

5. ДОДАТКОВІ ТЕМИ ДЛЯ САМОСТІЙНОГО ВИВЧЕННЯ / EXTRA TOPICS FOR SELF-STUDYING (additional information) (TSS)

TSS 1. Distance learning: its peculiarities, goals, development

Distance education is a kind of technology in which both traditional and innovational means and forms of education that are based on computer and telecommunication technologies are used.

In the educational system distance education fulfills all the demands of humanistic principle, according to which nobody can be deprived of the opportunity to obtain education because of poverty geographical or time distances, social isolation physiological defects, or lack of time because of own business.

Taking into consideration the objectivity of the process of informatisation of society and education distance education, which encompasses the best features of other forms of education, will enter the XX century as the most promising, synthetic, humanistic, and integral form of obtaining education.

Distance education is a pedagogical technology, which is based on the principles of open education; it uses widely computer education programs of different purpose and modern telecommunications with the aim to deliver educational materials and to communicate (also in the real time). The characterize of distance education are present in image A. 1.

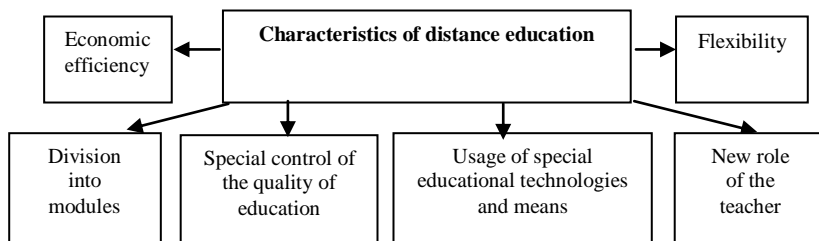


Image A. 1. Characteristics of distance education

The field of distance education has changed dramatically in the past ten years. Distance education, structured learning in which the student and instructor are separated by place, and sometimes by time is currently the

fastest growing form of domestic and international education. What was once considered a special form of education using nontraditional delivery systems, is now becoming an important concept in mainstream education. Concepts such as networked learning, connected learning spaces, flexible learning and hybrid learning systems have enlarged the scope and changed the nature of earlier distance education models.

Distance education relies on communications technologies as delivery media. Print materials, broadcast radio, broadcast television, computer conferencing, electronic mail, interactive video, satellite telecommunications and multimedia computer technology are all used to promote student-teacher interaction and provide necessary feedback to the learner at a distance. The term distance learning has been used for many instructional methods: however, its primary distinction is that the teacher and the learner are separate in space and possibly time. The image 1.2 presents the principals of distance learning.

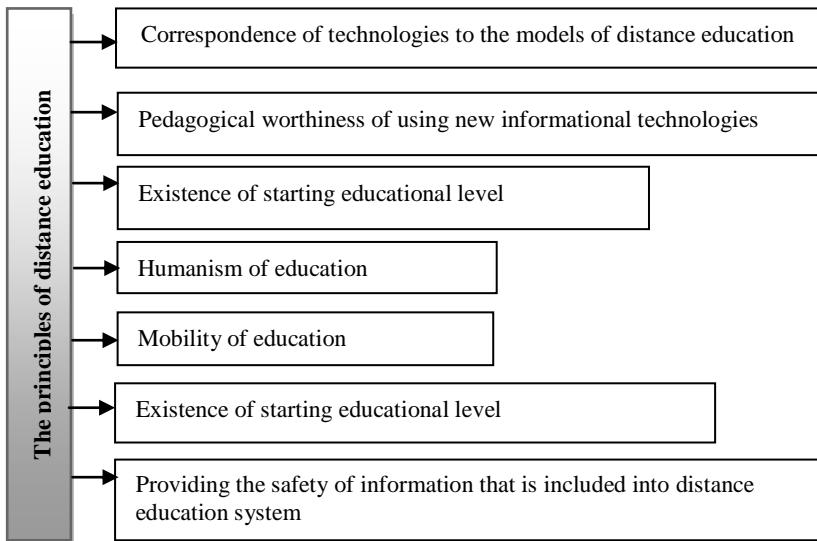


Image 1.2. The principles of distance education are the following

At present in the world there is rapid development of distance education. All the educational establishments understand that for the beneficial development we need cooperation. One educational establishment can't create a system of distance education by itself. Qualitatively new stage in

development of a communication facility has begun with the advent of computer networks.

A variety of technologies have been used as delivery systems to facilitate this learning at a distance. In all over the world universities hope to save money by delivering education to students that are unable to attend classes because of time or distance or diseases.

The goals of distance education:

- 1) to offer degree granting programs,
- 2) to increase the educational level at developing countries,
- 3) to provide training opportunities for economic growth,
- 4) to offer curriculum enrichment in non-traditional educational settings.

The importance of distance learning is increasing in Ukraine (Memorandum on the organization of informational educational net «Distance Education in Ukraine»).

The most important task in the development of distance education in Ukraine is carrying out the analysis to find out the groups of people who need distance education. Such an analysis was not carried out in Ukraine, but we can use the results of analysis carried in other countries, tacking into account some specific features of this country.

The problems of distance learning include the quality of instruction, hidden costs, misuse of technology, and the attitudes of instructors, students, and administrators.

TSS 2. Adaptation period in the university and its features

Adaptation of the students – is a complex process caused by the interaction of psychological, social and biological factors.

Factors that reflect the level of preparation of students for academic and non academic activity	matching volume and level of knowledge and skills to the needs of the student educational process; professional orientation of students (needs, values, attitudes); social activity of student;
Factors that characterize the development of individual abilities to adaptation	the level of social maturity; individual personal features of mental processes; level of motivational and reflexive cognition of the individual, his subjective experience;
Factors indicating pedagogical influence on the process of adaptation	theoretical and methodological preparation lecturers of the institution; personality-oriented approach to students irrespective of success rates; dialogizing communication in the learning environment;

	providing educational support from professors, curators, all pedagogical staff; design and application of adaptive situations in the educational process
Factors associated with learning and living	the organization of the educational process (schedule, beginning and ending classes, sequence of items); satisfaction of interpersonal relationships in the student group, Equality students on their formal social status «student-student», «student-teacher», «student-administration», «student-social Surrounded»

Most scholars identify three main processes of adaptation:

1. Preparatory, where there is harmony between the environment and the individual, the external device.
2. Main-recognition of values and norms of the situation phase «value and role-based organization».
3. The final-stage of «productive interaction», «Transformation» which attained a new level of adaptation.

