

Students learn about citizenship not only in the classroom but also through informal learning. Citizenship education is therefore more effective if it is supported by a school environment where students are given the opportunity to experience the values and principles of the democratic process in action. Universities have introduced some form of regulation to promote student participation in governance, whether in the form of student councils or student representation on university governing bodies. Besides regulations and recommendations, it is necessary to launch national training programmes to encourage student and parental involvement in school / university governance and to strengthen their skills in this area.

The third major part of the agenda focuses on opportunities for young people to pursue their understanding of morality and citizenship beyond the educational establishment. This is often more difficult and complex for universities, but in principle there is no reason why each student should not be able to enroll in a number of different learning organisations and projects, with the university acting as broker and monitor. Developing this kind of opportunity casts the university in a new role, that of the neighbourhood learning centre. While still playing a central role in the provision of learning opportunities, the university itself acts as a focus for a range of activities and relationships spread across its local communities. Young people should be able to take opportunities for self-organised learning, in small, project-based teams, negotiating, defining and refining their goals, allocating roles and responsibilities, identifying the people and institutions who can help to accomplish their objectives. This is challenging for universities, although every educational establishment has a set of relationships and connections with its local communities. Appointing a member of staff as university-community coordinator can also be an important step. This person takes on a role of brokerage and liaison, and of giving overall shape and clarity to the range of external relationships that a university has with the outside world.

Practice in European countries reveals the following main ways to promote the involvement of young people in citizenship-related activities outside school. Firstly, steering documents such as national curricula, as well as other recommendations and regulations encourage student participation in their local community and in wider society. Secondly, European countries support educational institutions in providing their pupils and students with opportunities to learn citizenship skills outside school through a variety of programmes and projects. Working with the local community, discovering and experiencing democratic participation in society and addressing topical issues such as environmental protection, and cooperation between generations and nations.

Bringing these activities and opportunities together in coherent ways is very difficult. It implies a different kind of coordination and integration from those which many people in education are used to. Development strategies in universities are contained within curriculum guidance, programmes of study, individual departments and subjects. Learning morality and citizenship is a different kind of challenge. It requires some change to the curriculum, but just as important is the way in which opportunities for learning are distributed across the life of an educational establishment, and extended outwards into the community which surrounds it. Ideals, culture, ideas, messages and norms which infuse the atmosphere of any organisation, are crucially important. The task is to make the messages and learning opportunities coherent across these diverse systems and practices, and to synthesise formal and abstract knowledge with the practical immediate use.

Educational underachievement has become one of the dominant social deeply connected to debates over economic competitiveness problem, family breakdown, the cost of welfare provision and social cohesion at the attainment statistics of the formal education sector. But it runs deeper than mere levels of the educational failure is strongly linked to underachievement in wider life: the labour market, relationships and civic engagement. This matters so much, not just for its economic costs, but because it affects the central route to a more enriched, fulfilling and integrated individuals, and a higher quality of life for all. In the context of this report, citizenship education refers to the aspects of education at school level intended to prepare students to become active citizens, by ensuring that they have the necessary knowledge, skills and attitudes to contribute to the development and well-being of the society in which they live.

So, citizenship education is a broad concept, which encompasses not only teaching and learning in the classroom but also practical experiences gained through school life and activities in wider society. It encompasses the narrower concept of 'civic education', which is restricted to knowledge and understanding of formal institutions and processes of civic life such as voting in the elections.

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MODEL OF EDUCATION AND THE CRITICAL PERIOD OF SOCIAL SKILLS DEVELOPMENT

Навчальний процес визначає не тільки сферу інтелектуальної власності, але також сферу особистості учня. Саме тому, цікаво дослідити, які особистісні риси відрізняють випускників шкіл різних моделей. Виявилось, що різниця в моделі навчання на рівні випускників початкової школи визначає відмінне функціонування їх в дорослому віці. Результати засвідчують, що існують відмінності на рівні відповідності, творчості і самодостатності.

Ключові слова: *процес навчання та вивчення, альтернативні школи, самоефективність, творчість.*

Учебный процесс определяет не только сферу интеллектуальной собственности, но также сферу личности ученика. Именно поэтому, интересно исследовать, какие личностные черты отличают выпускников школ разных моделей. Оказалось, что разница в модели обучения на уровне выпускников начальной школы определяет отличное функционирование их во взрослом возрасте. Результаты показывают, что существуют различия в уровне соответствия, творчества и самодостатности.

Ключевые слова: *процесс обучения и изучения, альтернативные школы, самоэффективность, творчество.*

The teaching process not only determines the sphere of intellectual property, but also the student's personality. Therefore it is interesting to see which personality traits may be different from graduates of different school model. It turned out that the differences in learning teaching model at the level of primary school graduates determine different functioning in adulthood. The results show that there is a difference in the level of conformity, creativity, and self-efficacy.

