

Results. The effectiveness of the heuristic dialogue, we were able for the various components specified in the model. Thus, the level of absorption the material was determined by appraisal, disclosed in a student created a meaningful product through a series of questions basic concepts of the topic, learning (tests, assignments), fluency issues, is it clear to the students the practical application of knowledge in a particular pedagogical situation and prospects affected by the problem. Comparing the data of the ascertaining and control stages of the experiment, we analyzed the growth dynamics of individual groups professionally-creative abilities of future teachers humanitarian disciplines.

Originality. First of all, given the specificity of the developed model (its purpose, content), we were interested in the dynamics dialog-heuristic abilities of students. Remembering that all the skills are manifested in the activity, specified skills, primarily the skill to put the heuristic questions, we pay special attention during the experiment was studied and evaluated this indicator.

Conclusion. Therefore, an important step of the conducted research was to identify quality improvements of interrogative skills activities in the creation educational product for humanitarian disciplines. In the experimental groups the students during the study of course showed a high and sufficient levels in the process of creating a number the heuristic cognitive issues and purposefully mastered the essential methods of heuristic dialogue.

Keywords: vocational dialog creative abilities; heuristic dialog interaction; creative educational product; student activities; personal position; intellectual skills; deloge-heuristic skills; future teachers; the quality of the products created.

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ROLE OF INTERNATIONAL EDUCATIONAL LINKS IN THE FORMATION OF WORLD HIGHER EDUCATION SYSTEM

Анотація. Обґрунтовано роль міжнародних освітніх зв'язків у розбудові світової системи вищої освіти. Виділено основні тенденції в галузі сучасної міжнародної освіти та окреслено особливості їх розвитку. Розглянуто основні завдання міжнародного співробітництва, досліджено різні його форми. Виокремлено найбільш вагомні фонди міжнародного співробітництва та програми студентського обміну, зазначено їх цілі, підкреслено пріоритетні напрями діяльності в світі і, зокрема, в Україні.

Ключові слова. міжнародне співробітництво; освітні зв'язки; освітні фонди; програми обміну студентів; мобільність; стипендіальні програми; освітні заклади; партнери; інтернаціоналізація.

Introduction. Higher education is one of the fundamental factors that plays an increasingly important role in the modern world and defines the framework of mankind economic and social progress as a whole and as individual states and peoples. The welfare of

the state, the results of its development in almost all spheres and activities mainly depend on the education level of its citizens.

Currently, education became one of the most important factors in the development of a state not only at a national but also at an international level; at the same time there is a steady tendency to its internationalization and integration. International educational links today are an important and prospective direction of foreign policy of the United States, France, Britain, Germany etc. The special role of education in the modern world is reinforced by the fact that the economic, political and cultural success of the country, the standard of its citizens living depends on the availability of highly qualified specialists.

Analysis of relevant researches. In the essential research of A. Sbruieva the core priorities, essential foundations and ways of the implementation of the comprehensive EU Strategy of the higher education are characterized [5]. Y. Nikolayeva, N. Bogolyubova research the activity of foreign cultural centers [4]. O. Yegorova researches the activity of International educational funds in Ukraine [2]; I. Zayukov approaches to the ways of indulgence of negative social-economic tendencies in Ukraine [3]. R. Ruffino paid attention to the mobility of secondary school pupils, its forms and peculiarities [10].

Purpose. To define the role of international educational links in world higher education system development; to analyze their major trends and specific character; to highlight the most significant funds of international cooperation and student exchange programs.

Results. International educational links have the following features:

1. World higher education includes a great number of many interrelated elements of different levels and nature: these include educational institutions, establishing strong links with foreign partners and organizations, particular national and regional systems of producing a common strategy for the world under the auspices of UNESCO and the UN, and various international educational organizations and associations that assist to the unification of the world of higher education into a single system. All these institutions and organizations are administratively autonomous.

2. In the world higher education has signs of integrity, autonomy in relation to economic, political and other world social systems. The basis for these processes are universal standards of academic freedom and democracy. The global higher education system of the associative type, which administratively does not regulate but ideologically defines the paradigm of the development of all educational systems – national, regional, international is formed.

3. Well balanced commodity of global system of higher education is a sign assuming the continues development of the higher education system and its adaptation. An important role in this process belongs to an international cooperation and such organizations as UNESCO in particular.

