УКРАЇНСЬКА АСОЦІАЦІЯ ВИКЛАДАЧІВ І ДОСЛІДНИКІВ ЄВРОПЕЙСЬКОЇ ІНТЕГРАЦІЇ



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УКРАЇНА— ЄВРОПЕЙСЬКИЙ СОЮЗ: ВІД ПАРТНЕРСТВА ДО АСОЦІАЦІЇ

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УКРАЇНСЬКИЙ ЩОРІЧНИК З ЄВРОПЕЙСЬКИХ ІНТЕГРАЦІЙНИХ СТУДІЙ

УКРАЇНА – ЄВРОПЕЙСЬКИЙ СОЮЗ: ВІД ПАРТНЕРСТВА ДО АСОЦІАЦІЇ

Випуск III

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За повного або часткового використання матеріалів посилання на видання обов'язкове. Матеріали надруковані методом прямого відтворення тексту, наданого авторами, які несуть відповідальність за його достовірність, зміст і стилістику, за правильне цитування джерел та посилання на них. Організаційний комітет не несе відповідальності за погляди, висловлені авторами матеріалів.

Україна— Європейський Союз: від партнерства до асоціації: Український Щорічник з Європейських Інтеграційних Студій. Вип. ІІ.— Луцьк, Терен, 2019.— 428 с.

У Щорічнику вміщені статті учасників міжнародної науковопрактичної конференції, метою якої було представити освітянський досвід у сфері викладання та дослідження європейських інтеграційних процесів в Україні та за її межами.

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EUROPEAN COMPONENT OF THE COURSE «ACADEMIC WRITING» FOR DOCTORAL STUDENTS IN THE FRAMEWORK OF THE PROJECT IEAN MONNET MODULE

Annotation: The article touches upon the problem of reformation of doctoral studies in Ukrainian system of higher education which should be done in the framework of EHEA. The structure of the course «Academic writing» and the characteristic of its main components which include European constituent for doctoral students are presented. The main objectives of the course are defined. The general competences of the European researcher obtained in the course «Academic writing» are characterized in the article.

Keywords: Jean Monnet Module, academic writing, doctoral students, general competence.

Анотація. У статті розглядається проблема реформування докторантури в українській системі вищої освіти, яка повинна здійснюватися в рамках ЄПВО. Представлено структуру курсу «Академічне письмо» та характеристику його основних компонентів, що мають європейську складову. Визначено основні цілі курсу. Охарактеризовано загальні компетенції європейського дослідника, отримані в курсі «Академічне письмо».

Ключові слова: Модуль Жана Моне, академічне письмо, докторанти, загальна компетентність.

Introduction. At present time higher education systems, policies and institutions are being transformed by such processes as globalization, Europeanization, internationalization which play an important role in the contemporary society and which are widely debated in many academic disciplines, as well as outside the academic arena. There are important issues to be considered in higher education: transnational education, international quality assurance, entrepreneurial approaches, regional and interregional co-operation, information and communication technologies and virtual universities, the rise of new providers and issues of equity and access.

Important transformations have occurred in Ukrainian system of higher education concerning the doctoral programs. Firstly, the period of study has become four years. Secondly, the new set of doctoral candidate's competences has been defined; thirdly, the number of theoretical and practical training credits

has come to be 60 and as a result new requisitions for defence of dissertations have been recognized. In this regard renovation of this problem is determined by modern requirements to the quality of doctoral training which implies that the skill of academic writing in a foreign language is very important. It is caused by the demands of society for the experts proficient in oral and written foreign language in the midst of all those socio-political and socio-economic transformations and growth of economic and cultural relations with European countries.

The aim of the article is to define the European orientation of the structure, the main components of the course «Academic Writing» which aims at creating a general competence of doctoral students. The following tasks have been defined: to characterize the European orientation of the structure and components of the course; to analyze the essence of the term «academic writing» taking into account the European approaches to this problem; to highlight a professionally-oriented communicative language competence of the future European researcher.

Research methods. We have used such theoretical methods as the thematic analysis to define the distinctive features and main principles of the course; to characterize a general competence of the researcher; the comparative analysis of the essence of the term «academic writing» and the main features of the academic writing for the future European researcher.

Research Results and Their Discussion. The representatives from the professor staff of Sumy State Pedagogical University named after A. S. Makarenko took part in the programme Erasmus+ in particular the project named Jean Monnet Module. The project under the title «Europeanization of doctoral studies in the field of education: interdisciplinary and inclusive approaches» has been highly appreciated by the European Commission and it has become among the winners from different European countries.

