controls			
Variables	Mean	SD	Median	Mean	SD	Median	p-value
Hems	9.28	8.69	6.00	1.00	1.37	0.50	**.000**
Repetitions	9.12	9.48	6.38	2.76	3.07	1.67	**.000**
Syllabication	1.58	3.09	0.00	0.04	0.19	0.00	**.000**
Substitutions	2.29	1.71	1.67	0.39	0.76	0.00	**.000**
Misintonation	0.52	0.79	0.00	0.08	0.31	0.00	**.006**
Endings	1.30	1.79	0.50	0.04	0.19	0.00	**.000**
Total Errors[*]	27.12	21.53	21.62	6.16	5.27	5.00	**.000**
Timing Errors[**]	20.35	19.68	14.26	3.79	4.12	2.35	**.000**
Accuracy Errors[***]	6.79	4.02	6.00	2.36	1.77	2.52	**.000**

[*] Total errors: the sum of all reading errors

[**] Timing errors: the sum of reading error categories that reduce the speed of reading (e.g. hems, repetitions, syllabications)

[***] Accuracy errors: the sum of reading error categories that affect the accuracy of reading (e.g. Substitutions, Omissions, Additions, etc.)

Table 3(b)

Reading Error means:
Comparison between dyslexics & controls in the difficult text

Difficult Text	GROUP						
	Dyslexic Students			Normal Controls			
Variables	Mean	SD	Median	Mean	SD	Median	p-value
Hems	9.66	7.88	6.25	1.28	1.33	0.82	**.000**
Repetitions	11.22	8.21	10.17	2.17	3.18	0.89	**.000**
Syllabication	1.24	1.69	0.75	0.03	0.14	0.00	**.000**
Substitutions	2.64	1.67	2.68	0.57	0.82	0.00	**.000**
Omissions	1.01	1.01	0.89	0.34	0.54	0.00	**.003**
Misintonation	1.06	0.67	0.89	0.22	0.35	0.00	**.000**
Endings	1.82	1.58	1.50	0.75	0.74	0.75	**.001**
Total Errors	31.41	19.25	23.68	6.99	5.34	6.13	**.000**
Timing Errors	22.66	16.28	17.13	3.53	4.06	2.40	**.000**
Accuracy Errors	8.67	4.55	8.59	3.49	1.97	3.56	**.000**

Table 3(c)

Reading Error means:
Comparison between dyslexics & controls in the word list

Word List	GROUP						
	Dyslexic Students			Normal Controls			
Variables	Mean	SD	Median	Mean	SD	Median	p-value
Hems	17.14	16.55	13.00	2.18	2.45	1.33	**.000**

Repetitions	21.62	22.29	15.00	4.29	4.91	2.00	**.000**
Syllabication	9.49	10.23	6.67	0.55	0.93	0.00	**.000**
Substitutions	4.85	2.67	4.67	1.79	1.88	1.33	**.000**
Omissions	2.18	2.23	1.33	0.60	0.78	0.33	**.000**
Misintonation	2.39	2.94	1.66	0.24	0.55	0.00	**.000**
Endings	2.21	1.78	2.00	0.33	0.53	0.00	**.000**
Total Errors	62.18	52.74	50.33	10.36	9.47	7.00	**.000**
Timing Errors	48.88	45.55	39.66	7.01	7.05	4.66	**.000**
Accuracy Errors	12.39	8.34	10.67	3.22	3.04	2.66	**.000**

Adult dyslexic students made significantly more reading errors of almost all categories compared to their non-dyslexic peers (p<.001 and p<.05) in all reading tasks (see *Table 3*).

Normality tests revealed that the scores of both groups on most reading errors variables were not normally distributed (p<.05). This statistical constraint enforced the use of the non-parametric Mann-Whitney test for most analyses.

Results showed that in all reading materials the total sum of reading errors as well as the sum of timing *(Hems, Repetitions etc.)* and accuracy errors *(Substitutions, Omissions, etc.)* revealed a highly significant mean difference between groups (p<.001) having a strong effect to the population at the same time: [*a) easy text*: Total Errors: $U = 64.000$, $z = -5.187$, p<.001, $r = -.71$ / Timing Errors: $U = 71.500$, $z = -5.073$, p<.001, $r = -.69$ / Accuracy Errors: $t(34) = 5.17$, p<.001, $r = -.66$, b) *difficult text*: Total Errors: $U = 48.000$, $z = -5.472$, p<.001, $r = -.74$ / Timing Errors: $U = 53.500$, $z = -5.382$, p<.001, $r = -.73$ / Accuracy Errors: $t(34) = 5.35$, p<.001, $r = .68$, c) *word list*: Total Errors: $U = 44.000$, $z = -5.541$, p<.001, $r = -.75$ / Timing Errors: $U = 40.000$, $z = -5.611$, p<.001, $r = -.76$ / Accuracy Errors: $U = 78.500$, $z = -4.951$, p<.001, $r = -.67$].

