

PRODUCTION: SYSTEM APPROACH

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Annotation. *In article pedagogical process as the system of vocational training of mechanical engineers in agrarian higher education institution is analyzed. It is concretized that pedagogical process should be considered as motivated, expediently organized and substantially saturated system of interaction of subjects and objects of teaching and educational process on training of students for professional activity and public life. As systems are carried to the basic structural elements of pedagogical process: the purposes (for what pedagogical process is carried out?); activity of the teacher (who will organize pedagogical process?); activity of the student (who is object of pedagogical process?); contents (to what to learn and to bring up?); methods of training and education (in what ways have to achieve goals?) form of education and education (where when, as well as pedagogical interaction what is the time has to be carried out?); the tutorial and education (by means of what objects or subject situations have to carry out pedagogical interaction?); control of results in combination with self-checking (an obligatory element of any activity).*

By results of the structurally functional analysis of subsystems of modern pedagogical process of agrarian higher education institution the following directions of modernization of training of mechanical engineers are allocated: competence-based direction of agroengineering education; pedagogically expedient application of a complex of tutorials; choice of methods and forms of education, adequate models of the modern engineer landowner; purposeful development of professional qualities of future engineers by means of interactive technologies; use of system of control methods of results of competently focused training of specialists; cultural development of pedagogical interaction of subjects of pedagogical process.

Key words: *system, pedagogical process, competence-based approach, directions of modernization, vocational training, mechanical engineer, agrarian higher education institution.*

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CONCEPTUAL FRAMEWORK OF FOREIGN LANGUAGES DIVERSIFICATION IN UKRAINE

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Abstract. *The paper presents the concept of the notion "diversification"; the process of foreign languages education diversification in Ukraine has been proven theoretically, the structure, purposes and principles of the Ukrainian foreign language education have been determined. Diversification is one of the ways straight forwarded at higher education system reform in Ukraine. As a contemporary educational paradigm, it is a model which is focused at the individuality, and at forming relevant competences; characterizes increasing level of flexibility of the educational system, its ability to fast adjustment. Diversification has become the main perspective in the sphere of foreign language education, and is imple-*

mented through the multilevel approach in foreign language education, multifaceted linguistic policy; flexibility of foreign language curricula and syllabus design; amplification of foreign languages nomenclature, strategies in examining of teaching foreign languages mode; the quantity of the elements of foreign communicative competence. The concept of foreign languages education diversification lies in its multilingualism and multicultural sphere. The content of the foreign language education in Ukraine is determined by its purpose, tasks and results of the foreign language training; foreign communicative competence elements complying with the languages nomenclature. Pedagogical issue of the foreign language diversification has not been completely studied in the aspect of theory and virtually it has not been researched in the matter of the educational mode to provide this process; there is no particular way to define its essence and approaches to the solution of the issue, which preconditions the rationale of the scientific research.

Keywords: *diversification, education, foreign languages education diversification, foreign languages communicative competence.*

Introduction. The concept of the diversification in education comprises the range of educational establishments, curricula, qualifications; diplomas and their nostrification; multilevel approaches and sublevels of education, basis and term of graduate and post graduate education: education management [4]; multichannel funding, opportunities and prospects for getting a degree, the right to draft individual educational locus taking into account interests, aptitude and demands [5]. Diversification is one of the trends of foreign languages (FL) education development and reformation in the light of the multilingual nature which is typical for Ukrainian system of higher education, general linguistic and educational milieu; integration into European linguistic and security space; necessity in a high-grade educational process due to the means of various instruments applied in diverse linguistic frames. Thus, diversification has become the main perspective in the sphere of FL education and is implemented through the multilevel approach in FL education, multifaceted linguistic policy; flexibility of FL curricula and syllabus model; amplification of FL nomenclature, strategies for examination and expansion of FL teaching mode; the quantity of the elements of foreign languages communicative competence (FLCC), etc. Pedagogical issue of the FL diversification has not been completely studied in the aspect of theory and virtually it has not been researched in the matter of the educational mode to provide this process; there is no particular way to determine its essence and approaches to the solution of the issue.