For students in the process of social adaptation in university includes the passage three basic stages:

Stage	Characteristics
subcultural adaptation	involves entering yesterday's entrant in the world of special student subculture understanding of their new social status, assimilation philosophical, behavioral, communicative, linguistic stereotypes inherent in students as a distinct socio-demographic groups;
academic adaptation	that reflects process of adaptation to features of the educational process at the university. Formation of a new style of scientific thinking, the reassessment of thinking, reassessment of values, focus on academic standards in the assessment of knowledge, the development of self-style to receive and generating a knowledge;
the social and public adaptation	is characterized by harmonious student entering the world of social, political and mature public life. This is the time of formation of political orientations, obtaining the right to vote, involvement in social and political activities, party formations. During this period students recognized leading political concepts, skills and abilities produced the specific socio-political action, a sense of responsibility, a position;

individual period	adaptation	there is a completion of process of perception itself as an integrated adult personality, when a student identifies itself with the individual students; social group. For this stage is characterized by the formation of a new self-assessment and an adequate level of social and political sphere.
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The problem of adaptation, most researchers give the following classification:

- sociocultural adaptation;
- socio-psychological adaptation;
- pedagogical adaptation.

During *sociocultural adaptation* understand the interaction of active representative of another culture and living environment, the process of acquiring the necessary labor for life skills and knowledge, learning student basic standards and samples of new environmental reality, the so-called phenomenon of «entering the culture».

Under the *socio-psychological* adaptation refers to the entry of foreign students in the system of interpersonal relationships, establishing relationships within the group, forming personal behavior in it. The *pedagogical aspect of adaptation* is linked primarily with how the norms and rules of professional environment, adapting to the nature, content and conditions of the educational process, the formation of students' skills of independent study and research.

More than sixty percent of students in the university say that they needed time for adaptation to the high school, and about twenty percent say that the process was quite difficult and time consuming. So what is happening in my first year at university? What has changed in comparison with school life? Let's look at the typical problems of freshmen and their solutions. Student life includes not only, in fact, the learning process, but also communicate with a new team, suggests greater autonomy, a new social role, sometimes - new living conditions (such as in a dorm).

Compared with the school, teaching have the principles of:

- lectures are dictated, and recites the common dense flow;
- students have to work more independently, use additional literature;
- assessment of knowledge is not in each session, and once a month – at best.

All this leads to the fact that a freshman does not have time for the lecturer, misses classes, are not ready in time, and as a consequence – fails its first session.

The newly made student loses the usual circle of friends:

- first-year student has to adapt to a new, not always friendly staff;
- lecturers relate to students as adults, showing increased requirements and providing greater autonomy;
- student is not supported by the authority of past services, it is necessary to re-prove their knowledge, skills, abilities.

Especially difficult is the process of adaptation when the student begins to live separately from the parents, providing themselves financially.

Thus, in the study of the process of social adaptation of students to the university to the following conclusions.

The process of social adaptation personality is complex and multilevel.

The process of social adaptation includes severe interaction system, aimed at the mastery of new forms of social activity, changes in social status of the young man on stage in her professional development and self-identity, self-discipline, self-actualization hidden qualities of self-regulation of behavior.

It is an active process that includes formation of means and modes of behavior directed at effective interaction with the new environment in which the student is not only object adaptation, and a subject.

Factors of problems with freshmen and their solutions

What would be the process of adaptation is highly dependent on school life and the skills of the future student. So, to the new conditions easier to adapt school students a «new type» – high schools and high schools. The fact is that in these schools the principle of teaching closer to the university, and the level of knowledge of students is usually higher. Well, if the prospective student is actively interested in their future profession: visits themed mugs, training courses, participate in contests, and creative competitions.

Strongly influences the adaptation of freshman in the university oddly enough, the material situation of the family of the student. At the university there are other needs, which leads to higher costs to meet them. The fact that a person can't afford to that others can have a negative effect on his self-esteem in general. When communicating with teachers and fellow students is greatly affected by the social well-being. This concept includes not only personal self-esteem, and satisfaction with living conditions, training. Therefore, in the universities, where sufficient material resources, where available have the necessary training materials, comfortable auditorium and dormitories to modern standards, adaptation occurs more easily.

To quickly enable freshmen in education, universities conduct different activities: Freshman Day, the dedication to the students, lectures on introduction to the profession. To avoid disastrous first session, freshmen

curriculum provides interim certification of knowledge. However, no one can help a young student than he is.

The effectiveness of the adaptation process largely determines the success of the training activities, maintaining physical and mental health of the child. Nonadaptation students leads to inadequate, poorly controlled behavior, conflict relationships distortions in social development issues in educational activities.

For the more efficiently adaptation process of students, it is necessary:

- Provide individual attention to students and their capabilities, not to weaken the nervous system, not underestimated the self-esteem and motivation for learning.

- to help students develop and implement skills;
- promote in their cognitive motivation;
- promote sustainable values and ideals.

Thus, the Educator should focus on the following:

- physiological characteristics of young people, the development of students' cognitive, imagination, memory processes, etc.;

- understanding and comprehension of content teachers, curators ideas adaptation period;

- take into account age, religious, social and other belongings of students;

- stimulate motivational sphere;
- provide independence;
- make linguistic situation as close to reality;
- raise questions on topics that interest this audience;
- objectively assess the results of the independent actions of students taking into account their individual characteristics;

- motivate and shape the cognitive need for foreign student;

- individual attention to students, its capabilities, not to weaken the nervous system, not underestimated self-esteem and motivation for learning;

- development and implementation of the student's abilities;
- formation of values and ideals;
- establishment of a program of adaptation period;

- conduct parent meetings to identify the expectations of parents due to their child's education in high school, reading materials adaptation period;

- analysis of the adaptation period, creating some guidelines tasks for each group of students.

These conditions favor the account of self-regulation, adequate decision-making. To create these conditions should be involved all

university services, including psychological. The condition for successful adaptation to teaching freshmen is also a possibility of the formation in them to make informed career choices.