These categories along with the subcategories of reading errors that highly differed between the two groups are shown in the following table (table 4). It is noteworthy that the majority of reading error categories highly differentiating between dyslexics and controls were timing errors *(hems, repetitions and syllabications)*, which are related to the speed of reading.

Table 4

**Reading errors variables highly differentiating the 2 groups:
Significance & effect size**

Reading Errors	Easy Text		Difficult Text		Word List	
	p	**r**	**p**	**r**	**p**	**R**
Hems	< .001	−.81	< .001	−.80	< .001	−.71
Repetitions	< .001	−.46	< .001	−.67	< .001	−.67
Syllabication	< .001	−.44	< .001	−.56	< .001	−.80
Substitutions	< .001	−.64	< .001	−.67	< .001	−.59
Total Errors	< .001	−.71	< .001	−.74	< .001	−.75
Timing Errors	< .001	−.69	< .001	−.73	< .001	−.76
Accuracy Errors	< .001	−.66	< .001	−.68	< .001	−.67

Within groups analysis

Comparisons and analyses have also been made within each group:

1. between aloud and silent reading conditions, and
2. among the different reading materials.

a) Based on the sampling distribution, the Paired-samples t-test or its non-parametric equivalent Wilcoxon signed-rank test were used for the comparisons within each group between aloud and silent reading *(2 experimental conditions)*.

b) Based on normality tests, the repeated-measures ANOVA or its non-parametric Friedman's ANOVA were used for the comparison within each group among the different reading materials *(3 experimental conditions)*.

a) **Between aloud and silent reading**: Results showed a totally opposite pattern between dyslexics' and controls' performance in the aloud and silent reading condition. In contrast to non-dyslexics who read significantly faster silently [*easy text*: $t(27) = -3.436$, p<.05, r = .55 / *difficult text*: $t(27) = -3.744$, p<.001, r = .58], dyslexics read at almost the same rate in both aloud and silent reading condition, as shown by the non-significant differences found (see figure 1 below). Similarly, the controls attained higher level of comprehension in the silent condition, as opposed to dyslexics, who showed a trend to comprehend better in aloud reading, although the differences were not found to be significant for neither of the two groups (p>.05).
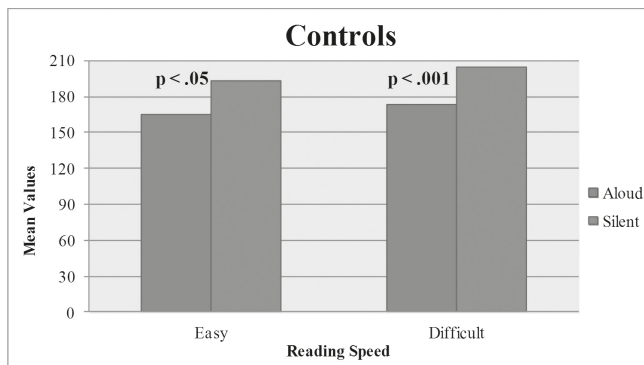

Figure 1. Dyslexics' & controls' reading speed differences between aloud & silent reading conditions
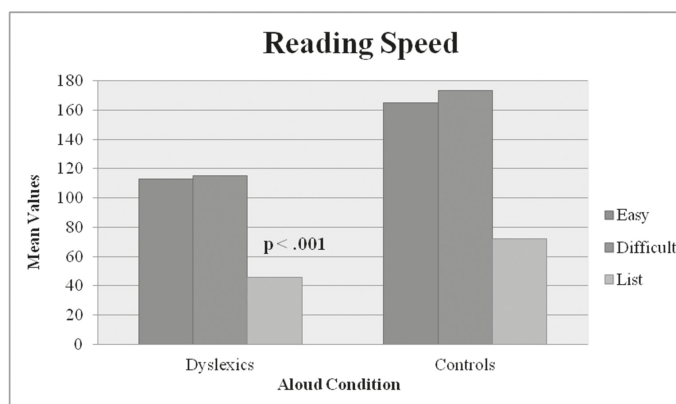

Figure 2. Dyslexics' & controls' reading speed differences among reading materials

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c) Among reading materials: As expected, either dyslexics' or controls' reading speed was significantly affected by the reading material they were reading [*dyslexics*: F (2, 50) = 313.75, p<.001, ω^2 = .71 / *controls*: F(2, 54) = 510.31, p<.001, ω^2 = .85] with the list of words being the most difficult in terms of reading speed for both groups (see figure 2 below).