Key words: Teaching and learning process, alternative school, self-efficacy, creativity.

The school has a special place in the development of human society. First of all, it is an institution that is inevitable on the way of life. Each student is obligated to attend there for at least 12 years, five days a week. Usually it is the first place of isolation between parents and their child. For the first time a child is in contact with a non-family social system. The school in comparison with the family is a separate system. It has a certain formal rules of the organization and different goals and roles played by individual members of the school community. Beyond gaining knowledge or academic achievements the student learns there new rules of social functioning. It constitutes the formation of moral qualities, personality, identity, attitudes and their value system. These rules are usually unified, which mean that they are solid, homogeneous, universal, unalterable and specific for each type of school.

It seems that the rules of functioning in a certain model of education have a significant impact on students, especially at primary level. Younger school age (7-12 years old) is a critical period in the child development. During this time, child experience a new school environment, which consists of the place, time, teachers, peer group, new rules and tasks. Therefore, the children are facing new challenges. First of all, the student learns how to function in a different social system than the family. Beyond the development of cognitive processes, schoolchildren is also developing a sphere of action, emotional sphere, moral reasoning, social skills, communication skills, a sense of subjectivity and agency (Harwas-Napierała and Trempała, 2001). From the perspective of the individual, school age is a critical period of development of these areas. Therefore, in school, students have the opportunity to shape identity and subjective acceptance of the surrounding reality, not only the intellectual development.

Based on the synthesis of existing theory (Ledzińska, Czerniawska, 2011), at this early stage of education basic developmental achievements in social development and the sphere of action is:

1. the ability to adopt the viewpoint of others,
2. understanding of moral norms,
3. growing importance of the peer group,
4. the development of self-esteem,
5. tendency to compete with their peers.

When children start learning at school, they begin to develop an awareness of action. A school child performs the first serious and responsible tasks in the new unfamiliar conditions. Their exercise is training the child's competence. Is a factor of the development of self-esteem, empowerment, motivation, development of expression. In this way, the child is preparing for the future independent struggle with the requirements of contemporary reality (Harwas-Napierała and Trempała 2001).

School success, receiving positive feedback messages or positive public perception of the impact of its actions become a source of joy, satisfaction, and above all self-esteem of the child. Thus, increasing the sense of agency, perseverance in pursuit of the goal, resistance to barriers during the actions taken, coping with stress and frustration. It contributes to the training mechanisms and developing a sense of self-responsibility for their actions. In this period child's mind receives reality as an environment that can be changed, transform, understand and control. Moreover, the child receives a picture of himself as someone, who can come to the desired aims, it can realize themselves and manage in the case of failures. Similarly, if the child receives the negative reception of their actions, it creates a picture of himself as a person who has little chance of achieving the goal, who is unable to cope with the difficulties. Thereby self-efficacy is decrease (Seligman, 1997).

During this period, communication skills necessary to work in a social context are growing. Children at this age are able to act in the field of attention, are able to dialogue, discuss, confirm, deny, initiate or interrupt communication. With these elementary skills it is possible to learn in pairs or team using more and more complex forms of communication. Growth of these skills allows the child to participate in an increasingly complex tasks (Stefańska-Klar, 1995). This way of learning is relevant and attractive for school-age children, because they are in period of intense development of social relations with others. During this time, children form close friendships based on emotional ties. They have strong need for approval by a group of peers, learn to control their behaviour in relation to the requirements and expectations of the group. They construct their own standards for functioning of the peer group, replacing the existing standards related to family members (Filipiak, 2012).

In conclusion, the school age is characterized by an intensive development of not only cognitive processes, but also other areas of human functioning. Therefore, in educational practice it is necessary to pay attention on it. Learning conditions determines the development of certain areas of the child's functioning. Therefore it is important to construct an appropriate development environment of these functions at school and appropriate communication with students and between students. It can have significant impact on the development of the child self-image, and thus its function in adulthood (Dembo, 1997).

From this perspective, it is worth examining the learning conditions, which can be determined by the education model. This model depends on the definition of learning. The first derives from behaviorism and treats learning like a change in patterns of behaviour and a passive acquisition of knowledge. The second is based on developmental and cognitive psychology and it mean the knowledge construction process (D. Klus-Stańska, 2002). Different definitions determine the differences in terms of the other elements of the educational process, such as: curriculum, methods, forms and content of education, the role of the teacher, the role of student or environmental conditions. In this way emerges a picture of two different models of school. The first is the so-called traditional school, based on the assumptions of behaviorism and cultural transmission, the other is a school-based progressive constructivist assumptions derived from developmental and cognitive psychology (Mietzel, 2002).

