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THE PROBLEM OF PROFILE EDUCATION IN PEDAGOGICAL THEORY AND PRACTICE IN THE HIGHLY DEVELOPED COUNTRIES

The article deals with the problem of profile education in pedagogical theory and practice of developed countries of the world, analyzes the level of education and preparation of students to the process of obtaining professional skills in higher education institutions. Specific training programs have been identified and thoroughly reviewed, a list of subjects has been studied and the number of hours has been allocated according to the wishes and areas of education of the various educational systems. The authors of the article examined and analyzed the problem of profile training in several countries. For example, in the USA, France, Germany and Israel public schools, there may be several curriculum options that are based on a basic curriculum, based on the age characteristics of the students and the number of hours taught. The schools themselves choose the curricula, taking into account the specific composition of the students. For each subject, a curriculum is developed that defines its content, sections, topics, types of work, illustrative material, etc.

Keywords: professional education, curriculum, specific training programs, science, profile training, social studies, comprehensive schools, public schools profile education, pedagogical analyses, education, various educational systems, content, sections, topics, types of work, high school, curricula, integration approach, modules, constructing educational content, educational area - academic or professional.

Анотація. Логутіна Н. В., Лебідь Л. П. Проблема профільного навчання у педагогічній теорії та практиці міжнародного освітнього простору. В статті розглядається проблема профільного навчання в педагогічній теорії та практиці розвинутих країн світу, проведено аналіз рівня навчання та підготовки студентів до процесу отримання професійних умінь та навичок у вищих за-

кладах освіти. Виокремлено та детально розглянуто спеціальні програми для навчання, досліджено перелік предметів та розподіл кількості годин відповідно до побажань та напрямків навчання різних систем освіти. Авторами статті розглянуто та проаналізовано проблему профільного навчання декількох конкретних країн. Наприклад, у державних школах США, Франції, Німеччини та Ізраїлю може існувати декілька варіантів навчальних планів, їх складають на основі базового плану з урахуванням вікових особливостей учнів і кількості навчальних годин. Школи самі вибирають навчальні плани й програми, при цьому враховується специфіка складу учнів. Для кожного навчального предмета розробляється навчальна програма, що визначає його зміст, розділи, теми, види робіт, ілюстративний матеріал тощо.

Ключові слова: професійна освіта, навчальний план, конкретні навчальні програми, наука, профільне навчання, соціальні науки, загальноосвітні школи, профільна освіта в державних школах, педагогічний аналіз, освіта, різні освітні системи, зміст, розділи, теми, види роботи, середня школа, навчальні програми, інтеграція підхід, методи, побудова освітнього змісту, освітньої галузі - академічної чи професійної.

Relevance of the research topic

It is important and up-to-date for modern pedagogical science to study the tendencies of development of the international educational space, the peculiarities of their influence on different educational systems in all parts of the world. Many Ukrainian scientists have carried out various comparative and pedagogical studies of the educational realities of the highly developed countries of the world: the USA (T. Koshmanova, Y. Guletska, A. Leshenko, T. Chuvakova, R. Roman); Great Britain (N. Avseniuk, L. Pukhovska, Y. Kischenko); Germany (N. Abashkina, P. Sakun, M. Tikhonov); France (O. Avksentyev, O. Alexieva, L. Ziazun); Canada (N. Mukan, Y. Lavresh).

Setting the tasks

To carry out profound scientific analysis of the problem of profile education in foreign pedagogical theory and practice; identify progressive ideas and positive experiences appropriate for use in the modernization of Ukraine's pedagogical education.

Research methods

For the purpose of the study the following methods were applied: study and analysis of philosophical, pedagogical, psychological, sociological, historical literature; analysis of normative documents of education authorities, statistics; study and analysis of the organization and content of profile training and studying.

Analysis of recent researches and publications

The basic principle of building a high school abroad is profile differentiation, which involves a professionally oriented study of the cycle of the relevant profile of subjects. All the profiles offered by the high school are reduced to two main directions - academic (which opens the way to higher education) and vocational (which allows to qualify for entering the labor market)¹ [1, p.65].

¹ Kravets V.P. History of Classical Foreign Pedagogy and Schooling: Educ. tool. for students. ped. teach.

It should be noted that, until recently, in many Western countries, there was a rigid division between academic and vocational training. After choosing one of these fields, the transition to another became virtually impossible. One of the new trends in the development of high school in this context is the integration of general and vocational education, which means the disappearance of a rigid division between these areas, flexible complementarity of content, the possibility of transition from one direction to another, the prospect of higher special education for young people studying for vocational direction [1, p.66].