Certain aspects of the diversification problem-matter in Ukrainian education require further research and solution, inter alia: lecturer's professional genesis research; determination of the diversification locus in the system of relations – "lecturer–student"; definition of the FL acquisition hallmark, assessment of the effective methods of FLCC development; institutional and economic mechanisms elaboration and application in diversification management at higher educational establishments.

Pedagogical issue of the FL diversification in Ukraine preconditions *the rationale* of the scientific research and claims settling the argument between:

- the requirement of the state demand for well-qualified specialists with FL knowledge, taking into account vast spectrum of foreign languages, current and potential demands of professional assignments and limited conditions at Ukrainian educational establishments for FL teaching;

- contemporary demands for FL teaching at the international level and mal-developed theoretical and methodical framework to scheme overall process of FL teaching in Ukraine;

- traditional and innovative approaches proper to the FLCC development that demand constant foreign language lecturer's career enhancement and a specialist with a FL knowledge.

Analysis of recent researches and publications. The search for possible ways out of the crisis in the sphere of the Ukrainian educational system has become the matter of numerous publications which reflect various scientific milieus: pedagogy, linguistics, economics, sociology, management in education. However, it is worth mentioning that national and foreign literature almost lacks multifaceted cross curriculum nexus and fundamental research aimed at studying diversification phenomenon. In certain works scientists research specific aspects of diversification of the higher educational system, inter alia: L. Kharchenko considers diversification as a phenomenon, form, strategy, process and describes a contemporary model of the higher educational establishment; N. Tverezovskaya deems diversification to be the paradigm of the contemporary education; M. Lysenko provides insight into the diversification of higher education in Ukraine; L. Sergeyeva highlights the framework of the professional education diversification; R. Choudaha deals with diversification key to the international higher education and international student mobility. The problem-matter of FL education has been considered by E. Goryunova – factors for FL education diversification; I. Saffiulina – principles of diversification for FL teaching at universities; O. Tarnopolskyi – the variety of elements in FL teaching curriculum; B. Hofeisen, G. Neuner – diversification as an alternative program for teaching new FL in comparison to the dominant position of the English language; F. Koenigs – the model of the controlled diversification and acceptable multilingual prospect; H. Krumm – multilingual prospect and cross cultural education.

A foreign language plays an essential role in providing qualified education which has been defined in the international articles and recorded in standards. Such documents as World Declaration on Higher Education for the Twenty-First Century: Vision and Action (UNESCO, 1998); Recommendation No R (98) 6 of the Committee of Ministers of Council of Europe Concerning Modern Languages (1998); Action Plan "Promoting Language Learning and Linguistic Diversity 2004-2006"; New Framework Strategy for Multilingualism (2005); Multilingualism: an Asset for Europe and Shared Commitment (2009); Strategic Framework for European Cooperation in Education and Training (ET 2020), Framework Program "Horizon 2020" (2015) emphasize the political essence for the development of diversification strategies and intensification of FL acquisition which aim to promote multilingualism in Pan European context.

Ukrainian state educational policy deals with the matter of the multilingualism which is highlighted in the respective documents: the Constitution of Ukraine, Education Act of Ukraine (2017), Higher Education Act of Ukraine (2014), Cabinet of Ministers Act "National Program "Education" (Ukraine XXI Century)", "National Doctrine on education development in Ukraine in 2012–2021", "National Security Strategy in Ukraine (2015)", President's Act "On declaring 2016 a year of the English language in Ukraine" (2015), National Program on Studying and Promoting Foreign Languages "Go Global" (2015), Projects of the Concept of foreign language education in Ukraine (2011), Concept of education development in Ukraine in 2015–2025 (2014), Ministry of Education and Science of Ukraine Act "On declaring 2017–2018 academic year a Year of the German language in Ukraine" (2017).

