

analysis and synthesis, which made it possible to show the development of pedagogical thought on the studied problem; a method of system-structural analysis of scientific, informational and pedagogical literature to clarify and clarify the main categories of research; comparative pedagogical method for studying foreign experience.

Key words: higher education, education quality, professional training, future specialist, design, competence.

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THE INTERNATIONAL COOPERATION OF THE INSTITUTION OF GENERAL SECONDARY EDUCATION AS A SCIENTIFIC AND PEDAGOGICAL PROBLEM

In this article, the author analyzes the scientific and documentary sources of the problem of international cooperation in the field of education. The scientific novelty of this article is to identify the features of international collaboration and international cooperation of the institution of general education in the context of the Europeanization of the educational space. The author revealed the directions of realization of international cooperation such as: studying the experience of foreign colleagues in modernizing the educational process; participation in programs, projects, actions, conferences, forums together with foreign educational institutions; participation in partnership programs between Ukrainian and European educational institutions; participation in international scientific-practical conferences, seminars, symposia together with foreign educational institutions; participation in projects and programs of international organizations; organization of extracurricular activities.

Key words: international cooperation, international collaboration, educational activities, educational institution.

Formulation of the problem. Since the education system is one of the social institutions, its development is fully determined by the changing needs of society, due to the nature and achievements of scientific, technological and social progress. The dynamics of modern social development are characterized by rapid and profound changes in all spheres of human life and activity - in science and technology, in economics and politics, in education and culture, in the organization of production and in its management. Education as one of the most important social institutions also tends to be constantly evolving in line with changing societal goals and needs. In this regard, the international cooperation of the educational establishment as an exchange of experience with the educational institutions of foreign countries is becoming more relevant today, since it is possible to ensure the integration of the national education system into the international educational space by establishing effective international cooperation.

Analysis of current publications and research. The problems of the development of school education, in particular in the countries of the European Union, in the context of social, economic and pedagogical transformations, taking into account the international context, are devoted to the research of domestic researchers such as N. Avsheniuk, N. Vyshnevskaya, O. Lokshyna [7], O. Ohienko, A. Sbruyeva, O. Yarova [10]. This is reflected in Ukrainian legislation too. In particular, the Law of Ukraine «On Education» (2017) (Article 82) emphasizes that educational establishments, scientific, scientific-production institutions of the education system, bodies of state education management have the right to conclude cooperation agreements, establish direct contacts with educational institutions, enterprises, institutions, organizations, scientific institutions of the education system of foreign countries, international enterprises, institutions, organizations, foundations, etc. [4]. The National Doctrine of Educational Development (2002) identifies the integration of national education into European and world educational spaces, which implies international cooperation, as a priority area of public education policy.

O. Matvienko's study is devoted to the problems of decentralization and adaptation of secondary education systems to the labor market, the formation of a common set of basic subjects for most countries, the impact of general socio-pedagogical trends in compulsory education, the «Europeanization» of basic education [8].

We believe that Europeanization is the factor that drives general secondary education institutions to intensify international cooperation, which has become the subject of our research.

The purpose of this article is to substantiate the peculiarities of international cooperation and international common labor of the institution of general education in the context of Europeanization of the educational space.

The results of the study is the next: the concept of international cooperation is used in all cases when it comes to international interaction of political, economic, scientific and other nature at the state or institutional level. From a functional point of view, the concept of international cooperation is interpreted as «exchange operations with foreign countries» which may be bilateral and multilateral, governmental and non-governmental, centralized and decentralized, as common activities with any of the foreign partners, as «orientation and level of development of the system of international relations, characterized by the regular, focused and coordinated participation by international actors in the development of international relations in different spheres and fields of international life» [5].

This own functional definition of cooperation as an exchange operation is usually complemented by a number of qualitative characteristics, the real presence of which is often called into question: reciprocity, mutual benefit, trust, mutual assistance. In this case, cooperation always involves effective participation of people, who are not only representatives of cooperating countries or institutes, but also direct participants in the collaboration process.