Today the following trends in higher education and international educational links are distinguished: the growth of higher education; the role of knowledge in society; internationalization of higher education; integration of education, the intensification of globalization processes; humanization of education; the increasing role of communication technologies in the educational process; the educational connection with industry and business; the commercial sector of higher education development; non-university higher education sector development; the changing role of the state in regulating the educational process; egalitarianism of higher education; intensification of academic mobility; diversification of higher education; radical renewal of the curriculum; the development of the social function of higher education.

International educational cooperation is to carry out a threefold goal: achieving a level of higher education that meets the needs of modern international society; the alignment of national educational systems; training of qualified personnel for the national economy.

It is intended to solve a number of actual tasks, such as:

- conformity of the content and level of higher education to the needs of the economy, politics, social and cultural spheres of society;
- align levels of training in different countries and regions;

- international solidarity and partnership in the field of higher education;
- combined knowledge and skills usage in different countries and on different continents;
- promoting higher education establishments development especially in low-income countries, including the help of financing from international funds;
- promotion to general increase of flexibility, of coverage and quality of higher education, contributing to «brain drain» causes elimination;
- the promotion to the competition of scientific schools and educational systems in conjunction with academic solidarity and mutual assistance.

International educational cooperation has various forms: it may be based on interstate treaties, on the basis of interdepartmental, inter-university disseminated agreements and individual relations. The most common form of academic exchanges are various programs (mobility programs), scholarships and grants.

There is a large number of regional programs, adopted by the UNESCO, EU and other international organizations. Many student exchange programs are realized within the European Union.

It has been provided bilateral and multilateral scientific and pedagogical cooperation among the universities, teachers and students exchanges, including assistance of the established target supranational EU programmers of the EC (Comett, ERASMUS, LINGUA, SOCRATES etc.).

The most well-known program of the European student mobility is an international educational program ERASMUS MUNDUS. It supports a program of master's courses, providing students and scholars from around the world with the opportunity to participate in postgraduate study at European universities.

The ERASMUS MUNDUS programmer supports 4 directions:

1. ERASMUS MUNDUS master's course offers a cooperation with at least three universities from different countries, which leads to recognized double – triple diploma.
2. ERASMUS MUNDUS scholarships are used to support master's programs; they apply to graduates from third countries, scientists and highly qualified specialists.
3. Partnership supports activities that makes clear the European education.
4. Increasing the attractiveness of European universities.

It is designed for universities, bachelors, scientists, teachers-lecturers, staff, working in the field of education.

Another program of the European Union is SOCRATES, in force since 1995. The programs Goals include language training, increase of academic students mobility, mutual recognition of the study courses, exchange of University teachers, «second chance» education, i.e. for those who have not graduated from high school.

Along with the European student exchange programs, there is a large number of academic programmers provided by the United States. The most well-known academic exchange program is the Fulbright program, which was ratified on August 1, 1946.

Now over 140 countries participate in the Fulbright program. The program budget consists of governmental funds of USA (more than \$ 100 million per year) and financial resources of other countries governments (about 30 million dollars a year). Today the Fulbright program is the largest international exchange program funded by the U.S. government. The main source of funding is allocated by the USA Information Agency to conduct research and lecturing. Participants of the program are distributed to universities and colleges in the US to work as teachers assistants.

The competition for the Fulbright program is held annually and consists of 3 rounds. The scope of disciplines is very extended: American studies, acting, anthropology, archaeology, library science, geography, journalism, art history, American literature, linguistics, medicine, political science, law, psychology, regional studies, sociology, business administration, philosophy, ecology, etc.

Another student exchange program (FSA) was founded in 1992 on the initiative of U.S. Senator Christopher Sang. It is funded on the basis of the «freedom support Act», in the framework of IREX.

The FSA program is extended to students – specialists 1–3 courses from universities of Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine and Uzbekistan to undergo for 1 year training at universities and colleges in the United States without obtaining degree. The program involves 20 hours of volunteer work for the benefit of the local community and professional training. Selection of candidates is on a competitive basis. The spectrum of specialties is quite wide: anthropology, agriculture, American studies, business, accounting, chemistry, criminal law, geology, management in the sphere of service and tourism, psychology, urban planning, physics, engineering, information technology, foundations of criminal law, economics, education, natural resources, management, international relations, journalism, political science, sociology. The list of specialties increases every year and includes the most popular current trends [4].

Along with the USA other countries also have successful student exchange programs. The most prestigious scholarship program of the UK is Chevening programmer (British Chevening Awards). It operates in 150 countries. The British Council supervises this program. It is financed by the Ministry of Foreign Affairs of Great Britain. The program was opened in 1983.