The purpose of this article is to define the terms "diversification", "higher education diversification", "foreign languages education diversification" and to prove theoretically the process of the content diversification in foreign languages education in Ukrainian society.

Methods. The methodology applied is based on the scientific and pedagogical methods of theoretical research (scientific literature review, conceptual analysis of national laws,

regulations and didactic literature, synthesis, deductive and inductive reasoning, generalization and systematization) with the aim to present and set forth effectively the necessity of FL education diversification, and therefore the importance of the reformation of higher education in Ukraine.

Results. Since the year of proclaiming independence in Ukraine there has been extensive applying of legal, material and technical resources, personnel and administrative resources of the former soviet system and their adjustment to the needs of the independent state. At the same time the educational sector has accumulated numerous problems of the systematic character, inter alia: inferiority of the educational sector; material and technical infrastructure decline; inefficiency, excessive centrality of the administrative and financial systems; inequality in getting qualified education; law approximation; poor qualification of the academic personnel, unsystematic renewal of the education content; lack of effective monitoring and control of its quality. Actual educational crisis resulted in such phenomena as: increasing gap between the society and education development; its conservative nature; traditional education system decline; irrelevant results of the educational process to the needs of the Ukrainian society and financial expenses; failure of the modern educational administrative system to overcome economic, administrative and management challenges in Ukraine.

Contemporary educational paradigm is addressed at its reforming, democratization and inter alia diversification. Diversification (*Greek – sample, model; Latin – diversus – different, facere – act*) is a model which is focused at the individuality and at forming relevant competences; characterizes increasing level of flexibility of the educational system, its ability to fast adjustment, requirement to take into account society's demands to the results of the educational systems [5]; expanding the system of the professional education; acquiring new forms and functions. The term "diversification" in the meaning of expanding the spheres of activity has been widely used in the economy in the middle of 50s in the XIX century. In the education, this term appeared in 60-70s of the XIX century in Western Europe due to the crucial need to reform structurally the educational system; diversify types of educational service; form new kinds of activity. In the process of integration into global space countries of the world follow the diversification, yet preserving their historic peculiarities and shaped educational traditions. Ukrainian educational system has been grasped by the vast innovative process in 1980–1990. Diversification has been included into the agenda in Ukraine in 1992 when the multilevel structure of the higher education was implemented. It motivated the development of Ukrainian education and promoted the quality to reach the international level; expanding traditional educational content.

Arguments mentioned above give us the grounds to argue that nowadays the first phase of the global educational system diversification has reached its final point both at the national and international levels connected with increasing number of educational establishments. The second phase connected with the settling the argument of content character and alternations occurring in the science and pedagogical practice has begun. Effective higher education diversification in Ukraine requires: detailed analysis of this social and pedagogic phenomenon at national, state, field, regional and local levels; defining the concept; specification of the term lexis, structure and content of the notion "diversification" and its hallmarks. The development is a key characteristic of the diversification, first of all – multifaceted. Due to the diversification, higher school is focused at supporting dramatic distinctions in curricula and functions of the higher educational establishments in respect to various social, cultural and economic conditions. Higher education diversification integrates: the tendency to develop all kinds of education; social and structural alterations and transformations of the higher educational establishments; principles of the educational policy; institutional transformation; levels of education, multifaceted development of educa-

tional syllabus, systems, forms of education, preparation courses, nomenclature, format and content of the educational service and means of their applying, advancement of the higher education financing [2].

Diversifying higher education models, recruitment method and criteria are essential both to meet increasing international demand and to provide access to various delivery modes and to extend access to the ever-wider public, in a lifelong perspective, based on flexible entry and exit points to and from the system of higher education. Consequently, higher education diversification stands out as one of the trends aimed to reform the higher education system, and as a complex social and pedagogic phenomenon which characterizes contemporary phase of the education development, its crisis, reflects formation of a new educational paradigm focused on the individual. Among the most essential hallmarks of the diversification in higher education we emphasize the following: cross curriculum linkage (cross curriculum integration, supra curriculum); variation (school, college, higher educational establishments); multilevel system (Bachelor's program / Magistrate's program, post graduate program, career enhancement program).

FL education development in the way of structural diversification, consequently content modernizing is undergoing changes as well due to the alterations in higher education. The concept of the term *foreign languages education diversification* comprises: language diversity, multilingualism, plurilingualism, multifunctional opportunities. Considering FL education as an indispensable part of the higher education and compulsory part of the multilevel education we share the scientific argument of the term "education in the fields of all (target/native) languages and cultures" [1]. The concept of FL education diversification lies in its multilingualism and multicultural sphere (studying the biggest possible amount of languages during the period of the academic studying). Yet, the prerequisite for this is the argument that FL education diversification requires the realization of three pillars – democratization, demonopolization and individualism which reflects such principles as: diversification, multilevel standard, multilingualism, long life learning, differentiation, structuralism, flexibility, accessibility, consequence, integration, stylization, integrity and openness.

Methodical frameworks of the diversified pedagogical system reflect interaction and interconnection between different approaches of FL teaching (systematic, competence based, learner-centered, domain specific, social and cultural, etc.) Theoretical frameworks define basic concepts, theories, articles, definitions which precondition comprehension the essence of the FL education development, specific tasks, principles, structure, methods and techniques for teaching foreign languages.

The mainstream direction for promoting FL diversification is: long life FL learning, promoting FL teaching, facilitating and creating beneficial milieu for FL learning; diversity of means, methods and techniques, forms and interaction between the members of the FL acquisition for professional purposes; knowledge and other integrated FL macro skills due to the needs of life circumstances, and teaching of such languages is meaningful only in the natural professional context; pluralism and discrepant national educational systems; the existence of alternatives and levels of FL training; the reality of various scientific educational concepts; peculiarities of educational traditions; political, social and economic, cultural spheres of the country; development and availability of such conditions and mechanisms with the aim to extent opportunities for development and realization of personal potential, yet which do not impede the rapprochement of various educational systems [3]. Thus, FL education diversification provides its relevance of the content to the needs and challenges of the modern society, creates conditions for constant renewal of the FL education content, its transformation of knowledge economy and promoting high-rate FLCC. FL diversification is such an instrument that gives the opportunity to the person with any level of the FLCC to get necessary knowledge in the field of linguistics any time when needed

(Promoting Language Learning and Linguistic Diversity: An Action Plan 2004–2006). The content of the FL education is scientifically grounded by the system of didactic and methodical educational resources in foreign languages for various educational levels and is defined: by the purpose and tasks of the FL education; competences; academic results in the FL course; linguistics, didactics, methodology, psychology and psycholinguistics achievements, and national documents as well as instructive and methodology sources.

FL education diversification content is multifaceted and highlights: definite matters of a language functioning in the society; theoretical minimum data concerning a language and its system; functional communicative system; communication standards, relevance, ethical grounds, multifunction, social and cultural information. Consequently, the content of the FL education is structured according to four comprehensive content lines – linguistic, social and cultural, pragmatist that combine and integrate naturally, yet they stay as relatively independent elements of the FL education content and on the whole form FLCC.