Most often, the term «international cooperation» is used to refer to international cooperation, which is regulated by international law. Over time, along with the concept of «cooperation» in the field of politics four main areas for international cooperation were identified. They are economic cooperation; cooperation for the purpose of socio-political development; scientific, educational and cultural cooperation; military cooperation.

It is quite obvious that the governments of all countries participating in state international cooperation always see it as a tool to extend their influence (economic, political, cultural, etc.) to partner countries. International cooperation is also widely used as an effective marketing tool and export promotion. In this regard, international cooperation is often criticized, since relations in the sphere of cooperation are not always perceived as equal or equal from the position of one or the other partner. Indeed, there are numerous examples, when the efforts and costs incurred through development cooperation programs (including expanding public access to economic, social, cultural, civil and political rights) do not have the expected effect due to the donor country's use of the mechanisms in place not only for the stated purposes but also to gain benefits in the economic, political or military spheres [5, p. 201].

Currently, international cooperation, initially, the governments of the countries concerned were mainly involved, is characterized by an increasing expansion of the composition of participants who are full-fledged actors in international projects: territorial associations, universities, associations, trade unions, individual enterprises, public institutions, secondary schools, etc. This tendency to expand the

institutional composition of participants in international cooperation is particularly characteristic of cultural and educational cooperation.

One of the current trends in the development of international cooperation is to promote it to the local level. This trend in EU countries is regarded as a priority of public policy. Its expected result is the direct involvement of civil society organizations and local communities in international cooperation programs. Thereby, the concept of direct community cooperation with society is realized. The European Fund for Education concisely defines the concept of «cooperation» as a joint activity, with the result that each partner expects to receive some benefit for itself [9]. This definition can be applied to all areas of cooperation, including education.

The widespread use of the term «international cooperation» in the field of education began in the 60th of the last century. This was due to the emergence of national education systems in numerous African and Asian states that have just embarked on the path of independent development. At that time, for almost two decades (the 1960th and 1970th years), developed countries provided extensive and diverse assistance to developing countries, with a view to solving the most acute problems of shortage of national staff (specialists), activation of national education systems, so that they can become an effective lever for the development of their countries. This assistance was provided on a bilateral basis, and on a multilateral basis.

Multilateral cooperation for the purpose of educational development was mainly carried out, under the UN specialized programs, the coordinator and executor of which was UNESCO. The multifaceted activities of this organization included, in addition to the implementation of specific cooperation projects with individual countries, an analysis and synthesis of experience gained, for which it was necessary to create the appropriate infrastructure. Its most important elements were established in 1963 the International Institute for Planning Education (IIPPE) and the Department of Education Statistics, on the basis of which the Institute for Statistics of Education of UNESCO was established in 1999. In 1967 the Representative International Conference was held in Williamsburg (USA), which was devoted to the consideration of crisis phenomena in education.

Analytical material was prepared as the scientific basis for the IIPPE Conference, on the basis of which in 1968 the Director of IIPPE, Professor Philip G. Coombs published the book «The Crisis of Education in the Modern World. System Analysis» [6]. In this work, for the first time, the problems of educational development in the world have been considered not only in relation to the tasks of general socio-economic development, but also in the context of the global education market already formed at that time. Pr. Philip Coombs came to the conclusion that the isolated functioning of the education systems of individual countries was impossible, about their interaction and interaction, that in modern literature is characterized by the term «internationalization» and «globalization» of education. Considering different aspects of the interaction of education systems in different countries, the author explicitly defines them as "international cooperation", even when it comes to providing developed countries with direct assistance to less-developed countries in the field of education, as was mostly the case during that period.