Similarly, dyslexics' reading accuracy was significantly affected by the reading material, $\chi^2(2) = 27.00$, p<.001. Although they made comparable reading errors in the easy and difficult text (p>.05), they made significantly more reading errors in the list of words compared to either the easy, $T = 11.00$, z = −4.178, p<.001, r = −.58, or the difficult text, $T = 16.00$, z = −4.051, p<.001, r = −.56. On the contrary, the total reading errors made by non-dyslexics did not significantly increase in quantity over the course of the 3 reading materials, $\chi^2(2) = 4.96$, p>.05 (see figure 3, appendix).
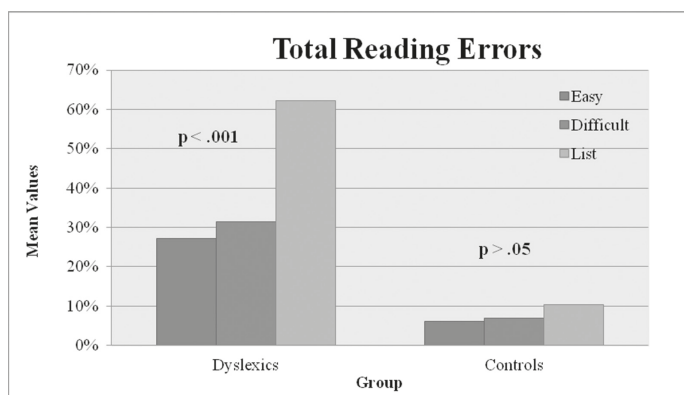

Figure 3. Dyslexics' & controls' reading errors differences among reading materials

LOGISTIC REGRESSION ANALYSIS

Logistic Regression Analysis was used, in order to investigate whether it was possible to predict-classify which group a participant was likely to belong to, based on certain predictor variables. Reading errors, speed and comprehension were the predictor variables of the group membership. The method used was the forward stepwise (Likelihood ratio, LR). The analysis was conducted per reading material.

In the easy reading text, the silent reading speed was the predictor entered at step 1, because it had the highest value in the test statistic (p<.001). The aloud reading speed was the second predictor entered at step 2, as it had the next highest score (p<.001). A test of the full model at both steps against a constant only model was statistically significant, indicating that predictors reliably distinguished between dyslexics and controls (Step 1: χ^2 = 52.92, p<.001. Step 2: χ^2 = 66.80, p<.001). R^2 at both steps indicated a strong relationship between prediction and grouping. The following table indicates how well the model predicts group membership.

Table 5

Classification table indicating group membership in the easy text

Observed			Predicted		
			GROUP		Percentage Correct
			Dyslexics	Controls	
Step 1	GROUP	Dyslexics	24	2	92.3
		Controls	2	26	92.9
	Overall Percentage				**92.6**
Step 2	GROUP	Dyslexics	25	1	96.2
		Controls	1	27	96.4
	Overall Percentage				**96.3**

The model significantly predicts group membership based on only 2 variables, aloud and silent reading speed, correctly classifying 25 out of 26 dyslexics and 27 out of 28 non-dyslexics. The total accuracy of classification at step 2 was 96.3%.

In the difficult reading material, the aloud reading speed was entered at step 1, as it had the highest score statistic (p<.001). The silent reading speed was entered at step 2. A test of the full model at both steps against a constant only model was statistically significant, indicating that predictors reliably discriminated between dyslexics and non-dyslexics (Step 1: χ^2 = 57.71, p<.001. Step 2: χ^2 = 66.54, p<.001). R^2 at both steps indicated a strong relationship between prediction and grouping (see the classification table below).

Table 6

Classification table indicating group membership in the difficult text

Observed			Predicted		
			GROUP		Percentage Correct
			Dyslexics	Controls	
Step 1	GROUP	Dyslexics	25	1	96.2
		Controls	3	25	89.3
	Overall Percentage				**92.6**
Step 2	GROUP	Dyslexics	26	0	100.0
		Controls	1	27	96.4
	Overall Percentage				**98.1**

This model significantly predicts group membership based on the same 2 variables, aloud and silent reading speed, correctly classifying all dyslexics while misclassifying only one of the participants of the control group. The total accuracy of classification at step 2 reached 98.1%.