Thus, Chevening program provides an opportunity to obtain a high-quality education in a university of Great Britain, which is chosen by the applicant. It operates in three areas – master's degree, research, communication experience in a multinational environment. The prior areas of the program are: public administration, international relations, political science, human rights, civil, constitutional law, international law, journalism, media, sustainable development and environmental research, innovation (ecology, climate, economy, business), economy, economic reform, energy, finance, globalization, global climate change [4].

The scholarship covers the cost of training at the University of UK from 3 up to 12 months (accommodation, food and travel). Applicants must have work experience, be proficient in English and have a diploma of higher education. Competitive selection consists of 4 stages.

Analyzing the activities of key participants of international educational links, it should be noted the important role of informational-educational agencies.

One of the first such organizations was DAAD (German Academic Exchange Service). This self-governing organization unites all German universities and promotes academic cooperation through the exchange of students and scholars. It was opened in 1925.

The main DAAD goal is the development of international links of Germany higher school with foreign countries through students and scientists exchange. This organization has a number of additional services: development of information and publishing programs; business and supervision; higher school external relations; support German students abroad and foreign students studying at German universities.

DAAD objectives are: attracting young talented foreigners for studying and research activities in Germany; the development of young German scientists in the spirit of openness and understanding; assistance to low-income countries and Eastern European countries in building of the operating creation systems of higher education.

The main direction activities of DAAD include: giving out scholarship to foreign and German students, trainees, young scientists, teachers of higher education institutions for education, training, study; search for opportunities for international cooperation of the German teachers; collection and dissemination of opportunities information for studying and research in Germany and abroad; maintaining contacts with former DAAD students. Now DAAD conducts about 200 programs and is financed from public sources.

French higher education in the world is promoted by several organizations. Firstly, it is EduFrance – a state educational agency, established in 1998 under the auspices of two

ministries: the Ministry of National Education and the Ministry of Foreign Affairs. Along with governmental institutions, the project involves more than 130 public and private universities in France, French banks, various enterprises and educational funds.

Besides EduFrance, international student relations are engaged in the French Centre for International Exchanges (EGIDE). It was created in 1960 as a nonprofit organization. The Centre promotes academic mobility development, provides the admission of foreign students, trainees and researchers in France, gives out scholarships, and implements various educational programs.

American education programs are controlled by IREX – International Council for Scientific Research and Exchanges. It is the leading nonprofit organization in the United States, which develops and implements programs in the field of higher education, supports independent mass media and legal civil society in USA, Europe, the Middle East and Asia.

Some more international educational funds are: Office of international programs in education; which operates in Sweden. This is a relatively young organization, founded in 1995 by the Ministry of Education and Science of Sweden.

The Institute of International Education (IIE) was founded in 1919 and is the most experienced nonprofit educational organization in the United States. US office is in New York, European office is in Budapest (the European branch operates since 1990). Members of the IIE are over 600 universities in the world. It provides more than 200 projects. The Institute cooperates with governmental and non-governmental organizations, funds and corporations. The largest IIE program is the Fulbright one.

Among the organizations involved in international educational cooperation is Academic Cooperation Association (headquarter in Brussels), founded in 1993. The Association consists of 20 leading national institutions from 14 European countries.

Ukraine actively participates in the international cooperation in the field of education.

Ukraine scientists have revealed such barrier to learning: the lack of resources due to the limited support for education and learning from the state; insufficient communication between education and the labour market; the weak development of social partnership; So there is a need to reveal the opportunities of international educational funds operating in Ukraine [2, p. 21]. Nowadays engagement of additional sources of financing is of great importance for Ukraine education and study [3, p. 21].

The main providing grants organization is the European Union the largest donor to Ukraine. The main donor to Ukraine is the European Union [7]. The part of its help was held in the framework of the Tacis programmer, which according to financial perspectives of the EU for 2007-2013 was replaced by «European neighborhood policy» (ENP). Objectives of the cooperation are the reformation and improving of education system according to EU standards, which will contribute to the participation in the Tempus and «Youth in Action» exchange programs, Erasmus Munds and others. Scientific and technological cooperation support will be carried out through more extensive research, developed by Seventh framework programmer, the joint research projects Marie Curie scheme international mobility for researchers and for practical training [12, p. 15].