We emphasize that international contacts in the field of education are almost always mutually beneficial [6, p. 172]. International cooperation in the field of education should be considered as the main «element of a constructive strategy» which can help to overcome the crisis in education and adjust it according to the current development needs of the country or region. UNESCO and other international organizations and associations, involved in addressing education issues at the regional level, in subsequent periods, they generally acted in accordance with the considerations given above about the importance of international cooperation. It was also adequately reflected in the educational policies of the various countries and in their educational legislation. If by the 1970th and 1980th the law on education in most European countries lacked the concept of «international cooperation», then nowadays, «international educational cooperation» is a universal category, which is the subject to legal regulation. This is reflected in

Ukrainian education. In particular, the Law of Ukraine «On Education» (2017) emphasizes the rights of educational institutions and scientific, research and educational institutions of the education system, public authorities and local self-government bodies for conducting foreign economic activity in accordance with the legislation based on treaties, concluded by them with foreign legal entities, with individuals for joint activities, including through the creation of joint enterprises (institutions). At the same time, it is emphasized that "the state facilitates international cooperation of educational institutions and educational authorities, allocates to them appropriate currency allocations, exempts from taxation, payment of customs duties and customs duties for educational, scientific and production equipment and supplies coming from abroad for educational and scientific goals". What is also important is that "educational institutions, pedagogical, scientific-pedagogical and scientific workers, educational recipients can participate in the implementation of international projects and programs [4].

International cooperation is an integral part of the school's activities. Its main areas are: assimilation and use of international experience of teachers; organization and implementation of joint international research projects; humanitarian-cultural cooperation.

One of the priorities is the preparation and implementation of international projects in the fields of educational and cultural exchanges, raising funds from international funds and organizations. To date, the focus of international relations is on long-term programs and projects aimed at improving the effectiveness of educational activities and the quality of education to the level of world standards.

Thus, within the framework of international cooperation in recent years, a number of educational and social projects have been implemented by Ukrainian institutions of general education, which are relevant today because they create the organizational conditions for acquaintance with other countries, their culture and language, enhance the intellectual level of students, enable students and educators to discover an interesting "European" vision of the world, which is important for the formation of a new generation, nurturing young leaders.

For example, in the field of education, UNESCO's main goals today are the goals and objectives identified at the Dakar Forum for Education for All (2000) and, in particular, the provision of quality education for all, at all levels and lifelong learning. The UNESCO Associated Schools Network is operating in Ukraine, bringing together more than 50 secondary schools from different cities in our country that implement projects within the framework of UNESCO program activities. UNESCO was established in 1953. Today, this International Network has 8,000 schools in 177 countries (kindergartens, primary and secondary schools, and teacher training institutes), that decide specific issues of providing quality education. Among the most significant international projects are: «Dialogue of Cultures and Civilizations», «AIDS Preventive Education», «Spreading a Culture of Non-Violence and Peace among Children around the World», «Environment Protection» and the like.

Activities of general secondary education institutions in the implementation of international cooperation can be carried out in the following areas: conclusion of contracts with educational institutions of European countries; study of the experience of foreign colleagues in the modernization of the educational process; participation in programs, projects, actions, conferences, forums together with foreign educational institutions; participation in partnership programs between Ukrainian and European educational institutions; participation in international scientific-practical conferences, seminars, symposia together with foreign educational institutions; participation in projects and programs of international organizations; organization of extracurricular activities [5, c. 203].

Establishing partnerships and expanding international cooperation is one of the priorities of the education system. Ukrainian schools are actively cooperating with public organizations and local and regional authorities. The purpose of international cooperation is to introduce innovative technologies to engage students and educators in activities within international educational projects and programs. Ensuring the representation of school teachers in international programs,

competitions, exhibitions not only enhances the professional level of teachers, to gain experience in implementing information technology in education, to form new worldviews of the modern educational and educational process, but also to involve students in practical activities through international projects and programs.

An important area of European and international integration is participation in various programs, such as the Peace Corps, which in partnership with the Ministry of Education and Science of Ukraine which establishes cooperation with educational institutions and organizations seeking to broaden their linguistic, social, political and economic boundaries.

European civilization is developing as a result of various factors, each of which plays a prominent and leading role. V. Andrushchenko noted that «... the present stage of social progress has returned to the interests, the intellect, human mind. Defining intelligence as a strategic resource for development, European civilization pays special attention to education and science» [1, p. 10]. European education is characterized by openness and transparency, which is geared to wider international contacts and has achieved significant success. Education in Ukraine should be developed in the same way, which requires the deepening of cooperation between Ukrainian educational institutions, in particular general secondary education institutions.