The proposed Jean Monnet Module consists of three interdisciplinary courses «Comparative Higher Education: National, European and Global Contexts», «Researcher's Academic Culture: European and National Contexts», «Academic Writing». The aim of the Module is Europeanization of the content, methodological and organizational fundamentals of doctoral studies programs by means of introducing European standards of doc-

toral research in Ukraine and forming inclusive research environment. The courses have a research-oriented character in accordance with the research standards of European Research Area (ERA), which entails learning each topic through research.

We would like to describe our own research experience concerning the course «Academic Writing» for postgraduate students of Sumy State Pedagogical University named after A. S. Makarenko. Doctoral students in particular non-native English speakers are eager to develop writing skills that will lead to academic success in their future scientific research which will correspond to the European norms and standards. In the course «Academic Writing» teaching activity addresses the doctoral students. The purpose of the study of the discipline is the formation of doctoral students' vocationally oriented communicative language competence, which will facilitate the conduction of scientific research necessary for writing a dissertation and presenting the results of their research in a foreign language, both verbally and in writing.

It is important to highlight the main objectives of the course«Academic Writing». By the end of the module, the doctoral students will:

- form the doctoral students' professionally oriented communicative linguistic competences (linguistic, sociolinguistic and pragmatic) for ensuring their effective communication in the foreign academic environment;
- form skills of critical analysis and interpretation of researches in the field of domestic and foreign theory/history of education and pedagogy, synthesis of new ideas; to communicate with the subject of research within an interdisciplinary and/or international expert environment;
- promote the development of self-esteem and self-learning abilities, enabling the doctoral students to continue their academic and professional education in European educational space.

During the course each doctoral student prepares and makes a presentation and a report in a foreign language on the topic of his/her research; writes an annotation and abstract of the scientific article; prepares a resume, a cover letter; fills in grant applications; makes oral presentations using elements of critical analysis based on read professional foreign literature.

In the course «Academic Writing» authentic texts and exam-

ples taken from a wide range of various disciplines are used. Extensive cross-referencing is provided to assist both teacher and students in finding relevant support. All exercises can be done individually or in pairs and groups [1, p. 14-15].

In the frame of the course «Academic Writing» doctoral students have wonderful opportunities to work independently, with a partner or in a team. The exercises can be done either in class or at home. Critical thinking is emphasized so that students become aware of the impact of their choice of words, sentences and organizational techniques on the effectiveness of their writing. The focus throughout the course is on academic writing. During this course doctoral students will have many opportunities to study and discuss the examples of English academic writing, to learn how important critical reading is in academic writing, how to express clearly and directly your ideas [8, p. 219].

In the context of our research it is important to state the basic concepts of our study. They are the following: academic writing and academic literacy. The essence of the word «academic» in English is related to education and science. So the foreign scientist Morley-Warner considers that the term «academic writing» means the style of writing that investigates the state of an issue and presents the reader's position based on the evidence of his/her research. Academic or critical writing is the way you take part in the academic debate. You weigh up critically the evidence and arguments of others and contribute your own [5, p. 3-5].

Irvin is sure that academic writing is always a form of evaluation that asks you to determinate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting and presenting [4, p.4].

Scientists Fitzmaurice, O'Farrell have highlighted that a detached and objective approach is required in most forms of academic writing. An academic argument always appeals to logic and provides evidence in support of an intellectual position. They have stressed that it is important to present the arguments in logical order and to come to definite conclusions. In their opinions in academic writing the writers always interact with each other's texts and so there will be frequent references to the ideas, thinking or research of other authors writing in this scientific field [2, p.6-7].

Irvin has defined three characteristics of the academic writi-

ng: They are the following: 1) clear evidence in writing that the writers have been persistent, open-minded, and disciplined in the study; 2) the dominance of the reason over emotions or sensual perception; 3) an imagined reader who is coolly rational, reading for information and intending to formulate a reasoned response [4, p. 4-6].

The comparative analysis of the characteristics of the academic writing has showed that scientist Hartley has used another approach to this problem. He has mentioned that the main characteristics of academic writing are unnecessarily complicated, pompous, long-winded, technical, impersonal, authoritative, humourless, elitist, and excludes outsiders, objectiveness, hierarchical, focused, conservative, neutral [3, p.13-16].

The implementation of productive teaching academic writing in English to doctoral students requires application of such principles as:

- 1. Clear purpose. The goal of the paper is to answer the question you posed as your topic. