

Hryshak S. Critique of Traditional Post-Soviet Countries Education System: gender dimension

The article gives a critical examination of the modern system of education in the post-Soviet countries. It is proved that education is not gender-neutral because of the existence of sexual inequality based on the gender differences. The unequal position of the men and women in education is supported by a "hidden curriculum". It is manifested in the organization of educational institutions and prescribed rules; in the content of subjects and educational-methodical literature; in pedagogical communication.

It is determined that the modern organization of educational institutions reflects the gender stratification of the society and culture. Also it demonstrates an example of the unequal status of women and men, the gender asymmetry of the modern pedagogical staff, which is manifested in the gender hierarchy of the teaching profession, and the tacit distribution of specialties on "female" (social-humanitarian) and "male" (physical and mathematical).

The gender expertise were conducted in the educational institutions of the post-Soviet countries to study on the images of women and of men projected by school textbooks, student books and literature. Based on the results, study demonstrates that the content of many textbooks contains gender biased materials and stereotyped impressions and portrays a manifestation of gender inequity.

The researchers from the post-Soviet countries after observing school and universities teachers could lay special emphasis on a complex of typical teachers' actions that contributed to the formation of students' ideas about sex as a diametrically opposed.

All these manifestations of the hidden curriculum contribute to the increase of gender inequality within the education system of the post-Soviet countries

Key words: the education system of the post-Soviet countries, hidden curriculum, gender asymmetry, gender inequality.

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FOREIGN LANGUAGE AND INFORMATIVE COMPETENCE OF SPECIALISTS OF SOCIAL SPHERE

Computerization and globalization are some of the basic processes that determine the development of modern society. In the twenty-first century humanity have finally entered a new era of information that is characterized by the relentless growth of information, dissemination of information

technologies, formation of infosphere, formation of informational unity of the entire human civilization. Informatization of society means growing number of workers engaged in the production, storage, processing and sale of information. Formation of infosphere provides for exchange of information and the need of such a universal tool as the global language of communication.

These processes have led to the rapid growth of cross-cultural contacts in all spheres of our life, from contacts in social networks, tours, interethnic marriages to study exchange, international conferences, sporting events, joint ventures. Hybrid world culture is being formed, which is manifested in the harmonization and unification of different aspects of human life from their worldview and philosophy to social life, politics, economics, science, industry, the arts, education, sports, etc. [1]. As a result the number of models of social behavior has increased and one of the new conditions for successful social mobility and individual adaptation is the command of a foreign language particularly that of the English language which is the one that claims to be global. Most English-speaking researchers (Brutt-Griffler, Crystal, Kachru, Smith, Widdowson etc.) consider that "a language achieves a genuinely global status when it develops a special role that is recognized in every country" [6, p. 12]. Accordingly, foreign language has become a basic element of secondary and higher education, an important tool for professional realization of an individual that makes the expert more competitive and mobile (both from informational and social points of view). Around 235 million people in the world have learned English as a second language [6, p. 2], the English language courses are among the most popular in the world. Obviously, Ukraine can not be apart of globalization, however, despite the long course of the European integration, language barriers and information inequality remain major obstacles for the integration of our specialists in the world community. (Mechanisms of integration - internship or study abroad, participation in international conferences, research projects).

One of the consequences of globalization and informatization of society is the change in the paradigm of education. Changes are an integral part of progress. Yes, the contents, methods and organization of studies require reviewing. The constant information overload and saturation do not increase the level of education of students, but have a negative impact on their health. Updating of knowledge occurs so rapidly that after training in high school it may be outdated. The idea of continuing education is a response to the challenge of time. It is conceptually grounded in the works of I. Zyazun, O. Pyehota and others. As the continuing education provides lifelong learning, there are new educational challenges such as adult education, which is significantly different from teaching children. Thus, a new branch of pedagogy - androhonika has been founded by M. Noles. The effectiveness of training depends largely on motivation, which also is left unattended by scientists. Thus, E. Ilyin, O. Lyeontyevym, D. Uznadze and others highlight the psychology of motivation of educational activity. Various aspects of professional competence have been investigated by L. Zelenskaya, I. Beh,

O. Pometun etc.; psychology of professional education – by E. Zeer, E. Klymov, R. Nemov and others.

The idea of learning of a foreign language in the context of continuing education is reflected in the works of I. Voytovych, Yu. Barabash, O. Serhyeyevoyi and others. The value and role of language in shaping personality, its intelligence and spirituality was emphasized by I. Bim, L. Vyhotsky, I. Zymnya, V. Sukhomlynsky, K. Ushynskyy and others. Such linguists-psychologists as N. Ahurova, O. Vyetohov, N. Imedadze etc. did not stay aside, the features of speech functions were studied by Sh.Amonoshvili. D. Hraher, T. Hrushevyytska, M. Nazarov, A. Pavlovka, S. Ter-Minasova, E. Hol and others paid attention to the language and intercultural communication. However, in our opinion, not enough attention is paid to the study of a foreign language by specialists in social pedagogy / social work as a part of professional competence and as a tool in terms of multi-ethnic environment with such category of customers as migrants.

