

UDC 378-043.86

IMPORTANT TRENDS OF DEVELOPMENT AND INTEGRATION OF EDUCATION IN THE WORLD

Shykun A.V.

National University of Water and Environmental Engineering

The peculiarities and main ways of development of education in the world and in particular in Finland are considered. The primary directions of improvement of the education system in different countries are analyzed. Educational tendencies and their features are considered.

Keywords: pedagogy, education, system of education, ways of development, curriculum.

The formulation of the problem. Education is one of the basic directions of growth of any country. Using the achievements of different states in the field of education allows the country to significantly improve the rate of economic growth. The development of education is an important achievement for all areas of the country's activity. The importance of education constantly grows due to the interaction of countries and the development of international and national economy as well as technologies. A well-known fact is that the economic development of industry depends on the quality of educational services in the country. Education is considered as the most important factor of training of highly skilled specialists. Modern educational trends show the desire of citizens to be prepared for adaptation in the conditions of the modern market and changes in human life. Moreover, education plays a decisive role in the creation and development of an information economy. Thus, students are increasingly learning computer literacy and the organization of flexible production systems. Modern integration processes in the world make it possible to identify the most successful countries in this field, in particular, Finland which shows the best results of international testing and knowledge assessment. The requirement of the modern world is the study of successful teaching technologies and educational programs.

Analysis of recent research and publications. The issue discussed in this article was investigated by many authors, H. Niemi, A. Toom, A. Kallioniemi, P. Sahlberg, J. O'Neil, K. Määttä, S. Uusiautti, J.M. Kauffman, D.P. Hallahan, P.C. Pullen etc. However, important trends in the development and integration of world education are still not fully analyzed.

The purpose of the article. The purpose of the article is to analyze the best ways to improve, integrate and develop education in countries around the world. Education is the main component of the country's development and international cooperation. The issues of the trends of this sphere are relevant and necessary for citizens.

Australia has reached 100% of school and pre-school children's participation in the education system. It should be noted that 94 percent of citizens of retirement age also have secondary education. Australia has created good working conditions for teachers. A group of students usually consists of 14 people. This country constantly supports teachers in rural areas and tries to match solvency for teachers of different levels.

Japan has focused on academic subjects that children begin to study at the age of six. Thus, Japanese students are ready for innovative science and work in this area. Japan ranks 2nd in the standard ratings on the quality of education. In particular, the 4th place in reading and the seventh in Mathematics according to the Program for International Student Assessment.

Education in Norway emphasizes not only basic subjects, but also adds of arts and crafts as well as many disciplines that teach students to eat properly and keep healthy to the curricula. Great importance is given to music and physical education. Scientists emphasize that this system works as most of the inhabitants of this country feel happy and take care of health.

Singapore has a system focused on passing the main exam in the country, like most Asian countries. However, the emphasis in education is on teaching children how to solve problems. Singapore also ranked the second in Mathematics and the third in Reading according to the PISA test. Teachers constantly learn and improve their professional skills. Many researchers point out that it gives good results in students' learning.

Education in the Netherlands is one of the priority directions of development assistance to those who do not speak the state language. The first-fourth-year students have the opportunity to study foreign languages. This country also provides additional funding to help poor students and students of ethnic minorities receive decent education. It is worth noting that in schools with a large number of vulnerable students, on average, there are 58 percent more teachers and support staff than in schools in rich areas.

Germany significantly increases its ranking among other countries in education through the adoption of national standards. The country has also increased the national support for education for people with disabilities. It allowed the country to significantly improve its performance in education [4]. The German universities has also developed a system of support of foreign students.

The education system in Finland has now shown itself to be the most successful one. First and foremost, education is completely free and includes school lunches, excursions, payment for transport, which takes and returns a child home as well as textbooks, calculators, and even tablets. Any collection of money from parents is prohibited [5, p. 68].