Each educational establishment tries to make shorter the adaptation of students and make this process as easy as possible. According to this educational department develops methods to overcome adaptation and creates special programs for students. These programs are a set of educational and cultural development.

Methods for adapting to the educational process at the university:

1. Development programs designed to acquaint students with the educational process:
 - tour of the school;
 - dating with teachers;
2. Conducting cultural events:
 - parties;
 - holidays;
 - concerts, etc.
3. Organization of cultural and developmental activities:
 - visiting of museums, theaters, concerts, etc.;
 - tours to different points of interest;
 - visiting different cities of Ukraine.

Petro Mohyla Black Sea State University (CHDU) is deservedly popular among students and no wonder, because it is one of the best universities in the Southern Region. This is a university which has its own norms, traditions, customs, and where everyone has a unique opportunity to express themselves, to know the world, to hear and be heard.

At this university study most gifted, most talented, most progressive young people. A key achievement of such high intellectual development and belongs primarily university because his policy is directed not only at the high level of knowledge, but also on the comprehensive development of individuals. CHDU aims to maximally develop their students in all academic fields. Therefore, under such direction finds himself in the University's activities and policies, which he holds.

To promote excellent teaching, participation in scientific work and social activities are provided personal and scholarships and internships abroad.

At the same time our university attaches great importance to the cultural development of students. At the University is widely developed activities as part of the educational process.

TSS 3. Organization of evaluating of students' work.

Criteria for evaluation

Students Rights and Freedoms in the Classroom The professor in the classroom should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on academic merit, and not on the basis of opinions or conduct unrelated to academic standards.

Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they are enrolled.

Protection against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudices or capricious academic evaluation. Students remain responsible, however, for maintaining standards of academic performance in each course in which they are enrolled.

– Staff Courses: where common material is taught within a single course by different members of the faculty, the department offering the course must see that proper consultation is carried out by the staff prior to submission of grades in order to assure a reasonable equity among different sections.

– Injustice in Grading: a student may appeal a grade to the instructor who gave it. If the instructor believes that the student's case is justified, the instructor may request a grade change from the Administration Committee. A student who fails to receive satisfaction from the instructor may discuss the matter with the department chair and, if the student is still not satisfied, may submit an appeal in writing to the provost.

Protection against Improper Disclosure

Information about student views, beliefs, and political associations that professors acquire in the course of their work as lecturers, advisers, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge and consent of the student. Faculty members should use common sense in determining when refusal to divulge information about a student is likely to prove damaging.

That is, students have the right to a fair evaluation of their work, but they also have to follow certain rules.

Announcement of Work Required for Evaluation

Early in the semester, lecturers should inform their classes of the nature, extent, and due dates of all major work to be required for evaluation during the semester. Lecturers must inform students prior to

the end of the fifth week of major work that must be completed before the end of classes and during the final examination period. No additional major papers or projects may be announced after the end of the fifth week of the semester. No new assignments of work for evaluation may be made during the last week of classes. That is, students know how they can get their points – instructor must notify them.

Final Examinations

Lecturers normally determine the form of the final exam when submitting course information to the course scheduler. For courses that have scheduled final exams, a preliminary exam schedule is published shortly after the add period each semester. A final examination may take one of several different forms:

- a regularly scheduled written examination. The time and place are established by the course scheduler;

- a self-scheduled examination. Self-scheduled examinations are taken at a designated examination center. Students pick examinations up at the designated examination center within 15 minutes of each starting time and take the exam to a designated examination room. Students must return examination papers to the examination center by the conclusion of the examination hours or sooner, according to the time allotted for the examination. Exams are date-stamped at that time;

- a take-home examination. Take-home examinations may be taken at the student's convenience during the final examination period and will be returned to the instructor according to procedures established before the last day of classes;

- an oral examination. Before the last day of classes an instructor will inform the student of the time and place of such an examination;

- an open-book examination. This may be either a self-scheduled or a take-home examination.

Final examinations may be given only during the final examination period. Lecturers should return final examination papers to students or keep them in their possession for one full semester.

Final Examination Period

The final examination period normally begins two to three days following the end. Exams are scheduled for five days. There are several ways the final examination, depending on the course, wants students.

Criteria for evaluation

The main criteria for evaluating students' knowledge (for subjects in the amount of up to 2 credits):

«*Excellent*» – assigned to students who have demonstrated versatile system knowledge of program material, the ability to seamlessly perform tasks defined program of study, demonstrated creativity.

«*Good*» – merit students who demonstrated full knowledge of the material successfully completed tasks prescribed curriculum content learned basic literature.

«*Satisfactory*» – assigned to students who have demonstrated knowledge of basic educational material extent necessary for further study and future work in the chosen profession, complete the tasks included in the curriculum, familiar with the literature.

«*Poor*» – are students who showed gaps in knowledge of basic educational program material, made fundamental errors in the tasks.

Evaluation of student (for subjects in excess of 2 credits)

«*Excellent*» – the student must show a comprehensive, systematic and profound knowledge of the educational program material, the ability to freely navigate the course material provided by the program, identify creativity in understanding the presentation and use of educational software material depth study of basic and additional literature recommended the program. Student can reveal deep sense perspective philosophy, show knowledge of basic categories that can solve the problem, and successfully and on time home deliver written work.

«*Good*» – student shows a complete knowledge training program material, shows systematic knowledge of the discipline, learned basic literature recommended in the program, performed an independent written work

«*Satisfactory*» – student demonstrated knowledge of the basic educational program material in a volume that can cope with the execution of tasks under the program, but admitted the error in response to the test, the performance of examination tasks when writing independent writing jobs, but that has necessary skills for their removal under teacher, familiar with the basic literature suggested program.

«*Poor*» – a student found gaps in knowledge of basic educational program material, allowed fundamental mistakes in the performance provided by the tasks that are not answered on the merits of each question test paper is not completed or not submitted in due time independent written work.

«*Offset*» refers the student for compliance with the provisions of the answer «*excellent*», «*good*», «*satisfactory*».