There are several models of classification of the high school organization in the world which are based on taking into account approaches to structural construction and curricula, principles of formality or non-formal education.

The classification, based on a structural organization, involves two types:

1) the high school is structurally a part of the only secondary school - Spain, Iceland, Portugal, Finland, Sweden;

2) the high school is structurally separated. Education at this level provided by separate institutions (Italy, France, Greece, Norway).

Models based on the principles of constructing educational content are widespread, which distributes approaches to the organization of studying on the principles of integration and segregation.

Presenting the research statement

The integration approach (Austria, United Kingdom, Ireland, Spain, Norway, Portugal, USA, Israel, Finland, etc.) provides a form of organization of education in different directions and profiles in a single school structure (which may be part of a single secondary school or exist separately. division), within which differentiation occurs through the introduction of different courses, departments, sections and modules (academic, technological, artistic, professional)² [2].

In particular, in Austria there are academic departments and vocational courses, in Spain - courses for four types of undergraduate or professional qualifications, and in Portugal - academic and vocational courses. In Sweden, the senior school offers 17 national programs of study (3 years), 15 of which are vocationally oriented and 2 are academically oriented (to prepare for university studies). All of these programs consist of an invariant (8 subjects), compulsory for all students to study (Swedish and English, arts, physical education and health, mathematics, science, civics, religious education) and specialized subjects³ [3].

Another approach to building the content of studying in high school is to divide schools into different types, which organize separate profiles within one educational area - academic or professional. This happens in:

- Greece (lyceums - academic area; vocational schools);

institutions. - T., 1996. - 435 p.

² Malkova S.A. School and pedagogy abroad. - M.: Enlightenment, 1983. - 191 p.

³ Likarchuk I. So that profiling does not become profanity: [History and present profile. Shk.] / Igor Likarchuk // Rid. - 2003. - № 6. - P. 5.

- Denmark (grammar schools and higher preparatory examinations - academic area; colleges - professional field);
- Italy (classical, natural sciences, artistic lyceums, technical and vocational institutes);
- France (academic and technological lyceums - academic field; professional lyceum);
- Hungary (secondary grammar schools, vocational high schools or vocational schools);
- Japan (high schools, technology colleges) [3, p. 9].

The Organization for Economic Cooperation and Development (OECD) proposes to classify all types of high school curricula according to the principle of orientation - to which one or another profile prepares. According to the International Standard Classification of Education, all training programs are divided into:

- programs aimed at obtaining higher education and developing skills for obtaining the highest level qualifications and conducting research (type A - higher education);
- programs intended for continuing education at the university level with mastery of professional and technical qualifications (type B - higher education);
- programs designed to prepare young people to enter the labor market, to receive post-secondary tertiary education [4].

It is interesting that the profile differentiation of the content of education in American schools begins in high school, especially in the last grade with the introduction, in addition to compulsory, optional subjects.

At the senior level schools went through the introduction of various courses and directions. There are three streams here: academic, general, and professional. Students of the academic stream, depending on their profile, study physics, chemistry, biology, algebra, geometry, foreign languages. On the practical one, such courses as home economics, metalwork and joinery, typescript, etc. are studied.

There may be several curriculum options available in US and Israeli public schools, based on a basic curriculum, on the age characteristics of the students and the number of hours taught. The schools themselves choose the curricula, taking into account the specific composition of the students. For each subject a curriculum is developed that defines its content, sections, topics, types of work, illustrative material⁴ [4].

In recent years, there has been a degree of centralization of education in the United States: first, federal guidelines are being developed, which are then adapted to the local characteristics of the state and school district.

The basic curriculum determines the content of education by defining the subjects of study, the number of hours per week, the weekly workload of students in each class (minimum and compulsory, total number of academic hours). The structure of the basic curriculum includes the invariant part (state component at the state level) and the variant part (regional, school component). The invariant part makes it compulsory to study the number of subjects that should ensure the attainment of educa-

⁴ Okshina O.I. Foreign high school profile school: structural organization, content of education, approaches to assessment // Rod. shk. - 2004. - № 4. - P. 65 - 67.

tional level by each graduate from the school. The variative part extends the content of students, general training provides hours for studying subjects and courses at the choice of students, guarantees their individual development [3, p. 126].

