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PROFESSIONAL TRAINING PHENOMENON IN THE NATIVE VIEWS APPROACH

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In the conditions of the modern society development when intercultural and inter-ethnic relations have become of significant importance, the state can be competitive at the international job market only in case this market is provided with highly qualified specialists. Therefore, nowadays the development of higher education in Ukraine is one of the education development priorities.

It should be mentioned as well, certain aspects of the professional training issue study was performed in the following directions, such as general theoretical and methodological problems of the vocational education system functioning (H. Hrebeniuk, R. Hurevych, I. Ziaziun, I. Kozlovska, N. Nychkalo and others); professional training of the specialists in Ukraine (O. Havryliuk, V. Zaichuk, O. Kiiashko, A. Ligotskyi, P. Oliinyk, M. Pindera and others); development of different types of professional competence of future specialists (V. Barkasi, S. Demchenko, O. Marmaza, T. Matsevko, I. Mischenko and others); psychology of the personality professional development (I. Bandurka, S. Sytnik, K. Chernetski and others); methodology of continuous professional education (S. Hocharenko, T. Desiatov, M. Ievtukh, V. Luhovyi, S. Sysoieva).

The aim of the article is to reveal the meaning of «professional training» in the context of the modern scientific approaches.

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The theoretical basis of the professional training is Ukrainian law (legislation), which consists of the Laws of Ukraine «Education Law» [6], «Higher Education Law» [5], «Professional (Vocational) Training Law» [7] and other legislative and regulatory acts, were enacted according to this law and also other international agreements of Ukraine such as: Convention on the Recognition of Higher Education in the European Region (The Lisbon Recognition Convention dated 11.04.1997) [8], World Declaration On Higher Education For The XXI Century (Paris, 5-9.10.1998) and others.

Thus, the main principles of the state policy in professional training in modern Ukrainian legal framework have been determined. They are: 1) to support the development of human potential and to create skilled workers with the help of creation of the conditions for lifetime education; 2) integration of the vocational education system of Ukraine into the world system of education and the European Higher Educational Area (Environment); 3) the continuity of the vocational education obtaining process and its internal integration with higher education.

Article 3 of the Law of Ukraine on Vocational Education states that vocational education is a complex of pedagogical, organizational and managerial activities, which are aimed to ensure the population's knowledge and skills mastery in the chosen field of their professional activity, development of the competence and professionalism as well as education in general and professional culture. The Law also stresses that vocational education ensures the citizens to obtain the profession *of their soul and heart* according to their soul and heart), interests, skills as well as pre-vocational education, professional training, re-training (re-qualification) and their advanced training [7].

«Ukrainian Pedagogical Dictionary» by S. Honcharenko defines the term «vocational training» as follows: «Vocational training is the process of training specialist, provided by educational establishments, of different level qualifications in one of the chosen fields of the economy, science and art; it is an integral part of the consistent system of public education. The subject matter of the vocational training comprises profound familiarization with the scientific background and the work method of the chosen kind of activity; imparting of the special practical skills and knowledge; developing of the psychological and moral qualities required for in a certain field of personal activity» [2, p. 274].

M. Chobitko considers «the vocational education» as a synonym to the vocational training and the integral part of the consistent system of education. Unlike him, T. Desiatov emphasizes that the category «vocational education» differs from the meaning «professional training» as professional training is not accompanied by the increase of the students' general level of education,

but it is performed for the purpose of training to fulfil a certain kind of activity. Consequently, to his mind, the difference between these meanings is in the point of view as for the results of studying – the training of the professional knowledge and learning skills [10].

To summarize the more profound meaning of the term «vocational education», N. Demchenko suggests the following approach of interpretation of the meaning. In his words, the process of providing corresponding knowledge and skills to the students, the amount of special knowledge, learning skills, qualities, working experience and the code of conduct which guarantee the possibility of the successful job according to the chosen profession; the process of training as the way of necessary knowledge transfer; the system of the organizational arrangements which provide the development of the personality with the professional orientation, knowledge, learning skills as well as the professional readiness to such activity; the stock of obtained while studying compile the essence of the term.

Having made the analysis of the modern scientific approaches, N. Nychkalo defines the term «vocational education» as the system aimed at the formation of the professional and the development of the personal key competences necessary for the employment of the professionals with a certain qualification, profession, specialty in a particular field of activity as well as ensuring their competitiveness and mobility in the labour market [9, p. 240].

According to Y. Hryshchuk, the main purpose of the vocational education may have the following directions:

1. To create the conditions for mastering a person's knowledge and skills in the field of the professional activity, to obtain the qualification or the re-training ensuring the individual's participation in the socially useful work according to their interests and abilities. In this case vocational education can be considered as means of the personal self- fulfilment (realization of personal potential in profession and career) as it is the professional activity where human abilities are most fully revealed as well as means of social self-protection, perseverance and adaptation to the market economy conditions.

2. To bring up a socially active individual, who is guided by universal human dignity and justice as well as cultural ethnic values and who is capable to change the production environment transformation, labour-management, economic and social relations as well as capable of administration participation and is responsible for the results of their own activity.

3. To meet urgent production environment needs of skilled professionals whose training level would meet the requirements of the scientific, technical and social progress and could be professionally mobile as well as they are supposed to have versatile professional and general knowledge as well as learning skills [4, p. 18].

Thus, at the present stage of the modern education development the term «vocational education» has been studied quite widely [1; 3; 4; 9; 10], as vocational education can be provided on the vocational education basis as well as on the basis of the general education.

The psychological-pedagogical studies interpret the phenomenon of the term «vocational education» as follows:

1) the process and result of the professional formation and development of the personality, which is accompanied by mastery of knowledge, skills and abilities in specific professions and specialties;

2) the person's preparedness for a certain type of activity or profession certified by the secondary school diploma or the certificate of competency on the graduation from the corresponding educational institution;

3) the important social-state institute which serves to prepare the younger generation for future professional challenges in a certain field of activity and assumes a sufficiently high level of different skills development as well as the ability to improve them continuously;

4) a continuous process conditioned by the needs of the individual, the society and the economic development of the country aimed at the constant professional and individual development and specialists' self-improvement, empowering their possibilities in the conditions of qualitative change of the work in the framework of one profession as well as in the conditions of the change in professional activity.

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USING AUTHENTIC TEXTS FOR CLIL LESSONS AT UNIVERSITY

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Nowadays higher education in Ukraine works towards integration and cross-curricular connections which is possible to provide only through a special method of teaching a language that would reflect the reality in which the learners live and work. Thus the implementation of CLIL approach at university is in demand.

According to Marsh, CLIL is «any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content» [2, p. 14].

CLIL approach allows two subjects to be taught simultaneously, although the focus may be on the language or a non-linguistic subject [1, p. 154].

Owing to the CLIL approach, language learning becomes more focused as language is used to solve specific communication problems. Moreover, students become more motivated to learn English.

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