We consider it appropriate to analyze in more detail the main obstacles that prevent Ukrainian experts to successfully integrate into the global professional community: information inequality and the language barrier. These two reasons are partly linked.

Information inequality is an unequal access to information for various reasons. It cannot be said that the Ukrainians do not have access to the Internet network: Ukraine has a large and growing Internet sector, there are minor problems with coverage only in mountainous areas. The problem is the price of the service, the farther from the cities the more price is and subjective lack of interest of potential users of the service. Lack of demand for services comes from ignorance and lack of understanding of the Internet, its applied aspects of human life. Therefore, like all innovations, it should be promoted, implemented and the consumers should be taught how to use it efficiently. Not all the Internet users are well aware of its possibilities. Thus, not all the scientists know the sites where grants are announced (CEU SUN teamapply.embark.com etc.). Not all the students and teachers know about the free online library (aldebaran.ru, koob.ru, artefact.lib.ru et al.), portals and educational training (НОУ ИНТУИТ, Открытоеобразование, Coursera, Khan Academy et al.), sites of learning a foreign language (Puzzle English, busuu, Lingardo, BBC: news & words, 6 min. English, Gorde, Hosgeldi.com et al.) and others. As a rule social networks popularize these sites, but not enough for a satisfactory level of awareness among professionals. The introduction of school self-creation and self-development center (or at least professional office) would be appropriate that can inform staff and students / pupils about "what's new".

The next reason is the language barrier which is the factor of informative inequality at the same time. Lack of language proficiency limits the level of individual personal and professional self-development. Poor knowledge of tools of infosphere significantly restricts the user.

Foreign language communicative competence is an integral feature of the professional activity of a specialist and provides competent professional communication in the face of international communication. And it is urgently needed in the formation of infosphere.

In spite of the challenges of our time, the command of a foreign language is secondary in our perception of professional competence of a professional of non-linguistic profile. Professional training program of a specialist in social pedagogy / social work involves hours of learning a foreign language, but clear criteria for mastering it are not provided by the industry standard. But four objectives of foreign language teaching are clearly spelled out in State educational standards: practical (mastering speech skills), educative (a culture of communication, positive attitude and understanding of the importance of mastering the language), educational (understanding of linguistic phenomena, mastering knowledge about the culture of the country), developing (development of speech, intellectual, cognitive abilities, readiness to foreign language communication, following self-development). Despite the fact that a foreign language is taught at all levels of education low or even insufficient level of it is the result. Perhaps these are the consequences of Soviet methods of teaching of foreign languages aimed at developing reading skills and translation without spoken communication. Effective mastering of foreign language competence involves the formation of communicative skills in four main types of speaking (speaking, listening, reading, writing), the availability of language skills (phonetic, grammar, vocabulary) and skills in handling them.

Such item as fluency in a foreign language, especially English is commonly and increasingly required of applicants for vacancies. Those who own two or more languages are more competitive in the labor market.

The model of social work in Ukraine continues its formation and, despite insufficient funding adequately responds to the challenges. So, a new category of customers called internally displaced persons has appeared due to the war; new areas of work such as social rehabilitation of combatants, the rights of children in the combat zone and others have been developed. And in this period study and usage of foreign expertise have become urgently needed. The language barrier has made professional interaction difficult. Sure, translators were involved, allowing professionals to learn quickly. However, there were some difficulties. First, not all translators could accurately interpret special professional terms, because they are not experts in social work or psychology, so these nuances are better felt by the specialist who speaks the language, and what is the most important, knows professional thesaurus. Secondly, due to isolation of the development of Soviet science from that of the world there is no unified approach to the interpretation of terms (e.g. distress), there are homonymous activities in different countries (e.g. social care). Thirdly, communication takes place through the prism of interpreter's perception.

However, language knowledge is important when working in the ethnic environment. The ability of communicating with the customers in their own

language makes work with them more efficient. In the process of international communication the interaction between different types of spirituality, outlook and mentality occur; familiarity with the culture, traditions and history of the people takes place. Accordingly, a new social experience is acquired, some socio-cultural norms of a particular ethnic group become clear, their own national culture is understood better, stereotypes are broken down and intercultural understanding, tolerance and multicultural skills of mediation are formed. Thus, the inner spiritual self-work, and therefore, self-development are activated.