Students must demonstrate the following competencies:

- an in-depth understanding of the knowledge in an area of study: ability to think deeply, comprehensively, conceptually, and critically about key issues, debates, and theories in an area of study and in education;
- a conceptual and theoretical understanding of different research designs, methods, and traditions;
- an ability to work and to think independently and to have an inquiring mind;

- an ability to relate personal work to a body of knowledge, specifically to major writers in an area of study;
- an ability to make personal and global connections among different theories and/or different sources of information;
- an ability to make connections between theories and practice;
- an ability to critically reflect on personal constructs, practices, theories of use, etc. and to generate new conceptualizations;
- an ability to conduct original research and/or to develop and articulate an original, coherent learning record;
- an ability to generate a finished product that demonstrates the expected skills and knowledge for a master's graduate.

So, upon learning the material on the subject, we can say that there is a system that organize evaluation of students work and explains what skills and abilities students should get to a certain level. Processed material helped understand system of evaluation. Including all the peculiarities, possible to assert that evaluation of students very successfully organized – clearly explains how and for what you can get points provides different types of examinations for ease of lecturers and students, provides possible non standard situations that may prevent students get the necessary points.

TSS 4. Students' self-preparation, its types and peculiarities

Self-preparation as the words imply is a process of taking control of and evaluating one's own learning and behaviour emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement.

Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills.

According to Dweck and Master, [2] «Students use of learning strategies – and their continued use of them in the face of difficulty – is based on the beliefs that these strategies are necessary for learning, and that they are effective ways of overcoming obstacles. Students who are not self-regulated learners may daydream, rarely complete assignments or forget assignments completely. Those who do practice self-regulation ask questions, take notes, allocate their time effectively, and use resources available to them».

In particular, self-learners are cognizant of their academic strengths and weaknesses, and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of academic tasks. These learners hold incremental beliefs about intelligence (as opposed to entity, or fixed

views of intelligence) and attribute their successes or failures to factors (e.g., effort expended on a task, effective use of strategies) within their control.

Teachers, and specifically teachers of students with emotional/behavioral disorders, are increasingly faced with challenges, regarding the instruction and management of their students Sutherland, Singer and Bashir state in their article that self-preparation is considered a «meta» construct that is specifically defined as «a set of behaviors that are used flexibly to guide, monitor, and direct the success of one's performance». They support that self-regulation is co-constructed with social interactions. Therefore, self-regulation occurs within settings in which a student is engaged in task performance. It is also a result of personal process, the environment, and one's own behaviors.

Finally, students who are self-regulated learners believe that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success. In part, these characteristics may help to explain why self-regulated learners usually exhibit a high sense of self-efficacy. In the educational psychology literature, researchers have linked these characteristics to success in and beyond school

They are successful because they control their learning environment. These learners exert this control by directing and regulating their own actions toward their learning goals. Self-regulated learning should be used in three different phases of learning. The first phase is during the initial learning, the second phase is when troubleshooting a problem encountered during learning and the third phase is when they are trying to teach other.

The Four Phases of Self-Study

According to Winne and Hadwin, [3] self-study unfolds over «four flexibly sequenced phases of recursive cognition». These phases are task perception, goal setting and planning, enacting, and adaptation. During the task perception phase, students gather information about the task at hand and personalize their perception of it. This stage involves determining motivational states, self-efficacy, and information about the environment around them.

Next, students set goals and plan how to accomplish the task. Several goals may be set concerning explicit behaviors, cognitive engagement, and motivation changes. The goals that are set depend on how the students perceive the task at hand. The students will then enact the plan they have developed by using study skills and other useful tactics they have in their repertoire of learning strategies.

The last phase is adaptation, wherein students evaluate their performance and determine how to modify their strategy in order to achieve higher

performance in the future. They may change their goals or their plan; they may also choose not to attempt that particular task again. Winne and Hadwin [3] state that all academic tasks encompass these four phases.

Sources of Self-Regulated Learning

According to Iran-Nejad and Chissom, [4] there are three sources of self-regulated learning: active/executive, dynamic, and interest-creating discovery model. Active/executive self-regulation is studied by the person and is intentional, deliberate, conscious, voluntary, and strategic. The individual is aware and effortful in using self-regulation strategies. Under this source of preparation, learning happens best in a habitual mode of functioning. Dynamic self-study is also known as unintentional learning because it is regulated by internal subsystems other than the «central executive».

The learner is not consciously aware they are learning because it occurs «both under and outside the direct influence of deliberate internal control». The third source of self-regulated learning is the interest-creating discovery module, which is described as «bio functional» as it is developed from both the active and dynamic models of self-regulation. In this model, learning takes place best in a creative mode of functioning and is neither completely person-driven nor unconscious, but it is a combination of both.

Social Cognitive Perspective

Self-preparation from the Social Cognitive Perspective looks at the triadic interaction among the person (e.g., beliefs about success), his or her behavior (e.g., engaging in a task), and the environment (e.g., feedback from a teacher). Zimmerman et al. specified three important characteristics of self-learning:

- 1) self-observation (monitoring one's activities);
- 2) self-judgment (self-evaluation of one's performance);
- 3) self-reactions (reactions to performance outcomes).

To the extent that one accurately reflects on his or her progress toward a learning goal, and appropriately adjusts his or her actions to maximize performance, he or she has effectively self-regulated. During a student's school career the primary goal of teachers is to produce self-prepared learners by using such theories as Information Processing Model (IPM). By storing the information into long term memory (or a live document like a Runbook) the learner can retrieve it upon demand and apply to tasks, becoming a self-prepared learner.

Information Processing Perspective

Winne posited that motivational thoughts and beliefs are governed by the basic principles of cognitive psychology, which should be conceived in information-processing terms. Motivation plays a major role in self-

prepared learning. Motivation is needed to apply effort and continue on when faced with difficulty. Control also plays a role in self-regulated learning as it helps the learner stay on track in reaching their learning goal and avoid being distracted from things that stand in the way of the learning goal.

Student Performance Perspective

Cassandra B. Whyte (Whyte, 1978; Lauridsen & Whyte, 1985) [5] noted the importance of internal locus of control tendencies on successful academic performance, also compatible with self-regulated learning. Whyte recognized and appreciated external factors, to include the benefit of working with a good teacher, while encouraging self-regulated hard work, skill building, and a positive attitude to perform better in academic situations.

To increase positive attitudes and academic performance, expert learners should be created. Expert learners develop self-prepared learning strategies. One of these strategies is the ability to develop and ask questions and use these questions to expand on their own prior knowledge. This technique allows the learners to test the true understanding of their knowledge and make correction about content areas that have a misunderstanding. When learners engage in questioning, it forces them to be more actively engaged in their learning. It also allows them to self-analyze and determine their level of comprehension.

This active engagement allows the learner to organize concepts into existing schemas. Through the use of questions, learners can accommodate and then assimilate their new knowledge with existing schema. This process allows the learner to solve novel problems and when the existing schema does not work on the novel problem the learner must reevaluate and assess their level of understanding.

Application of Self- Learning in Practice

Edirippulige & Marasinghe (2011) [6] reviewed evidences of blending of self-regulated learning with new educational programmes such as e-Health teaching using different ICT technologies.

There are also many practical applications for self-regulated learning in schools and classrooms today. Paris and Paris [7] state there are three main areas of direct application in classrooms: literacy instruction, cognitive engagement, and self-assessment. In the area of literacy instruction, educators can teach students the skills necessary to lead them to becoming self-regulated learners by using strategies such as reciprocal teaching, open-ended tasks, and project-based learning.

Other tasks that promote self-learning are authentic assessments, autonomy-based assignments, and portfolios. These strategies are student-centered and inquiry based, which cause students to gradually become more autonomous, creating an environment of self-prepared learning.

However, students do not simply need to know the strategies, but they need to realize the importance of utilizing them in order to experience academic success.

These behaviors include, but are not limited to, the following: finishing homework assignments by deadlines, studying when there are other interesting things to do, concentrating on school subjects, taking useful class notes of class instruction, using the library for information for class assignments, effectively planning schoolwork, effectively organizing schoolwork, remembering information presented in class and textbooks, arranging a place to study at home without distractions, motivating oneself to do schoolwork, and participating in class discussions.

Examples of Self-Prepared Learning Strategies in Practice

Self-Assessment: fosters planning, assess what skills the learner has and what skills are needed. Allows students to internalize standards of learning so they can regulate their own learning.

Wrapper Activity: activity based on pre-existing learning or assessment task. This can be done as a homework assignment. Consist of self-assessment questions to complete before completing homework and then after completion of homework. This will allow the learner to draw their own conclusions about the learning process.

Think Aloud: This involves the teacher describing their thought process in solving a problem (Joseph, 2010).

Questioning: Following new material, student develops questions about the material (Joseph, 2010).

Reciprocal Teaching: the learner teaches new material to fellow learners (Joseph, 2010).

TSS 5. Innovative technology in educational process

The concept of «*innovation*» first coined over a century ago in cultural studies and linguistics to refer to the process of the transfer (Latin *transfere* – endure, move) – the penetration of elements of one culture to another and thus gaining new, not previously inherent qualities. Such penetration was considered as a crucial factor in the development of cultures. In modern world it is used in various fields of knowledge activities, especially in the economic sphere.

Innovative educational processes – due to public demand, integrated process creation, implementation and dissemination of innovations and changes in the educational environment, which made their life cycle. As in other areas of public life, in education innovation processes is not just the introduction of the new. Its are implemented as purposeful change objectives, conditions, content, tools, methods, forms of which are inherent novelty, high potential for improving performance in general or

in specific areas of the ability to provide long-term beneficial effect, consistent with other innovations.

The innovation problem in the educational system actualized after Ukraine got independence, which was caused by the following factors:

- new socio-economic changes necessitated fundamental changes in the organization of the education system, methodology and technology of teaching process in educational institutions of various types (school, high school, college, etc.) And the need to prepare a new galaxy of teaching and teachers;

- the humanistic tendency curriculum, new subjects to appeared and there was a need for teachers who could provide a creative, innovative approach to implementing these trends;

- unlike the conditions of strict regulation of the content and organization of the educational process in the Soviet period in the updated national school teacher was able to creating their own teaching laboratories, which undoubtedly requires gaining experience in innovation;

- entering schools in the market economy is competition between public and private universities, provides opportunities for young people to learn where innovation capacity and higher quality of education;

- turbulent changes in information society intensify the need for updated information and educational environment.

Innovations (innovations) do not arise spontaneously, but arise from systemic scientific research, analysis, synthesis teaching experience. The core of innovation in education is the introduction of the achievements of psycho-pedagogy in practice, research, compilation and dissemination of advanced domestic and foreign teaching experience.

Innovative process unfolds following logic:

- 1) rise – is the theoretical development of innovation and organized information and outreach;

- 2) assimilation – is testing innovations in one or more schools and diagnosis results;

- 3) saturation – if the result is positive innovation project, there is widespread implementation of innovations in mass teaching practice;

- 4) crisis – innovation completely exhausted its possibilities, and its results may deteriorate;

- 5) finish – innovation completes its existence, its replaced by other innovations.

Information technologies are used for scientific and methodical study of building content software for certain principles, namely: individualized learning, developmental education, combining theory with practice, creativity, exactly focus on the creative potential of students in learning. For learning and knowledge control uses specially producing automated (computer) program: training and supervising.

So, modern education, influenced by scientific and technological progress and information boom has long been in a state of continuous organizational reform and rethinking of established psychological and educational values. At the present level of civilization of the special role played by innovative potential of society that requires people able to systematically and constructively think, if you want quickly find the information you need to make adequate decisions, create fundamentally new ideas in different fields of knowledge. This in turn creates a social order for new approaches in education, new pedagogical thinking, a new attitude of the teacher in their activities, which resulted in education should be «innovative human». For this purpose the education sector should dominate the spirit of creativity, constant search, which is a breeding ground for new ideas, aspirations, and achievements.

TSS 6. Bachelor degree state exams (Economic Sciences Department, Specialization Finance with the knowledge of English, Petro Mohyla Black Sea State University)

According to the law of Ukraine «About higher education», *bachelor degree* is an educational qualification of higher education of a person who on the basis of secondary education received basic higher education, basic and special skills and knowledge enough to perform certain kind of work for primary positions in a certain kind of economic activity. The program Bachelor consists of general fundamental, humanitarian and socio-economic subjects, special subjects relevant areas of training, and different types of practical training [1].

According to the law of Ukraine «About higher education», *basic higher education* – is an educational level of the person based on the program completed secondary education learned the educational part of appropriate educational and professional programs [2].