In the modern competitive world, it is not enough to know one foreign language, knowledge of two or more FL is urgent. Person's multilingualism ought to become the outcome of studying foreign languages which requires sensible division of language systems and relatively uncomplicated transition from one language to the other due to the circumstances and life conditions. The report by the British Council (2013) found that the UK had "fallen behind by not devoting sufficient time, resources and effort to language learning" and that the resulting language deficit, if not tackled, would be a threat to Britain's competitiveness, influence and standing in the world. The report concluded that the UK needed "to build on its exiting language learning profile to include a wider range of languages and to enable far greater numbers of people to learn languages" (Framework for Consultation on a Foreign Languages for Ireland, 2014). The same can be said for Ukraine which intention is to develop a FL strategy that covers post-primary, further and higher education. Ukraine has its own linguistic heritage: state language (Ukrainian); languages of minorities (Russian, Moldavian, and Hungarian); international lingua franca (English) and so on. Nowadays the array of foreign languages expands from traditional Western European (English, French, and German) to Eastern European (Polish, Czech, Serbian, Croatian, Romanian, Slovak, and Russian) and Oriental (Chinese / Mandarin, Japanese, Turkish, Arab, Persian etc.). We converse about multilingualism (ability to speak a few foreign languages during the life) to fill the labour market with well-qualified staff for cooperation in the multicultural and multilingual economic sphere.

Thus, some evident shift in the FL diversification at Ukrainian secondary schools and higher educational establishments has been observed. Till 2002 FL training started from the 5th grade, yet from 2002 – since 2nd grade. In 2012, according to the State standard for primary comprehensive school (Cabinet of Ministers Act № 462, 20 April 2011) the decision to study one foreign language as a compulsory subject from the 1st grade was taken (Multilingual Europe, 2012). In 2015, the project for increasing the number of academic hours for FL studying in comprehensive schools was considered (Ministry of Education and Science of Ukraine Act № 855, 7th August, 2015), English language as an optional subject for non-linguistic faculties was recommended (Ministry of Education and Science of Ukraine Letter № 1/9-126). In 2016, English language knowledge (Level B2) according to the Common European Framework of Reference for Languages became a compulsory demand for Ukrainian scientists (Ministry of Education and Science of Ukraine Act № 13, 14th January 2016).

The tendency to FL education diversification reasonably preconditions the expanding of the functions and renewal of the foreign languages' tasks in the society. First of all, it is: preparation for social interaction; mastering methods if the individual FL training; ability to implement compensatory skills in case of language devices deficit; resourceful FL applying

for self-expression; target and native language discrepancies comprehension; formation of the personal style of studying; self-control; FLCC development and enhancement.

Professional experience of FL teaching at Ukrainian higher educational establishments proves that students completely realize the essence of the FL training for their future career and require double-type competence (professional and foreign language competences). Thus, the range of opportunities for students in choosing extra curricula and individual arrangement of the compound studying module can be provided. Higher educational establishments encourage those involved in the process of FL training and multilingualism development; implement various pedagogical techniques; arrange special foreign languages courses; enhance cross curriculum integration; individual work; participate at scientific events, foreign languages Olympiads; international exchange programs, international projects, international monitoring surveys, international projects and grants for teachers / lecturers / scientists, foreign countries cultural centres' projects in Ukraine and many other for passing FL examinations, international certification and FL promotion in Ukraine with the aim to promote national education development.

Alongside with the powerful programs covering the matter of FL content renewal, Ukrainian scientific and pedagogic society takes into account challenges which hamper diversification, inter alia: settling the argument between the need in multilingual and multicultural person and actual dominance of the English language; reduction of higher educational establishments which provide other foreign languages; loss of interest and motivation to study some foreign languages; taking into account peculiarities and the level of complication of certain FL compared to English; unrealized principle of succession in teaching foreign languages in the chain "school – higher educational establishment"; taking into account the specific factor of mastering the second foreign language at linguistic faculties; limited opportunities for studying FL at non-linguistic faculties; lecturer's career enhancement.

Discussion. Drawing the conclusion, we can state that FL diversification in Ukraine is: preconditioned by the emergence of the academic autonomy, enhancement of the higher educational establishment self-governing arrangement of the pedagogical pluralism; anticipates theory and practice study of the educational systems structure in the developed countries, international experience application in the Ukrainian education; necessity to take into account nomenclature, amount and status of foreign languages; expects diversity of curricula, introduction of polytechnic education and wide range of the foreign communicative competence elements, extension of the cultural and educational milieu at higher educational establishments; requires arrangement of multilevel system of FL training and purposes distinction in FL teaching depending on the level of education and certain curriculum; provides multilingual communication (national (Ukrainian) minority languages (Russian, Moldavian, Hungarian), international lingua franca (English) and other foreign languages (German, French, Spanish etc.) which advances the quality and level of national education, guarantees its engagement into European and world educational systems.