Foreign language competence can help understand the meaning of the native language better and successfully operate it, express their opinions clearly and precisely. These skills are important for a professional in social sphere. The ability to read in the original language allows specialist to be familiar with the latest research in the world of science and technology and using this information to create something new without financial and intellectual inputs to an existing invention. Through another sign system operation and construction of new grammar and syntax structures thinking, memory, speaking skills, attention, ingenuity, logic, capacity for analysis and synthesis are developed [2]. Learning of a foreign language slows down brain aging, prevents Alzheimer's disease and multiple sclerosis. People who speak foreign languages better perform tasks that require the use of intellectual abilities (ability to prioritize correctly, to distinguish between minor tasks, solve multiple problems) [7].

Usually educational programs of foreign languages are offered either in the system of further education (which corresponds to the concept of lifelong education) or through the existing university centers of foreign languages, which main mission is to popularize the language and culture of a country.

Contrary to the established practice of regular training (there are experts who professionally develop over standards), there is a fear of studying a foreign language, which seems somewhat difficult, even impossible, especially in adulthood. And sometimes people prefer abandoning these ambitious plans to overcoming this internal fear. Therefore, the decision to master a language requires a substantial motivation.

The motivation problem is most acute when learning a foreign language. A student must receive the emotional satisfaction that will ensure the effectiveness of learning. Accordingly, classes should be interesting, requiring a high level of professional skill and creativity of the teacher. Applying active and interactive teaching methods will significantly increase the percentage of learning because it not only affects the consciousness of listeners / students, but also their feelings and will. It is appropriate to hold discussions, create problematic situations, make written work in the form of an essay, using the method of brainstorming, exchange of views, interviews in pairs, simulation and role-playing games, jigsaw reading.

Formation of foreign language competency is not a momentary act, for language learning requires time and system. Therefore, it would be advisable

along with rather exacting requirements for professionals (proficiency at level B2, C1, C2) to encourage this process by additional payment (if the certificate is available), the creation of courses at the facility for employees (free or reduced pay), training during working time (or some time is allowed to be specified in an individual plan), organizing language camps, inviting volunteers from the Peace Corps and others.

Encouraging foreign language learning in the context of continuing education will allow professionals of social services to become more competitive within the country, engage in intercultural communication and integration in professional and scientific international community.

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Докторович М. О., Казакова М. М. Іншомовна та інформативна компетентність фахівця соціальної сфери

У статті охарактеризовано особливості соціальної сучасної ситуації; обґрунтовано важливість володіння іноземною мовою фахівцями немовних спеціальностей; розкрито специфіку формування іншомовної та інформативної компетентності фахівців соціальної сфери; навчальний і розвивальний потенціал Інтернет-простору; порівняно галузеві стандарти професійної підготовки соціальних педагогів з державним освітнім стандартом навчання іноземній мові; проаналізовано причини недостатнього рівня сформованості іншомовної та інформативної компетентності фахівців; висвітлено проблеми мотивації навчання іноземній мові; вимоги до викладача іноземної мови та ефективні методи її вивчення; запропоновано методи стимуляції вивчення іноземної мови у контексті безперервної освіти.

Ключові слова: інформаційне суспільство, глобалізація, іншомовна та інформаційна компетентність, фахівці соціальної сфери, безперервна освіта.

Докторович М. А., Казакова М. М. Иноязычная и информативная компетентность специалиста социальной сферы

В статье охарактеризованы особенности социальной современной ситуации; обоснована важность владения иностранным языком специалистами неязыковых специальностей; раскрыта специфика формирования иноязычной и информативной компетентности специалистов социальной сферы; учебный и развивающий потенциал Интернет-пространства; сравнены отраслевые стандарты профессиональной подготовки социальных педагогов с государственным образовательным стандартом обучения иностранному языку; проанализированы причины недостаточного уровня сформированности иноязычной и информативной компетентности специалистов; освещены проблемы мотивации обучения иностранному языку; требования к преподавателю иностранного языка и методы его изучения; предложены методы стимуляции изучения иностранного языка в контексте непрерывного образования.

Ключевые слова: информационное общество, глобализация, иноязычная и информационная компетентность, специалисты социальной сферы, непрерывное образование.

Doctorovich M., Kazakova M. Foreign Language and Informative Competence of Specialists of Social Sphere

The article characterizes the features of the modern social situation, demonstrates the importance of knowledge of foreign language of specialists of non-linguistic specialties and describes the specifics of formation of foreign language and informative competence of specialists of social sphere; training and developing the potential of the Internet space; compared to industry standards of training social workers with the state educational standard of learning a foreign language. The article analyzes the reasons of insufficient level of formation of foreign language and informative competence of specialists; motivation of learning a foreign language is studied; requirements for foreign language teacher and efficient methods of investigation; methods for stimulation of learning a foreign language in the context of lifelong education are offered.

Key words: information society, globalization, foreign language and informative competence, specialists of social sphere, lifelong education.

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