The curriculum shows that, starting from the 9th grade, students receive the opportunity to study from 20 to 43% of the subjects on an elective basis, that is, to form their own educational trajectory.

The main criterion in the selection of educational material is the relevance of the content of the discipline to the students interests and needs. In 8-10 grades vocational guidance is carried out, in 11-12 grades it is assumed mastery of students skills in the field of their chosen profession. Relevance as a criterion for the selection of courses and material helps to determine what knowledge, skills and competences should be prioritized, what elements of learning are permanent.

In secondary school, which is the next stage of education after elementary school, education is carried out on the principle: to transfer the basic knowledge necessary for mastering a future profession or entering the university. Motivation is formed to achieve the general educational level and further professional activity. The student, with the help of teachers and parents, can choose the appropriate course, specific subjects and the scope of their study.

The overall program includes three parallel courses: Simplified (adopted) for students to work in the industry, normative (designed for general training without specialization), and in-depth (complicated), which provides in-depth study of a number of subjects and prepares for university entry.

One of the important aspects of differentiation of the educational process is the opportunity to study the subjects for choice. In the British school in the 70's - the first half of the 80's for such subjects were given up to 50% of study time. The core subjects (compulsory) included English language and literature, mathematics, religion, physical education. In modern schools, optional study time is reduced to 30-40% of all study time.

Since the 1970s, a comprehensive school has been expanding in England, with children from the age of 11 are accepted. But in the school itself, children receive various kinds of education by dividing into different areas of study. In the first and second grades of the unified school, education is carried out according to a single curriculum. The third class begins profiling. The course is presented in three departments of grammar, modern and technical schools.

Differentiation in a unified school begins with the fourth grade of secondary school (the age of students - 14 years), but some of its elements manifest themselves in the second and third years of study: the most up-to-date students with marked linguistic abilities are given the opportunity to study a second foreign language; in some schools, the most capable students study biology, physics, chemistry, etc. instead of an integrated science course.

Beginning from the IV grade, the profile differentiation of training becomes more pronounced. The optional courses are grouped into blocks from which students can choose specific subjects. Typically, schools offer 5 blocks of subjects.

More capable students are able to study individual subjects, less capable - integrated courses. Correctional courses are offered for non-trainees. Thus, depending on their preferences and abilities, students may study either different sets of subjects or courses in the same subject, but of varying complexity. Moreover, the blocks are formed in such a way that, by selecting from each of 4 courses, the student will study in a balanced curriculum, it is a set of optional subjects will include humanities, science, physics, mathematics and practical blocks.

In addition, there are private elite schools - public scultures. In public, the differentiation occurs in a similar way. But the proportion of compulsory subjects is much higher here than in public schools.

An important role in the differentiation of teaching in the English secondary school is regulated with the help of the exams that students take after completing compulsory part-time and full-time high school. A year or two before graduating from high school, depending on the results of the students, they divide those students who will pass the exams and those who are not allowed. The exam papers are designed for 7 levels of difficulty. The best students are allowed to take exams at a higher level, while other students are given the opportunity to take exams according to their ability and performance. That is, students in the graduating class are divided into groups by their ability to perform examinations of varying difficulty, and some students are not allowed at all.

All English schools have a system of tutors and mentors, who are engaged in organizational and orientation work in a particular class. The majority of high schools, in the third year of study (13 years of age), children begin to prepare for the choice of subjects to study in grade IV. Orientation takes place in the lessons of individual subjects, in the lessons of vocational guidance, in class meetings with the participation of a tutor and the head of the parallel. Much attention is paid to vocational training lessons. Vocational programs include information on the wider sphere of work, on opportunities for higher and secondary special education students to receive. In addition to directing students to the choice of a profession, after leaving school they are assisted in choosing a particular direction of study, with part of the time spent on vocational classes and at meetings for self-assessment of students who should characterize their abilities in particular subjects, interests. inclinations to a profession and other qualities.

Thus, differentiation of studing is based in English schools on the interests and abilities of students, has different forms and character at different levels of studying.

The educational system in Poland provides for the organization of profile differentiation of educational content by creating lyceums of several types. After graduating from a single eight-year school, students enter a two-year vocational school or technical college, a professional lyceum with a term of study of 4-5 years, or a four-year general education lyceum. There are general lyceums of four types: humanities, biological, chemical, mathematical and basic. The main lyceums include students who do not have a clear interest or ability in a particular subject. The curricula of the lyceums

are generally the same, but the number of hours spent on studying the profile disciplines is different.