It is important to note that the emphasis is put on the individual plan of learning and deve-

lopment of each child. Individualization involves a multilevel content of teaching aids, exercises, and an individualized number of classroom and homework tasks and time as well as the teaching material. Children perform tasks of varying difficulty levels in the same class. A student receives ratings according to personal level. If the student did an excellent job of starting complexity, he will get an excellent score. Next time the student will get a higher level, if he does not accomplish it, he receives a simple task again. There are two exceptional varieties of educational procedure in Finnish schools along with usual education. There is a system that maintains the training of weak students. School teachers willingly cope with supplementary help during or after the lesson, tutoring is not prevalent in Finland [5, p. 87]. Counteractive training is connected with constant general difficulties in the gaining of material, for example, due to misinterpretation of non-native Finnish. Correction is due to the difficulty of remembering, mathematical skills as well as the asocial behavior of some children. The training is managed in small groups or personally [5, p. 62, 187].

Finnish educators stress they coach students for life not for assessments. They prefer knowledge for life. Therefore, there are no tests in Finnish schools. Control and midway tests are carried out at the option of a teacher. There is only one compulsory standard test at the end of secondary schools. Teachers do not concern about its results as they are not answerable to anyone and children are not individually prepared for it [5, p. 39].

Anticipation and trust are the foremost aspects of Finnish education. Trust can be comprehended in the absence of inspections and methodologists. The didactic program in the country is unified but it conveys only wide-ranging approvals. Each teacher uses the teaching technique that he believes applicable. Belief in children demonstrates itself in the statement that a student can do something on his own in the laboratory. It is supposed that the student chooses what is more advantageous for him. The skills needed in life are only taught at school. Nevertheless, children distinguish what a portfolio, a contract, and a bank card implies and how to handle it. They are capable of estimating the ratio of tax on the inheritance obtained or received salary. Learners can easily make a site-business card on the Internet and assess the best price of the goods. Moreover, instructors endeavor to attract the attention of a learner, but if he has totally no interest or ability to learn, the child will be oriented to a pragmatically functional in the future and unsophisticated vocation [3, p. 48-49].

Finns perceive the mission of the secondary school to discover whether a particular juvenile should endure studying at a college or if he has a minimal level of knowledge, it is more beneficial to go to a vocational school. It should be noted that both conducts are evenly appreciated in the country. Distinguishing the predispositions of each child to a certain type of occupation is staffed by a regular school specialist through tests and interviews. The learning process in a school is pleasant, tactful, but it does not indicate that a child can avoid school. The control of the school schedule is compulsory. All ignored classes have to be worked.

The pupil should join an additional lesson and do not disturb others. If the student does not accomplish the assignment set by an instructor or does not work in the schoolroom, no one will give a call for the parents to come to school, scold or insult. If parents are not troubled about their youth's learning, a learner will simply not go to the next grade. There is the extra (non-compulsory) 10th class that facilitates students better prepare for life [3, p. 46, 66].

The educational system of Finland concentrates on the study of foreign languages. Pupils from the 3rd grade study English and from the 4th grade they are to study another foreign language such as French, Swedish, Russian, or German. All children learn to play musical instruments and learn crafts, for example woodcarving. Physical education goes like a game and children must take a shower after class. Literature studies focuses more on reading rather than on learning periods, styles or biographies [3, p. 168].

Children do not necessarily sit at desks; they can sit on the floor. Schoolrooms are furnished with sofas, loungers in some schools. The uniform is absent as well as some constraints about fashions, a learner can come even in a costume. It allows learners to create own style and self-expression. Auxiliary shoes are compulsory, but most junior and middle-aged children fancy running in socks. If the weather is warm, lessons are frequently arranged outdoors by the school, straight on the grass or on personally equipped auditorium benches. Students of a junior school are inevitably taken to the yard even for some minutes during school breaks.

Homework is rarely tested. Educators believe that children should rest. Furthermore, parents should not deal with children's homework, teachers suggest instead a family trip to a museum, forest or pool. Education at the blackboard is not applied, children do not have to retell the material. The teacher arranges the general tone for the lesson concisely, then he or she moves between the students helping them and controlling the tasks [1, p. 256]. The teacher's associate does the similar activities. Students can write with a pencil and erase as many times as they want in notebooks. Moreover, the teacher can check the assignment with a pencil too [5, p. 91]. It facilitates learning and diminish learners' stress.

