

## **FIRST CHALLENGES – FIRST SUCCESSES: AN OVERVIEW OF *GENERAL AND PROFESSIONAL EDUCATION* PUBLISHED MATERIALS**

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**Abstract:** The paper presents an overview of the materials published in *General and Professional Education* during the last two years. The overview shows that the journal has covered issues of teaching in different fields. During this period much attention has been paid to developing students' competences in all kinds and at all levels of education. Educational issues in both technical and humanitarian fields and directions have been discussed. Much attention has been drawn to teaching aspects of communicative competence. The journal's mission in future is suggested.

**Key words:** developing competences, technical and humanitarian fields, directions of education

There have passed two years since the journal has changed its title and became *GaPE* – *General and Professional Education*. Since that time the journal's scope has grown. Its expansion has resulted in the appearance of many theoretical and research papers addressed to a vast reader's audience. The content areas included issues in early education, secondary and high school training, higher and professional education.

During this period much attention has been paid to developing students' competences in all kinds and at all levels of education. The year 2011 was characterized by a vast amount of papers devoted to the analysis of competences in different educational areas. General issues of competence approach were described in several papers.

Zhanna Glotova [7] wrote about the use of qualimetric methods to diagnose professional competences. The conclusions drawn from the paper concerned teaching a competent specialist, whose professional quality is to be measured on different levels: federal, regional and institutional. The impact of competence approach on the aims, content and outcomes of professional training was described. Criteria to

measure professional quality were also discussed.

Marta Krzaczkowska [16] devoted the paper to developing students competences in a given subject, namely "Education for safety". School students in Poland learn the subject: through research, directly in class, in cooperation with people who witnessed accidents. Competences of safety are developed in all these kinds of education. The range and inventory of competences was discussed in the article.

Different aspects of "Education for safety" have also been discussed in the articles by Monika Saganowska, Anna Oleszak. Monika Saganowska analyzed conditions of successful education for safety. Among the conditions there was using active methods of teaching, students' motivation to learn the information, open communication when analyzing accidents. The author showed the way to education for safety proceeding from "the unconscious safety unawareness" to "the unconscious safety awareness". As a result of education for safety an individual is to develop safety culture.

Anna Oleszak [23] stressed the assumption that education for safety should be interesting to the audience. The contents should meet the

students' demand. Therefore it is advisable to plan the course so that to envisage students' interests, use active methods to avoid lecturing, apply modern educational forms, e.g., e-learning.

The development of competences in teaching arts and culture was viewed by Natalia Bulatova in the paper devoted to competences used in interpreting music by performers [2]. Teaching music interpretation on the basis of competence approach envisages teaching to decode the musical text. Decoding the text is based on seeking and reading various "content layers" of the text. The author focused on integrating composer's and the performer's vision of the text.

Olga Kochetova whose research concerned choirmaster's competence [11], distinguished in a choirmaster's work different types of competences, among them those of a manager, of an instructor, an interpreter, a pedagogue, even a decorator. The basis of these competences is in the knowledge of text interpretation, performance; in the skills of organizing the musicians, teaching them group work. The paper also focused on the peculiarities of the choirmaster's work and ways of teaching choirmasters.

Polina Sergiyenko studied creativity as a personal quality of composers. In the paper [31] the author attracted the readers' attention to the components of creativity: imagination, search of different solutions of a problem, the ability to make associations. These were to be viewed in teaching creativity to future composers.

Nadezhda Telnova's work was connected with teaching pedagogical reflection to music college students. The author's article focused on professional consciousness development. Consequently the issue of professional reflection was viewed as a constituent part of professional consciousness and self-realization. A model of developing professional reflection skills was worked out. Exercises to teach it were suggested [34].

Different kinds of competences in professional training have been analyzed in the journal. Svetlana Konushenko, Sergej Kuzmin and Aleksandr Petrushchenkov studied students' didactic competence in the information multi-instrumental environment [13]. The implementation of information multi-instrumental environment was viewed by the scholars as the opportunity to use the electronic resources in education, to create new electronic

educational resources, to make up pedagogical situations in the web. The impact of new informational conditions on developing teachers' didactic competence was described.