Therefore, profile education in Polish schools is ensured by choosing the type of educational institution while preserving secondary schools for students with no expressed interests.

The analysis of the experience of profile differentiation of the content of education in a foreign school shows that in our time in the world education system reforms are carried out, which are aimed at creating favorable conditions for self-development of students, opening their potential. Educational institutions in economically developed countries have a set of fundamental subjects for all students, a list of subjects that are compulsory for selection, and a number of optional courses that students choose. In these countries, the development of education is traditionally followed by the introduction of a wide variety of biases and trends, the profiling of learning.

The general trend is to expand learning profiles. In the upper classes, curricula are drawn up by profiles. In many countries in the late XX - early XXI century. the key role in personality development is played by the preparation of students for professional choice, social and family life, continuation of education in higher education institutions and self-education.

In economically developed countries, high school is deeply differentiated. It combines both elective (flexible) and selective (rigid) forms of differentiation; which contributes to the development of students, self-realization and choice of life path [4].

Conclusions: A brief description of the differentiation of study at a foreign school makes it possible to draw the following conclusions:

- general education at senior level in all developed countries is a profile, it is an effective means of improving the quality of education, the development of students, to meet their educational needs;

- As a rule, profile education covers three, at least two, last years of schooling. The variety of profiles and areas of study in the upper classes allows to take into account the inclinations and abilities of practically all students, as well as the needs of the state in different specialists;

- in most countries, reforms of recent years have introduced educational standards regardless of the profile of education (the "common core of education"), which ensures the unity of the educational space of the country and includes educational sectors and basic subjects of national and cultural significance;

- Countries with many years of specialized differentiation experience enter the field of study only after schoolchildren have received a sufficient basic education and become established in their slopes;

- the grounds for the profile differentiation of the content of education are the main subject areas of knowledge and professional intentions of students;

- the abilities and inclinations of children can be taken into account not only when choosing a study profile (or type of educational institution), but also during the course of study due to the flexibility of curricula;

- the number of differentiation directions that can be considered analogues of profiles is small. For example, two in English-speaking countries (academic and non-academic), three in France (natural sciences, philology, socio-economic) and three in Germany ("language - arts", "social sciences", "mathematics - technology" Basically, all the diversity of profiles (sections, divisions, series, etc.) is reduced to two directions - academic (general) and practical (technological, pre-professional);

- the organization of profile training differs in the way of formation of the individual curriculum of the student: from a rather rigidly fixed list of compulsory training courses (France, Germany) to the possibility of a set of many courses offered for the whole period of study (England, Scotland, USA, etc.). . As a rule, students must choose not less than 15 and no more than 25 courses of up to one semester; the number of compulsory subjects (courses) at the senior level is substantially smaller compared to the basic level. Among them there are mandatory natural sciences, foreign languages, mathematics, native literature, physical culture;

- in many countries, the high profile school stands out as an independent type of educational institution: lyceum - in France, high school - in Germany, "high" school - in the United States;

- diplomas (certificates) for graduation from a senior (profile school) usually give the right of direct admission to higher education institutions with some exceptions, for example, in France admission to medical and military higher education institutions is passed on the basis of entrance examinations;

- at the highest level of study in economically developed countries, as many courses of study or continuation of education as possible through a wide system of educational institutions of various types are provided;

There are a number of subjects in the practice of a foreign school that combine knowledge of different disciplines such as: English and Literature, Social Studies includes information on history, geography, ethnology and local history; natural science, the basics of biology and hygiene; physics, chemistry, astronomy, biology. That is, the integration of studying is closely linked to the profiling: the principles of humanism, democracy, openness, pragmatism, flexibility, pluralism are based on the goal of high school activity. The adoption of these principles applies equally to the organization and management of school education in Western Europe, its content, forms and methods of teaching, upbringing and socialization of student youth.⁵ [5].

Conclusion

The problems of professional education in highly developed countries were analyzed and observed in this article. It deals with the peculiarity of profile education in pedagogical theory and practice of highly developed countries of the world, analyses of educational level and preparation of students to the process of obtaining professional skills in higher education establishments. Specific training programs have been identified and thoroughly reviewed, a list of subjects has been studied and the num-

⁵ Kravets N.L. Dis. Cand. ped. Sciences: 13.00.01; 2007.- 170s. Organization of profile training of high school students in high schools in modern Germany. - P.39-40.

ber of hours has been allocated according to the wishes and areas of education of the various educational systems.

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