The Bachelor of arts must be able to solve problems and tasks of social activities that require:

- understand the essence and assess historical events and present-day political, economic, cultural, social events and phenomena;
- apply and use the scientific and cultural heritage of world civilizations;
- understand the external and internal policy of the State; to know its history and specific;
- understand the essence of economic and social relations between individual social-groups of the population;
- to make decisions and choose the strategy activities, taking into the general values and social, governmental, industrial and personal interests;

- to know and comply with the norms of the current legislation and generally acceptable norms of behavior;
- create normative social production relations between members of the Working Group on the legal basis and democratic principles;
- proficient in English and one or two foreign languages at the level of the free professional and public communication;
- use of modern information technologies;
- adapt the activities of (his band) the requirements and conditions of the consumer;
- to know the scientific basis of physical self-improvement and promote healthy lifestyle;
- high carry the honor and dignity of the citizen.

Persons who have successfully passed the state certification receive a documents about receiving basic higher education in the relevant direction of training and qualification Bachelor.

Student of higher educational establishment after gaining basic higher education may:

- continue training the day time form for Master's program or specialist;
- interrupt their studies, and then continue it on the program specialist or master's degree by on the external form (distance) form, or an external student, if such forms exist in this scenario higher educational establishment.

State requirement for training specialists and masters of form within the reception on the proposal of higher educational establishment.

In Ukraine getting Bachelor degree lasts 4 years for technical and humanitarian specializations for full-time studying and 5-6 years – for external studying [3].

Peculiarities of arranging the state exams on Bachelor degree

The purpose of the state exam bachelor – setting the level of training of graduating higher educational establishment to execution professional solutions.

Examination by the State Examination Board, which is created with leading experts of the Department and approved by the order of rector.

State examination for bachelor conducted either orally or writing forms, in accordance with the Commission's decision, according to the program, compiled on the basis of high school discipline that are in the curriculum and educational and vocational training program for bachelors specials.

In the case of passing the exam, a graduate student is given state diploma, which indicate qualification. Students who did not pass the exam

in specified period for final state attestation (benchmark testing) are expelled from the academy and receives, in his personal application, academic certificate or diploma of undergraduate education.

Persons who did not pass the state exam on the «Bachelor» is allowed to pass it again.

The admission of persons for the re-examination of the state's degree possible within 5 years after the passage of the final state certification for the first time. Repeated final certification tests may be administered no more than twice within 5 years.

The head of the department together with the dean points the head of the state exam commission (professor and doctor of science from other university) and the other members of the commission. The members of commission can be PhD, candidate of science and associated professor.

The list of the members of the commission including the head is proved by the Ministry of Education, Sciences, Youth and Sport of Ukraine.

The exam card consists of theoretical and practical parts. There can be 3-4 tasks total.

Answers to the questions should be scientific and based on the relevant laws and theories, logically constructed.

If the exam consists of oral and written parts, each part is evaluated separately (maximum «100» – excellent).

Bachelor degree state exams at Petro Mohyla Black Sea State University

This research was made based on data of Economic Science department at Petro Mohyla Black Sea State University (specialty «Finance and credit with the knowledge of foreign language /English/»).

In the end of the fourth studying year the students «Finance and credit with the knowledge of foreign language» pass three state exams: economic theory, professional block and English. The state exam on Economic theory is passed in written form. The professional block consists of 4 disciplines such as: financial analyses, physical activity of the subjects of enterprise, insurance service and safety of the activity. The professional block is passed orally. The last state exam is English. It is passed orally and written [5].

The main purpose of the state exam in English is the final control of students' gained proficiency in foreign (English) language as part of the training, inspection of the formation of communicative ability in professional and situational communication, evaluation of the level of skills and business communication skills in a foreign language at the level of autonomous experienced user which provides the necessary communicative ability in professional situations in oral and written forms, mastering the latest technical information from foreign language sources [4].

State exam includes examining the depth of students' practical knowledge of English fluency in professional terminology and presentation skills, knowledge of the profession.

Examination cards consists of questions based on profiling courses in the curriculum prepare students for a qualification «Bachelor in Finance and Credit with foreign language»: «Economics», «Macroeconomics», «Micro», «Finance», «Management», «Accounting «and others. The main topics of these courses students should present fully, using knowledge of the English language. Foreign language training of bachelors «Finance and credit with foreign language» implies the formation of students' high level of foreign language competence that allows them to speak fluently in English on professional topics.

Questions included in the examination of cards, coincide with themes explored in both Ukrainian and English during training.

Criteria for evaluation of exam: knowledge theory, independence in presenting the material, the appropriate level of creativity in analyzing specific situations.

The oral and written parts are evaluated separately: excellent (100-90), good (89-75), satisfactory (74-60).

The state exams check the level of getting knowledge and show student the necessity to continue studying for master degree [6].

Conclusion. Based on the scientific literature, laws of Ukraine the peculiarities of bachelor degree state exams were found out. The main idea of state exams at the universities in Ukraine is the evaluation of gained knowledge, skills with the purpose to motivate students continue education for Master degree. On the example of the Economic sciences Department of Petro Mohyla Black Sea State University the state exams on specialty (Finance and credit with the knowledge of foreign language) were analyzed. The number and the structure of the state exams allow to evaluate the students preparation effectively and objectively.

**TSS 7. Master degree (on the example of Economic Sciences
Department, Specialization Finance with the knowledge of English
Petro Mohyla Black Sea State University)**

Origin and development of Master degree in the world

According to Wikipedia [2] «Master degree» – is educational and qualifying level of the higher education of the person that is based on bachelor level degree. It notifies that a person got the full higher education ,special knowledge and skills, enough for performance of professional tasks and duties of certain level of professional activities.

Obtaining qualification of the master can be carried out also on the basis of the appropriate educational and professional program of specialist training. The specified educational and professional program of training of the master includes profound fundamental, humanitarian, social and economic, psychosocial-pedagogical, special, scientific and practical preparation. The higher institution provides educational and professional programs of masters degree training on specialties of 4th accreditation level.

Persons who successfully passed the state certification, receive documents of the established sample about getting full higher education in the specialty and qualifications of the master.