Nadezhda Klementsova in her research studied the intercultural communication competence of engineers-to-be. In the paper intercultural communication competence was presented as one of the basic competences of any specialist in the world of to-day. The role of intercultural communication competence was seen by the author in forming cultural knowledge, in developing a linguistic personality, in perceiving different cultures. Intercultural communication competence was suggested to be developed on the basis of authentic texts [10].

Lyudmila Glushkova's paper was devoted to developing ecological competence in teachers-to-be [8]. The author suggested the model of students' ecological competence development. The model was created on the basis of viewing a student's individuality. Spheres of student's individuality were delineated. The researcher described competence components: communicative, pedagogical, social.

Natalia Kopylova in her paper presented the research on forming legal literacy in future PT teachers. In the structure of legal competence cognitive, volition and evaluation components were studied. The conditions of forming legal competence, including motivation, knowledge of law, new unconventional teaching methods and monitoring the results were suggested [14].

Larisa Repeta showed ways to form the research competence in students. It might be developed on one of the levels: basic, advanced and creative. The suggested model of developing research competence resulted in the increase of the advanced level of research competence in students [28].

Konstantin Tseunov attracted readers' attention to intercultural competence of students studying PR [37]. According to the author, the conditions of intercultural competence development include making a practically oriented environment to create favorable atmosphere in the classroom, implementing interaction technologies, creativity stimulation by means of offering professional tasks to students.

Ewa Wanda Maruszewska focused her attention on ethical education of accounting students. The paper discussed incorporating ethics into the accounting curriculum, the tendency which spread the world in the early years of 21<sup>st</sup>

century. In the questionnaire survey analysis conducted among masters' degree students the author showed that students being trained in fields of ethics would benefit from exposure to life cases regarding tax avoidance [17].

Zbigniew Matuszak characterized teaching marine mechanical officers. The paper focused on the teaching process based on the mechanical engineering undergraduate and graduate programs at the Faculty of Mechanical Engineering of Maritime University of Szczecin. The profiles of graduates in different specializations of this direction – engine room operation, the operation of marine propulsion and power devices, diagnostics and repair of marine machinery equipment, environmental protection in the operation of fleet and ports – were presented in the article. Particular attention was paid to the description of the “engine room operation” graduate profile specialization. Graduates of this direction are trained for the positions of engineer officers on ships of various types. Attention was drawn to the characteristic features of various types of classes and practical training. The characteristics of undergraduate studies was complemented by the characteristics of graduate studies (“marine construction and operation of energy systems” specialization) [19].

The overview shows that the journal has covered issues of teaching in different fields.

*GaPE* gives the scholars and the readers an opportunity to discuss educational issues in both technical and humanitarian fields and directions. In the past two years much attention has been drawn to teaching aspects of communicative competence. Anna Spiridonova devoted her research to the linguistic competence of pre-school children. The components of the linguistic competence of pre-school children were described in the paper. Definitions of such concepts as the environmental approach and the Language Learning Developmental Environment (LLDE) were introduced and described by the author. The article also focused on the LLDE components illustrating theoretical data with practical examples [33].

Maria Panchenkova analyzed the role of communicative competence in railway engineers training. The author introduced the definition of the professional communicative competence. General competences (ability to learn, existential competence, declarative

knowledge, skills and know-how) and the communicative language competence in railway engineers training were characterized. Special stress was placed in the paper on vocationally oriented language learning of railway transport specialists [25].

Svetlana Sannikova introduced in the article the international ACCESS project. English Access Microscholaship Program for children from low-income families envisages a two-year instruction. It teaches English, develops in children leadership qualities. Training in workshops, games and simulations, debates are widely implemented. Electronic resources are also used. All these means give good opportunities to develop the communicative competence in the project participants [30].