These are conclusions and suggestions of further research.

The new socio-cultural reality requires the use of new approaches and technologies, which are based on a communicative system-activity

approach, including fruitful cooperation with world organizations, as one of the directions of integration of Ukraine into the European community. This approach is implemented in the process of international partnership as an innovative strategy for the development of educational institutions, involving in the educational process in the framework of international cooperation projects.

Modern New Ukrainian School should create conditions for students to master communication and communication skills in accordance with motives, goals and social behaviors, which will encourage pupils' desire for self-improvement through participation in various international competitions, student exchange programs and students international exams, work on the Internet. The acquisition of important competences by young Ukrainians through international cooperation will accelerate the process of joining our country into the European community.

The created conditions for communication with representatives of other cultures of countries in the process of international cooperation form not only the person who possesses certain information, but also to impart the skills of tolerant attitude to people with different culture and other views. Intergovernmental cooperation in education develops a person's ability to evaluate phenomena from the perspective of another person, another culture, another socio-economic formation. In view of the prospects for further research, we see the role of language and linguistic projects in the development of international educational cooperation.

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В статье проанализированы научные и документальные источники по проблемам международного сотрудничества в образовательной сфере. Научная новизна статьи заключается в определении особенностей международного сотрудничества заведения общего образования в контексте европеизации образовательного пространства. Выявлены направления реализации международного сотрудничества: изучение опыта зарубежных коллег по модернизации образовательного процесса; участие в программах, проектах, акциях, конференциях, форумах вместе с зарубежными учебными заведениями; участие в программах партнерских обменов между украинскими и европейскими учебными заведениями; участие в международных научно-практических конференциях, семинарах, симпозиумах вместе с зарубежными учебными заведениями; участие в проектах и программах международных организаций; организация внеклассной деятельности.

Ключевые слова: международное сотрудничество, образовательная деятельность, учебное заведение.

В статті проаналізовано наукові й документальні джерела щодо проблеми міжнародного співробітництва в освітній галузі. Наукова новизна статті полягає у визначенні особливостей міжнародної співпраці та міжнародного співробітництва закладу загальної освіти в контексті європеїзації освітнього простору. З'ясовано, що міжнародне співробітництво в європейському просторі: здійснюється як економічне співробітництво; співробітництво з метою соціально-політичного розвитку; наукове, освітнє і культурне співробітництво; військове співробітництво; використовується також як ефективний інструмент маркетингу і просування експорту, в тому числі і освітнього, вирішення найгостріших проблем дефіциту національних кадрів фахівців і активізації національних систем освіти стати дієвим важелем розвитку своїх країн. Підкреслено, що міжнародне співробітництво завжди передбачає дієву участь людей, які є не тільки представниками країн, що співробітничують або інститутів, а й безпосередніми учасниками процесу співпраці. Виявлено напрями реалізації міжнародного співробітництва: вивчення досвіду зарубіжних коллег із модернізації освітнього процесу; участь у програмах, проектах, акціях, конференціях, форумах разом із зарубіжними навчальними закладами; участь у програмах партнерських обмінів між українськими та європейськими закладами освіти; участь у міжнародних науково-практичних конференціях, семінарах, симпозиумах разом із зарубіжними навчальними закладами; участь у проектах і програмах міжнародних організацій; організація позакласної діяльності. Зроблено висновок, що міжнародне співробітництво в галузі освіти має розглядатися як основний «елементів конструктивної стратегії», яка може забезпечити подолання кризових явищ в освіті і узгодження його у відповідності з актуальними потребами розвитку країни або регіону. Створені умови для спілкування з представниками інших культур країн у процесі міжнародного співробітництва формують не лише особистість, яка володіє певною інформацією, а й прищеплюють навички толерантного ставлення до людей з іншою культурою та іншими поглядами.

Ключові слова: міжнародне співробітництво, міжнародна співпраця, освітня діяльність, заклад освіти.



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