At the moment «master degree» is considered as the level of the highest point of full higher education in Ukraine. After a magistracy there is a postgraduate studying, doctoral studies etc.

The duration of Master degree training in Ukraine is 1-1,5 years (full time studying) and twice as much as it if it is part time studying .

The word «master» – has Latin origin and it means «instructor», «teacher», «head». In Russian translation the word «master» mean «expert».

In Ancient Rome the word «master» meant the important official. In Byzantium «master» used to be the highest title of the office nobility. In the Middle Ages «master» was a special rank which was carried by the teacher of «seven free arts».

Later «master» became the lowest in comparison with doctor's a scientific degree at philosophical faculties of the West European universities.

In modern Anglo-American system of the higher education the master is intermediate between the bachelor and the doctor of science degrees.

In Russia the scientific degree of the master along with scientific degrees of the candidate and the doctor of science was introduced by Alexander 1st in January, 1803. In 1884 the scientific degree of the candidate of science was cancelled by the university charter were awarded (since that time there where only two scientific degrees – the master and the doctor of science in Russia).

Awarding of a scientific degree of the master was carried out after passing of master examination and defending of the dissertation. So the pre-revolutionary master of sciences was approached to the modern candidate of science.

After revolution of 1917 scientific degrees were cancelled. In 1934 scientific degrees of the candidate and the doctor of science were restored.

In the 1980 s master training became actual again, considering requirements of economy and a labor market. But only in 1992 training of bachelors and masters started to be used as well as specialists training [1].

Bologna Declaration and its influence of Master degree development

Since the creation of European Higher Education Area (signing the Bologna Declaration in 1999) national education systems have been creating the unify approach combining benefits of all European countries education system.

It will increase mobility of students, teachers, the administrative personnel, strengthening of ties and cooperation between higher education institutions of Europe and gain big appeal on world «the educational market».

Process provides distribution of the same educational cycles (a bachelor degree – a magistracy), introductions of systems of the educational credits uniform or easily giving in to recalculation (test units), identical forms of fixation of received qualifications, a mutual recognition of the academic qualifications, the developed structures of ensuring quality of training of specialists etc.

Ukraine joined Bologna Process in May, 2005 [2].

Master degree in Petro Mohyla Black Sea State University

In Ukraine Master degree's duration is 1-1,5 year. At Petro Mohyla Black Sea State University it takes 1 year to get Master degree on Finance and Credit. Master degrees taking on Computer Sciences, Medical Equipment last 1,5-2 years.

Those who get Bachelor degree can apply for Master on the completion base. The rating is made based on which students are taken for Master degree. The rating is made on 5 positions:

- a) average grade on entrance exam on Ukrainian language (restor 's testing in the end of 4th studying year);
- b) average grade on entrance exam on English (restor 's testing in the end of 4th studying year);
- c) average index of all grades of Bachelor degree diploma;
- d) average grade of state exams (3 exams);
- e) results of scientific and international work (participation in conferences, seminars, exchange programmes, academic programmes).

Entrance exams on Ukrainian and English are held in the end of 4th studying year and consist of 48 tasks each. Each task is evaluated in 1 point.

The result of scientific work are evaluated as the following:

- printed report on students universities' conferences – 2 points;
- printed report on the Ukrainian conferences – 3 points;
- printed report on the international conferences – 5 points;
- scientific printed article – 8 points;
- award (certificate, diploma) for participation in the international competitions – 10 points;

- international language certificates – 10 points;
- certificate about scientific or studying exchange academic programmes – 5 points;
- participation in the exchange programmes (not-academic-Work and Travel) – 3 points.

Master degree studying consists of 3 trimesters. First and second trimesters include professional training such as Professional English, International finance, Financial Law and so on. The third trimester is oriented to practice – at financial establishments and university. Students are allowed to preform a series of classes for junior students on Main Core. Also it includes the thesis writing. The topic of the diploma should be chosen by the 1st of October, then the work is done under the scientific tutor supezvising.

The defense of the thesis is preformed in June. The languages of defense may be English and Ukrainian but the majority of students prefer defending in English. It gives a lot of benefits for future. Defending in English means the preparation of work annotation and the presentation in English [4].

TSS 8. Professional training of economists in Ukraine and Great Britain (compare issues)

The purpose of professional training of economists (according to Branch standard of Higher Education) is to form competences of economists that can combine both professional and personal skills.

Competence (according to the International Board of Standards for Training, Performance and Instruction) is the ability of a person to perform professional – oriented activity.

The content of professional training of economists consists of 4 blocks of courses: General educational, Innovative- practical, Fundamental, Special training which all together provides complex professional training and personal formation of economists.

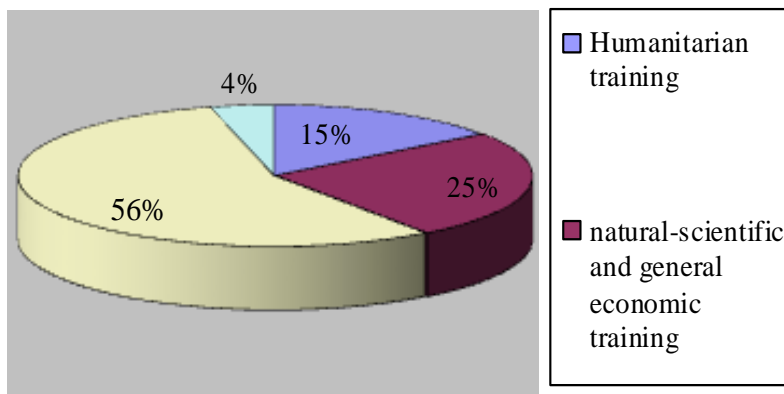
The main tasks of the professional training of economists are:

- to create the conditions for students' self-fulfillment as an active member of the society who is able to implement the strategy of the development of the country;
- to provide high level of mobility of students and lecturers;
- to form modern scientific and professional development of students;
- to provide the conditions of the formation of leadership skills of students;
- to increase the level of professional teaching at university;
- to use innovate technology of teaching to increase the level of professional training of students according to the European standards.