Marina Chernysheva described the role of teaching regional vocabulary in the development of students' philological competence. The article touched upon lexical regionalisms usage as a component of students' linguistic competence. It also contained definitions and specific features of the regional and national variants of a language, described the principles of treating French lexical regionalisms in class [4].

In several papers issues of primary, secondary and high school education were disclosed. Dmitrij Buyanskij conducted the research of school students' civil competence. The author raised one of the most pressing issues of contemporary school education: the education of a competent citizen. The paper presented views on implementing the competence approach and the individual approach. It included the interpretation of the civic competence concept as well as the conditions of its formation. The role of the individual approach in the competence formation for human socialization was disclosed. The author also introduced a variety of techniques to develop the civil competence of school students, group activities among them [3].

Natalia Titarenko and Pavel Pinzhenin described the process of forming and diagnosing the information competence of primary school students. The role of All-Russian distance intellectual competition “ESM – Erudite person” in developing and evaluating the key information competence was shown in the paper. The article also focused on techniques and technologies to develop and monitor students' activities: publishing a newspaper in class, doing computer tasks [35].

Sabina Kołodziej presented the research on the understanding of economic concepts by children. The results showed that children gradually gained economic knowledge, reaching the level enabling to understand market relations at the age of twelve [12].

Works have been presented on teachers-to-be training. Among them one can mention the works by Svetlana Fortygina about projecting skills of future primary school teachers, Natalia Niyazbayeva about reflexive skills of future teachers.

Svetlana Fortygina's paper discussed specific features of using e-content model of elementary general education. The model was considered part of informational and educational environment of the second generation of Federal State Educational Standards in Russia. In the article it was also considered as a means of forming the projective competence in primary school future teachers education [5].

Natalia Niyazbayeva viewed teacher's reflexive competence as a powerful mechanism of teacher's mastership. It was shown as assisting teachers to intensify the educational process [22].

The journal's scope in 2012 envisaged papers in different aspects of teaching philological subjects. *GaPE* has introduced the research by Vera Budykina on dictionaries of pedagogical terms [1], Anton Volkov's paper on gender aspect in teaching literary translation to linguistic students [38], Olga Tolstych's experience on teaching History of English and American Literature [36], Elena Glazyrina's work on lingvodidactics [6].

Anton Volkov's article dealt with teaching literary translation. It also dealt with the notion of gender, its realization in different spheres of the language and means of rendering gender peculiarities in translation. The study of gender was treated as one of the central issues in the modern sciences of language, society and culture. Its significance for the purpose of forming translator's competences was presented as increasing in the context of cultural intercourse. Gender stereotypes and basic stereotypical oppositions associated with the behavior of men and women were taken into consideration while recreating a literary image in the text of literary translation. The problem of gender asymmetry was viewed as especially urgent in English due to the modern tendencies of political correctness and elimination of any kind of language discrimination [38].

Olga Tolstych's article was devoted to the peculiarities of the course "The history of English and American literature" delivered at the faculty of linguistics of the South Ural State University. The author mentioned its main objectives, paid attention to the tutorial course and described in detail one of the classes devoted to W. Shakespeare's *Hamlet*. The main advantage of this tutorial course was the application of multimedia techniques facilitating the educational process [36].

Vera Budykina's article highlighted the issue of dictionary criticism. It concluded the results of the analysis conducted on the example of two dictionaries of education [1].

Elena Glazyrina's paper touched upon the issues of organization of training business games at foreign language (FL) lessons in higher educational establishments. Training business games was viewed as an effective method of FL teaching. Such important constituents of a business game as motivation, reflexivity and pedagogical conditions were described in full detail. Lingvodidactic recommendations to the conditions of conducting a business game were suggested [6]. The journal also highlighted general issues of planning curriculum, syllabus, systems of teaching. They were considered in the paper by Tatiana Grebenuk about the concept of post-graduates preparation to practical training. The author disclosed conceptual points for solving the problem, showed static and dynamic models of preparation process [9].