Tempus supports the modernization of higher education through the creation of an area of cooperation in countries surrounding the EU, including the Eastern European States. They finance two groups: joint projects, based on multi-level partnerships among higher education institutions in the EU, and the partner countries and «structural measures» which aim is the development and reformation of institutions and systems of higher education in the partner countries.

In addition to joint large-scale European initiatives there are numerous programmes within some other countries. Coordination of their activities is done by the relevant departments of the embassies.

A large number of international educational programs are under the control of Germany, Great Britain, USA and the like embassies. Among these programmers we highlight the DAAD, British Council, American Council, IREX, Fulbright Office and others.

Scholarships from Chevening Scholarships (UK) are quite common in providing an opportunity to study for the master's degree, or to be engaged in scientific research. Programs, mentioned above indicate the role of democracy in the society.

Conclusion. The role of modern education in the world and in Ukraine in particular belongs to cooperation with various international educational funds, which offer additional financing to implement a variety of educational and scientific needs – both individual and joint.

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Abstract. Rysina Mariya Yephimovna, Martynenko Yelena Viktorovna. *Role of international educational links in the formation of world higher education system.*

Introduction. Joining Ukraine into European educational space demands the knowledge of the processes going in the sphere of education, in higher education in particular.

Higher education is one of the fundamental factors that plays an increasingly important role in the modern world and defines the framework of mankind economic and social progress as a whole and as individual states and peoples.

International educational links today are an important and prospective direction of foreign policy of the United States, France, Britain, Germany etc. The special role of education in the modern world is reinforced by the fact that the economic, political and cultural success of the country, the standard of its citizens living depends on the availability of highly qualified specialists.

Purpose. To define the role of international educational links in world higher education system development; to characterize their major trends and specific character; to highlight the most significant funds of international cooperation and student exchange programs.

Results. International educational links have the following features:

1. World higher education includes many interrelated elements of different levels and nature: these include educational institutions, establishing strong links with foreign partners and organizations, producing a common strategy for the world under the auspices of UNESCO.

2. In the world the higher education has signs of integrity, autonomy in relation to economic, political and other world social systems. The basis for these processes are universal standards of academic freedom and democracy.

3. Well balanced commodity of global system of higher education has a sign assuming the continues development of the higher education system and its adaptation. An important role in this process belongs to an international cooperation and such organizations as UNESCO in particular.

International education cooperation has various forms: it may be based on interstate treaties, on

the basis of interdepartmental, inter-university disseminated agreements and individual relations. The most common forms of academic exchanges are various mobility programs, scholarships and grants.

There is a large number of regional programs, adopted by the UNESCO, EU and other international organizations. Many student exchange programs are currently realized within the European Union (Erasmus Mundus, Socrates).

Along with the European student exchange programs there is a large number of academic exchange programmers provided by the United States. The most well-known is the Fulbright program, the FSA program.

The most prestigious scholarship program of the UK is Chevening programme (British Chevening Awards). It operates in 150 countries. The British Council supervises the program.

It provides an opportunity to obtain a high-quality education in a university of Great Britain, which is chosen by the applicant. It operates in three areas – master's degree, research, communication experience in a multinational environment.

The important role is given to informational and educational agencies.

One of the first such organizations was DAAD (German Academic Exchange Service). This self-governing organization unites all German universities and promotes academic cooperation through the exchange of students and scholars.

The main DAAD goal is the development of international relations of a higher school of Germany with foreign countries through students and scientists exchange.

Conclusion. Ukraine actively participates in international cooperation in the field of education. Nowadays Ukraine has a network of international educational funds which offer additional financing to implement a variety of educational and scientific needs both individual and joint.

Key words: international cooperation; educational copulas; educational funds; programs of exchange of students; mobility; grant programs; educational establishments; partners; internationalization.

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ПОЗНАВАЧАЛЬНА РОБОТА З ФІЗИЧНОГО ВИХОВАННЯ З УЧНЯМИ СТАРШИХ КЛАСІВ

Анотація. Установлено, що одним із найважливіших засобів зниження нервово-емоційного напруження в навчальному процесі є регулярні фізичні навантаження. Розглянуто інноваційні підходи до організації роботи з фізичного виховання старшокласників у позанавчальний час. Визначено, що форми фізичного виховання в навчальних закладах поділяються на навчальні й позанавчальні. Проведено аналіз стану здоров'я й працездатності учнів старших класів, які відвідують спортивні секції або займаються у групах загальної фізичної підготовки в позанавчальний час.