In traditional didactic teacher is speaking, students are listening, doing notes and some exercises from the book, in the way which teacher have presented. Everyone work in the same time, doing the same thing. Didactic in progressive school is based on constructivism. For this idea the most important assumes is student-centred learning, be active, manipulative learning, learning from experiences, learning through discussion and cooperation with other student (Klus-Stańska, 2002).

Because of these differences, the world of school may be different. Therefore students experience that different kind of school will behave differently. They have different way of thinking and perceiving the reality around them. In addition, the effect of the impact of different educational process may appear in adulthood graduates. Children who were learning in different teaching model of school has completely different developmental environment. This has strong effect on children developmental. It is consider to not only academic achievement but also other features. Due to the differences of learning conditions, students from different «school worlds» in a different way will understand their own «I» in relation to themselves and to the surrounding reality.

From this perspective, an interesting subject of study is to compare the social functioning adult graduates of different models of schools. This will determine how much the model determines the attitude of public school student.

For the first time, studies on the impact of the different educational model on the functioning of the students, took place in the 60s of the twentieth century in the United States. Then there were dominated schools based on the assumptions of cognitive-developmental psychology – so-called progressive schools (open schools). It had begun «Progressive Era Studies», in which scientists had studied and compared with each other different models of education. The Conclusion of a lot of research on this field which were synthesis by Harwitz in 1979, is that the significant differences between students from both schools is in the feature such as:

- 1) curiosity;
- 2) cooperation;
- 3) creativity;
- 4) critical thinking;
- 5) independence and conformity;
- 6) democratic conflict resolution;
- 7) hyperactivity;
- 8) impulsivity in problem solving;
- 9) leadership;
- 10) self-concepts.

Nowadays part of my research also proof this results. It was hypothesized that graduates of various primary school model will vary in terms of functional areas such as:

- 1) self-esteem;
- 2) social competence;
- 3) creative attitude, which components are conformism and heuristic or algorithmic behaviour;
- 4) self-efficacy.

This study took place in 2014 in Poland. Respondents were asked to fill out questionnaires to the data characteristics. They filled electronic versions of Rosenberg Self Esteem Scale, Social Communication Questionnaire, Creative Behaviour Questionnaire and General Self Efficiency Scale. The study group was 34 adult graduates of traditional primary schools and 27 adult graduates from Authors Żak Elementary School. The teaching and learning process in second school is based on the assumptions of constructivism, which I mentioned earlier. The creator and founder of school program is professor Dorota Klus-Stańska.

In order to verify whether there are significant differences in the level of self-esteem, social skills, creative attitude and self-efficacy between traditional and progressive school graduates I used a T-Test for independent samples. Independent variable is the type of primary school, which the subjects attended to and the dependent variable is selected area of the investigated on the basis of individual questionnaires.

Analysis of the results showed no significant differences in the level of self-esteem and social competence. On the other hand this analysis showed the significant differences in the attitude of creative and general self-efficacy among the two study groups: traditional primary school graduates and Authors primary school Żak graduate. Detailed description of the statistical results are presented in the table below (Table 1).

Table 1
The results of the questionnaire obtained by Authors Primary School Żak graduates and traditional primary school graduates

	Type of school				t
	ASP Żak		Traditional school		
	M	SD	M	SD	
Self esteem	32,32	5,06	30,43	6,50	0,22
Social skills	104,73	24,24	107,10	27,32	-0,35
creativity	40,47	8,23	35,08	9,84	2,28*
Nonconformity	21,11	4,31	17,93	5,27	2,53*
Heuristic behaviour	19,36	4,45	17,15	5,16	1,76*
Self-efficiency	33,30	4,63	31,46	3,85	1,68*

* $p < 0,05$

Study groups differed in the type of primary school they attended. Everyone continued their education at the traditional high school. Almost everyone finished university. It means that respondents – adults with higher education – about twenty years ago, were subjected to different learning process for a period of six years, and then continued their education in the same traditional schools. Different impacts experienced by students in the younger school age had influenced their further development of specific areas. These differences revealed not only immediately after the completion of stage progressive schooling as proved Horwitz (1979), but – as presented this study – even in adulthood, after eleven years of traditional schooling. This means that the educational process of progressive schools at the primary school level can have a significant impact on the development of creativity, heuristic behaviour, non-conformism and self-efficacy in adult life.

The presented study are evidence of the importance of early childhood education for the development of the individual. Type of impact of the educational process in elementary school significantly affects the permanent change of their thinking structures in specific areas. This implies a difference in their future life.