In the list of words, the aloud reading speed was the predictor entered at step, as it had the highest value in the test statistic (p<.001). Syllabication errors were the second predictor entered at step 2 (p<.001). A test of the full model at both steps against a constant only model was statistically significant, indicating that the predictors reliably distinguished between dyslexics and controls (Step 1: χ^2 = 45.69, p<.001. Step 2: χ^2 = 52.01, p<.001). R^2 at both steps indicated a moderately strong relationship between prediction and grouping (see table 7).

Table 7

Classification table indicating group membership in the word list

Observed			Predicted		
			GROUP		Percentage Correct
			Dyslexics	Controls	
Step 1	GROUP	Dyslexics	22	4	84.6
		Controls	4	24	85.7
	Overall Percentage				**85.2**
Step 2	GROUP	Dyslexics	22	4	84.6
		Controls	1	27	96.4
	Overall Percentage				**90.7**

This model can significantly predict group membership based on reading speed and syllabication errors with a classification accuracy of 90.7%. Similarly, to the previous conditions, reading speed was actually found to be the best predictor in the word list, as syllabication errors belong to timing errors, which reduce the speed without affecting the accuracy of reading.

Summing up, the main finding that came out from the Logistic Regression was that the speed of reading in context was the most powerful predictor, in order to discriminate between the two groups and could be suggested as an almost infallible criterion for "diagnosing" dyslexia in adults.

DISCUSSION

As expected adult dyslexic University students were statistically significantly slower in reading compared to controls in all 3 reading materials *(easy text, difficult text, word list)* and irrespectively of the reading condition *(aloud or silent)*. Such a result was not surprising, as the slow reading speed is one of the main manifestations of developmental dyslexia (Pavlidis, 2019; Ziegler et al., 2003; Shaywitz, 1998). These findings are in line with the relevant literature, which confirms the speed deficit of adult dyslexics (Hatcher et al., 2002; Lehtola & Lehto, 2000; Bruck, 1990; Meyler & Breznitz, 2003).

Regarding reading comprehension, there were no significant differences between dyslexics and controls in any of the texts in the aloud condition, while significant differences were found between groups in the silent condition. Such findings agree with the current literature, which suggests that dyslexics may or may not encounter comprehension difficulties, and if such difficulties are present, they may result from the dyslexics' decoding deficit (Lyon, Shaywitz, & Shaywitz, 2003). Besides, if dyslexics had a comprehension deficit, it should be evident in both aloud and silent reading. Thus, the mode of reading, aloud or silent, has a different impact on reading comprehension depending on the reader's proficiency, as it is discussed below.

Also, as predicted, adult dyslexic students were significantly less accurate than non-dyslexics in all reading materials administered to them. They made significantly more reading errors in almost every reading category compared to controls.

Inaccurate reading is among the most crucial features of dyslexia, even in adulthood (Critchley, 1981). Significant differences in the accuracy level between dyslexics and controls are also reported by the current literature (Felton et al., 1992; Hatcher et al., 2002; Leinonen et al., 2001). However, most of the errors made by dyslexics were timing errors, errors that reduce the speed of reading, indicating that the slow reading speed is the main hurdle of dyslexic readers.

The speed deficit of dyslexics was further supported by the significant negative correlations found between timing errors and reading speed, suggesting that as the timing errors increase the speed of reading decreases, while for the control group less significant correlations were found between timing errors and speed.

Table 8

Correlations among reading components (Spearman's correlation coefficients)

	Dyslexics' **Reading Speed**	Controls' **Reading Speed**
Easy **Timing Errors**	−.668[**]	−.185
Difficult **Timing Errors**	−.676[**]	−.467[*]
List **Timing Errors**	−.708[**]	−.432[*]

**p<.01, *p<.05

Finally, the essence of the logistic regression analysis was that the reading variables – reading speed, accuracy and comprehension – could accurately discriminate Greek dyslexic from non-dyslexic University students. The analyses conducted revealed that the reading speed in context could best differentiate between dyslexics and controls with an accuracy of classification reaching 98.1%, correctly classifying 100% of dyslexics, but misclassifying only one non-dyslexic. One of the explanations is that it is possible in the control (normal readers) group to have included untested dyslexics. This finding confirms Shaywitz & Shaywitz (2005) who argued that reading speed could be the most useful clinical criterion to distinguish disabled from non-disabled readers in adulthood (Pavlidis, 2018; Rapti, Pavlidis & Garner, 2018; 2013).