Alla Matuszak's paper described pedagogical students practical training in modern Russian Teacher Training Universities. The new requirements to higher education in Russian Federation were viewed. On the basis of the requirements the state of practical training system was analyzed. The system characteristics was accomplished on the basis of the aim and requirements of each practical training type; the principles of practical training; the content of students' work; the competences to be taught. The author described practical training structure and practical training system modeling. The researcher also viewed practical training process. Problems and perspectives of pedagogical students practical training were presented in the article [18].

Natalia Nagibina and Natalia Ippolitova conducted a research of the innovation activity of a complementary education institution. The paper characterized the present state of



complementary education institution teachers' innovation activity. The characteristic features of complementary education institution teachers without pedagogical education were presented. The innovation process in complementary education institutions was also disclosed. The authors viewed the scope of problems in complementary education institutions for children [20].

Maria Smetanina's paper described the content of FL textbooks. It aimed at determining the conceptual content of FL textbooks designing. The basic aim of the article was to show the possibility of teaching students the basic FL levels and preparing them to study the language at higher levels. The principles of a textbook designing were viewed. The authors considered types of programs providing the purposes and style of language learning in the textbook. The lesson structure effect on the textbook thematic organization and contents was discussed. The paper also touched upon the requirements to a FL textbook. A Breakthrough- and Waystage-level FL textbook was analyzed as an example [32].

Wojciech Oleszak described models of educational work with adult people. Three models – technological, humanistic, and critical – distinguished by andragogists were presented in the paper. Educational practice, practice of adults education in particular, was described. Possible distortions from knowledge coming from everyday life and common experience of people were shown by the author [24].

In 2012 some timely issues were introduced in *GaPE*. Higher school applicants' knowledge quality has been touched upon in Grzegorz Nicewicz's paper. The article highlighted the problem of high school graduates' preparation for studying technical disciplines. The author's analysis concerned first year students of Mechanical Department in Maritime University of Szczecin. Their knowledge of mathematics and physics was assessed based on results of matriculation examination in mathematics and physics test. Statistical analyses were carried out by means of *STATISTICA 8.0*. Conclusions as to the introduction of additional classes of mathematics and physics and suggestions on their impact on training results were presented [21].

The young people as the "network generation" have been described in the paper by Elżbieta Perzycka. The author stressed that higher education facilities aimed at revitalization and

cultivation of traditional values included into widely understood humanism trend. On the other hand a higher or lower level of compliance with increasing technological wave was observed. The paper characterized the reality in which the subjects of education with access to digital media existed. Amongst other terms the concepts *network generation*, *kids in the Internet*, *information competence* were explained. Next, the increasing wave of new media tools as well as their management for the purpose of higher education was referred to. In the end a 'macro' and a 'micro' change and implications resulting from this fact for school digitalization in real and expectation perspective were summarized [26].

Alongside with research issues on precisely delineated topics *GaPE* has published some papers on issues pertaining to the development of national educational systems. Among them there is the paper by Czesław Plewka about educational effects and Qualification Framework in Poland. The issues of educational effects for pedagogical undergraduate and graduate studies were described by the author [27].

Tatiana Kruchkova's paper was devoted to new State Standards in Russian education. Quality assessment in primary school education was discussed. It was stressed that the assessment of results in education from the point of view of the competence approach required new diagnostic techniques. The article analyzed how state educational standard of primary general education met the requirements of the society. Psychological and pedagogical assessment techniques on the basis of the level approach of a subject and meta-subject results assessment were shown. Outcomes of independent quality assessment in primary school education were described [15].

So we might conclude that in recent years *GaPE* has assisted educators in a number of countries – Poland, Russia, Lithuania, Kazakhstan, Ukraine – in sharing points of view on urgent pedagogical problems, in getting to know new viewpoints, new educational environments, new solutions of common problems. In giving educators of different countries the opportunity to communicate, understand each other and cooperate the Scientific Board sees *GaPE*'s mission in future.

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