The study also confirms that the younger school age is a critical period of development of some competencies. When a child starts learning at school, starts to develop in him a heightened awareness. At this time, the child is faced with the first serious and responsible tasks in a new, unfamiliar environment. The appropriate constructivist learning environment permits the development of skills and competencies of the child. In this way, the child is preparing for the future independent struggle with the requirements of contemporary reality. It means that the process of design learning environment affects the functioning in adulthood.

This study can reveal what school assumptions are significant for the development of specific aspects of the subject functioning. On the one hand this study is the proposal of the evaluation of the school from the perspective of its primary function, which is to

prepare for life in society. On the other hand it is a proposal on how to explore the power of the driving school, and so the extent to which the school may determine the operation of its graduates.

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СПЕЦИФІКА ВИКОРИСТАННЯ ІНТЕРНЕТ-РЕСУРСІВ У ПРОЦЕСІ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТАМИ НЕЛІНГВІСТИЧНИХ ВНЗ

У статті розглянуто можливості та специфіку впровадження нових інформаційних технологій, зокрема Інтернету, та визначення ефективності його використання в процесі вивчення англійської мови студентами нелінгвістичних університетів; досліджено особливості Інтернет-ресурсів як засобу інтегрованого навчання читання, говоріння, аудіювання, письма; розроблено методіку використання нових інформаційних технологій в поєднанні з традиційними методами навчання.

Ключові слова: інформаційні технології; інноваційні і традиційні методи навчання; Інтернет-ресурси; навички читання, аудіювання, говоріння і письма.

В статье рассматриваются возможности и специфика внедрения в учебный процесс новых информационных технологий, в частности Интернета, а также определение эффективности его использования в процессе изучения английского языка студентами нелингвистических университетов; исследованы особенности Internet-ресурсов как способа интегрированного обучения чтению, аудированию, разговорной речи, письму; разработана методика использования новых информационных технологий в сочетании с традиционными методами обучения.

Ключевые слова: информационные технологии; инновационные и традиционные методы; Интернет-ресурсы; навыки чтения, аудирования, разговорной речи, письма.

A research purpose consists in finding out of specific of introduction of such innovative technology as Internet and determination of efficiency of its use in the process of study of English by the students of the non-linguistic university.

This purpose determines rising of the following tasks: to define possibilities and specific of the use of Internet in an educational process; to explore efficiency of its application in the process of study of English; to develop the method of the use of such new technology in combination with the traditional methods of teaching foreign language.

Realization of the new information technologies in the process of teaching is connected with the expansion of the range of training activities which leads to qualitative changes didactical requirements to ways of teaching.

The use of the Internet-resources at the English lessons solves a number of pedagogical purposes: to form abilities and to skills to read, to improve writing skills of students; to replenish their vocabulary, and to form a strong motivation to learn English. While working with the Internet a teacher must offer tasks aimed at developing the ability to search for information, helping them to understand the information and communicate the foreign language.

In this article the author emphasize that the implementation of innovative technologies to the process of studying does not preclude traditional methods of teaching and is harmoniously combined with it. But using the computer not only improves education but also promotes the growth of the informational culture of students, because it enables students to find information, makes lessons more interesting, and extraordinary, making studying into an interactive form.

Key words: information technology; innovative and traditional methods; Internet-resources; reading, listening, speaking and writing skills.

Постановка проблеми. Розвиток науки в Україні, її вихід на європейський рівень неможливий без підвищення уваги до викладання іноземних мов, володіння однією з яких є неодмінним критерієм інтеграції України в Європейське та світове співтовариство. На теперішньому етапі розвитку суспільства перед викладачем стоїть завдання зацікавити студентів навчанням, використовуючи на заняттях ті форми, методи й технології, які їх приваблюють. Тому сучасна система освіти все активніше використовує інформаційні технології й комп'ютерні телекомунікації. «Лекційно-семінарська форма навчання, – стверджує Л. П. Владімірова, – давно втратила свою ефективність – практика довела, що майже 50% навчального часу втрачається» [3, с. 23]. Це зумовлено тим, що обсяги інформації ростуть і, як показує практика, традиційні способи її передачі, зберігання й обробки стають неефективними.

Студенти повинні бути готові використати мову для реальної комунікації поза заняттями, наприклад, під час відвідування країни досліджуваної мови, під час прийому іноземних гостей, при листуванні або обміні повідомленнями, результатами завдань і т. п. з друзями в країні, мову якої вивчають. При цьому термін *комунікативність* не повинен розумітися прагматично. Не можна не погодитися з І. Л. Бім, що комунікативність «не зводиться тільки до встановлення соціальних контактів, до оволодіння туристичною мовою. Це залучення особистості до духовних цінностей інших культур – через особисте спілкування й через читання» [1; 7].