Further scientific perspectives in the matter of settling the argument of FL education diversification and development are: studying and analysis of theoretical and practical experience in the issue of education systems in the developed countries to improve contemporary training of students in Ukraine and to promote successful integration of the Ukrainian national education into the international educational milieu; inquiry of the FL teaching peculiarities and the effectiveness of the FLCC under higher education diversification; development and advancement of the foreign languages long life learning diversification model in Ukraine.

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ЗМІСТОВІ ЗАСАДИ ДИВЕРСИФІКАЦІЇ ІНШОМОВНОЇ ОСВІТИ В УКРАЇНІ

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***Анотація.** Диверсифікація становить основну мету галузі навчання іноземних мов і реалізується в багаторівневості іншомовної освіти; багатоаспектності мовної політики; гнучкості та варіативності програм іншомовної підготовки; розширенні номенклатури іноземних мов; стратегіях вивчення й розширенні діапазону педагогічних умов викладання іноземних мов; кількості компонентів іншомовної комунікативної компетентності.*

Диверсифікація виступає одним із напрямків реформування системи вищої освіти в Україні. Як нова освітня парадигма вона є моделлю, що зорієнтована на

особистість і формування в неї відповідних компетентностей; характеризує підвищення ступеня гнучкості освітньої системи, її здатність до швидкого перебудування. Сутність диверсифікації іншомовної освіти полягає в її полілінгвокультурності, мета – в багатомовності. Зміст іншомовної освіти України визначають мета, завдання і результати навчання іноземних мов; складові іншомовної комунікативної компетентності відповідно до номенклатури мов.

Педагогічна проблема диверсифікації іншомовної освіти в Україні недостатньо розроблена в загальнотеоретичному плані і практично є не вирішеною на рівні відпрацювання педагогічних умов навчання іноземних мов, що потребує вирішення певних суперечностей і зумовлює актуальність наукового пошуку.

Ключові слова: диверсифікація, освіта, диверсифікація іншомовної освіти, іншомовна комунікативна компетентність.

ОСНОВЫ СОДЕРЖАНИЯ ДИВЕРСИФИКАЦИИ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ В УКРАИНЕ

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Аннотация. Диверсификация является основной целью преподавания иностранных языков и реализуется в многоуровневом иноязычном образовании; многоаспектности языковой политики; флексибельности и вариативности программ иноязычной подготовки; расширении номенклатуры иностранных языков; стратегиях изучения и расширения диапазона педагогических условий преподавания иностранных языков; количестве компонентов иноязычной коммуникативной компетентности.

Диверсификация выступает одним из векторов реформирования системы образования в Украине. Как новая образовательная парадигма она является моделью, ориентированной на личность и формирование у нее соответствующих компетентностей; характеризует повышение степени флексибельности образовательной системы, ее способности быстро перестраиваться. Основное значение диверсификации иноязычного образования – это полилингвокультурность, цель – многоязычие. Содержание иноязычного образования Украины определяют цель, задания и результаты обучения иностранным языкам; составляющие иноязычной коммуникативной компетентности в соответствии с номенклатурой языков.

Педагогическая проблема диверсификации иноязычного образования в Украине исследована недостаточно в общетеоретическом плане и практически не решена на уровне отработки педагогических условий обучения иностранным языкам, что подразумевает разрешение определенных противоречий и обосновывает актуальность научного поиска.

Ключевые слова: диверсификация, образование, диверсификация иноязычного образования, иноязычная коммуникативная компетенция.

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THE CHOICE OF THE PROFESSION «SOCIAL WORKER»: MOTIVATION ASPECT

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