Professional training of economists at BSSU consists of:

1. humanitarian training (Philosophy, physiology, political studies, sociology, Ukrainian, law, history, logic, ethics)
2. professional training (management, marketing, accounting, national economics, regional economics, local finance, financial analyses)
3. natural-scientific and general economic training (Math, micro-economics, macroeconomics, higher math, statistics, economic-math modeling)

Professional training of economists at universities of Ukraine



International American University Richmond in London

Economic Sciences Department:

- Business Administration;
- International Business;
- International Economics;
- Business Administration and Marketing.

Bachelor Degree (3 years) consists of: Professional training (27 %), Psychological and pedagogical training (13 %), Practice (27 %).

University college St Mark and St John Plymouth

Professional training of economists (Bachelor Degree) lasts for 3 years and consists of:

- Professional practice – 35 % (4 weeks after each studying year / internship / and 2 months in the end of studying period);
- Professional training – 45 % of total studying hours;
- General (humanitarian training) – 20 %.

Professional training includes Psychology of management, Management in strategic context, Leadership in Management.

Institute of Business and Management of University of Edinburgh

Bachelor degree (4 years) theoretical and practical training (1st-3^d studying years), scientific work (4th studying years)

1st studying year:

– basic course of economists: management, finance, marketing, accounting;

– general training course: foreign languages, computer studies;

– special course: psychology and introduction to leadership.

Main aim of the 1st studying year: provide the general knowledge of the chosen specialty and form the primary skills of management and interaction with the team.

2nd studying year:

– methods of business research and analyses: technologies of quality and quantity analyses, planning of the career growth;

– management Activity: business, economics, finance, methods of optimization of professional activity, international business, marketing.

Aim of 2nd studying year – formation of management and analytical skills.

3d studying year:

Leadership, analyses, management.

Aim of 3d studying year is formation of strategic planning and improving the level of gained professional skills.

Conclusion. Professional training of economists both in Great Britain and Ukraine is oriented to the development of professional skills of students as well as to the development personal skills.

However,

– the professional training of the economists in Great Britain is narrower;

– has more oriented professional direction;

– great attention is paid to practice to transfer theoretical knowledge to practical one.

Attention is paid to scientific work which is considered as the index of professional achievement.

TSS 9. The Process of Studying at Post Graduate Institution

Postgraduate study – the main form of preparation of scientific and pedagogical and scientific shots at higher educational institutions or the scientific organizations.

The main objective of training in postgraduate study – independent scientific work – research in the chosen area which results are embodied in the dissertation.

The dissertation – a special form of the scientific work having qualifying character, prepared for public protection and receiving a

scientific degree. In case of successful protection of the dissertation the scientific degree of the candidate of science is appropriated.

History and definition of the postgraduate study

Although systems of higher education go back to ancient Greece, China, the Indian subcontinent and Africa, the concept of postgraduate education depends upon the system of awarding degrees at different levels of study, and can be traced to the workings of European medieval universities. University studies took six years for a Bachelor degree and up to twelve additional years for a master's degree or doctorate. The first six years taught the faculty of the arts, which was the study of the seven liberal arts: arithmetic, geometry, astronomy, music theory, grammar, logic, and rhetoric. The main emphasis was on logic. Once a Bachelor of Arts degree had been obtained, the student could choose one of three faculties – law, medicine, or theology – in which to pursue master's or doctor's degrees. Theology was the most prestigious area of study, and considered to be the most difficult.

The degrees of master (magister) and doctor were for some time equivalent, «the former being more in favor at Paris and the universities modeled after it, and the latter at Bologna and its derivative universities. At Oxford and Cambridge a distinction came to be drawn between the Faculties of Law, Medicine, and Theology and the Faculty of Arts in this respect, the title of Doctor being used for the former, and that of Master for the latter.» Because theology was thought to be the highest of the subjects, the doctorate came to be thought of as higher than the master's [1].

Peculiarities of postgraduate establishment in Ukraine

In Ukraine study in postgraduate study is carried out in correspondence and internal forms. Training term in a day form shouldn't proceed more than three years, and in a correspondence form – no more than four years. Training on a correspondence basis is made, according to programs and the rules established for an internal basis of training, considering more long term of training. The graduate student for term of training is obliged:

- to execute the curriculum;
- to pass all candidate examinations and in a special subject;
- to publish article in scientific or foreign editions;
- to write dissertational work, to present it for collective discussion of letting-out chair, to receive the decision about the executed dissertation.

In Ukraine according to «The provision on preparation of scientific and pedagogical and scientific shots» graduate students and doctoral candidates have the right on:

- receiving the state grant of the established size in a case transfer on training with a separation from production by the state order;
- training interruption for a good reason with its further continuation;

- annual vacation up to two calendar months which join in total period of training in case of transfer on training with a separation from production;
- participation in elections in self-government institutions of a higher educational institution, scientific institution;
- a joint appointment according to the legislation of Ukraine;
- employment according to the typical agreement in a case transfer on training by the state order or the contract (in case of training out of the state order).

Assignment by higher educational institutions, scientific institutions on graduate students and doctoral candidates of the duties which have not been connected with preparation of the dissertation, is forbidden.

Training term in postgraduate study and stay in doctoral studies joins in a scientific and pedagogical experience.

Training in postgraduate study, as a rule, proceeds within 3 years (at a correspondence form – four). For receipt it is necessary to have qualification of the expert or the master, to receive a consent of future research supervisor and to hand over 3 examinations (specialty, a foreign language, philosophy).

Results of entrance examinations in postgraduate study are valid within calendar year.

The graduate students who are training on the job and successfully performing the individual plan of work, on a place of work are granted additional paid annual leave lasting 30 calendar days for delivery of candidate examinations and performance of work on the dissertation and, at will, within four years of training – one free day from work in a week with its payment at a rate of 50 percent of an average salary of the worker.

For the successful termination of postgraduate study the graduate student should prepare the dissertation manuscript, and also hand over a candidate minimum – 3 examinations:

- specialty;
- foreign language;
- philosophy.

Candidate examinations are accepted orderly, two times a year in the form of sessions. In case of giving by the competitor in a specialized academic council of the dissertation before protection candidate examination can be accepted out of session.

Thus, modern students from all over the world want to go into higher education in postgraduate study. In some countries it is developed more, in some – it is less. Students of Ukraine get worthy education in the country, the best, than the abroad. In Ukraine good experts with qualitative knowledge today are requested, the state is interested in it.