All schools have precisely the equal equipment, amenities and proportional financing. Nearly each school is state-owned, there is a dozen of private schools. The difference is in the increased requirements for students; parents make a partial payment. Generally, these are original pedagogical laboratories, which are following the chosen pedagogy by Montessori, Frenet, Mortana, and Waldorf School [2, p. 145]. Private institutions include teaching subjects in English, German, and French. Obeying the principle of equality, there is a parallel system of education from kindergartens to universities in Swedish. The interests of the Saami people are not overlooked, one can learn in their native language in the north of the country [5, p. 10]. Detailed study of some objects to the impairment of others is not appreciated. It is not believed that Mathematics is more important than Art. On the

contrary, the only exception to creating classes with gifted children may be the propensity to drawing, music, and sports [5, p. 168].

The comparison of students with each other is prohibited in Finland. Children, both ingenious and with a large deficit of mental abilities are considered "special" and study together with all students. In general, the group also trains children in wheelchairs. At a regular school, a class can be created for students with diseases of the organs of sight or hearing. Finns try to maximally integrate into society those who need special treatment.

The difference between weak and strong students is the smallest in the world [5, p. 66].

Thus, there are many significant achievements in the sphere of education throughout the world. The remarkable national advantages can be used by other countries to develop new up-to-date approaches. Australian solvency for teachers of different levels, Japanese focus on academic subjects, Sweden healthcare orientation, Asian teaching how to solve problems and many advantages of Finnish education can be applied by the educators of various countries.

References:

1. Kauffman J.M. Handbook of special education / J.M. Kauffman, D.P. Hallahan, P.C. Pullen. – New York, US: Routledge, Taylor et Francis Group, 2017. – 924 p.
2. Määttä K. Early child care and education in Finland / K. Määttä, S. Uusiautti. – London: Routledge, Taylor & Francis Group, 2014. – 215 p.
3. Niemi H. Miracle of Education: The Principles and Practices of Teaching and Learning in Finnish Schools / H. Niemi, A. Toom, A. Kallioniemi. – Rotterdam: Sense Publishers, 2016. – 291 p.
4. O'Neil J. 10 Best Countries for Education Around the World [Електронний ресурс] / Jennifer O'Neil // Global Citizen. – 2016. – Resource Access Mode: <https://www.globalcitizen.org/en/content/best-countries-education/>.
5. Sahlberg P. Finnish Lessons 2.0: What Can the World Learn from: Educational Change in Finland? 2nd / Pasi Sahlberg. – New York: TEACHERS COLLEGE Press, 2015. – 237 p.

Шикун А.В.

Національний університет водного господарства та природокористування

ВАЖЛИВІ ТЕНДЕНЦІЇ РОЗВИТКУ ТА ІНТЕГРАЦІЇ ОСВІТИ У СВІТІ

Анотація

У даній статті розглянуто особливості та основні шляхи розвитку освіти в світі та Фінляндії зокрема. Проаналізовано першорядні напрямки вдосконалення системи освіти в різних країнах. Розглянуто освітні тенденції та їх особливості.

Ключові слова: педагогіка, освіта, система освіти, шляхи розвитку, навчальні програми.

Шикун А.В.

Національний університет водного господарства та природопользования

ВАЖНЫЕ ТЕНДЕНЦИИ РАЗВИТИЯ И ИНТЕГРАЦИИ ОБРАЗОВАНИЯ В МИРЕ

Аннотация

В данной статье рассмотрены особенности и основные пути развития образования в мире и Финляндии в частности. Проанализированы первостепенные направления совершенствования системы образования в разных странах. Рассмотрены образовательные тенденции и их особенности.

Ключевые слова: педагогика, образование, система образования, пути развития, учебные программы.