Although non-dyslexics read significantly faster in the silent condition, in line with Taylor and Connor (1982) who reported that proficient readers read faster silently, dyslexics read at the same rate in both aloud and silent condition. This finding amplifies the speed deficit of dyslexics, who, even when reading silently, a process that do not require so much effort in order to decode, they are still struggling to read, with their speed being stuck at very low levels. Comparing the speed of both groups in context and out of context, it is concluded that both groups were significantly slower in the list of single words, indicating that both dyslexics and controls were affected by the lack of context and the structure of the word list. This comes in agreement with research evidence which points out that familiar words are read faster than unfamiliar (DeFior et al., 2002; Leinonen et al., 2001; Wimmer & Goswami, 1994), and other research findings displaying that poor readers rely heavily on context for word recognition (Bruck, 1990; Ben-Dror

et al., 1990; Shaywitz & Shaywitz, 2005). The non-dyslexics were similarly affected by the presence or lack of context, as reflected in their reading speed.

No significant differences were found in the level of reading comprehension between aloud and silent reading condition for either group. However, it is remarkable that an opposite pattern was shown. While non-dyslexics comprehended better silently, dyslexics tended to comprehend better aloud. This trend is in accordance with research evidence suggesting that proficient readers can go directly to meaning, whereas poor readers rely on aloud reading to extract meaning (Taylor & Connor, 1982; Miller & Smith, 1989). This explains why significant differences between dyslexics and controls were found only in the silent condition. It is noteworthy that in silent reading the reading comprehension of non-dyslexics increases, while it decreases in the dyslexics.

Finally, as expected, dyslexics were significantly less accurate in reading out of context, in contrast to non-dyslexics who made comparable reading errors in both reading in context and out of context. The error rate differences of dyslexics between text and list of single-unrelated reading can be attributed to the lack of context and the structure of the word list. However, the reading accuracy of non-dyslexics is not affected by the lack of context in contrast to reading speed, as mentioned before. Support for these findings come from the research of Bruck (1990) and Lehtola and Lehto (2001).

The results illuminate the importance of daily extensive reading practice for a better reading speed, which is essential not only for normal-achieving population but for dyslexic readers as well, as reading speed was found to be the main deficit for dyslexics and the main differentiating factor between dyslexics and controls with a very high accuracy (98.1%).

Also, results might be helpful for the accurate diagnosis of adult dyslexics based on reading speed, as it seems that the slow reading speed is a lifelong condition for dyslexics and the most reliable diagnostic criterion, irrespective of age, culture, race or language (Pavlidis, 2018; Pavlidis & Goula, 2004). Such findings are also in accordance with similar research findings in other phonologically consistent languages, such as Finnish and German.

CONCLUSIONS

In conclusion, results might be helpful for the effective treatment of the difficulties that encounter dyslexic university students, due to their constitutional reading deficit. Any treatment methods and programmes used for dyslexics must be considerably focused on the enhancement of their reading speed, especially when it comes to university students for whom reading speed is a highly essential skill.

Hopefully, this study will raise awareness of dyslexia within higher education and will highlight the importance of reading speed measurements in a diagnostic battery for all ages of dyslexics, internationally (Pavlidis, 1981; 1990; 2017). This research will be useful for both psychologists and school educators as it highlights the need for differential assessment-diagnosis and teaching internationally.

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ОСОБЛИВОСТІ ЧИТАННЯ СТУДЕНТІВ З ДИСЛЕКСІЄЮ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ ГРЕЦІЇ

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До недавнього часу переважну більшість досліджень щодо дислексії зосере-джували на англомовному населенні та дітях, які, через непослідовність анг-

лійської мови схильні читати значно повільніше та неточно. Це призвело до помилкового припущення, що головною ознакою дислексії є неточне читання. Однак, результати досліджень фонологічно-послідовних мов (таких як грецька, італійська, німецька, фінська) показали, що швидкість читання є основним недоліком дітей та дорослих, які страждають дислексією. У статті досліджено відмінності в процесі читання (швидкість читання, точність та розуміння) між студентами (26) з дислексією та їх ровесників (28), які не страждають на дислексію. Всі учасники відповідали віку, статі та соціально-освітньому рівню.

Зроблено висновок, що студенти з дислексією значно повільніше читали та робили більше помилок, однак, була однакова швидкість читання вголос та мовчки на відміну від їх ровесників, які набагато швидше читали в режимі мовчки. Зазначено, що саме швидкість є основною відмінною рисою в процесі читання студентів із захворюванням, адже рівень точності складає 98,1%.

Ключові слова: *дислексія, дорослі, студенти, читання, швидкість читання, точність та розуміння прочитаного.*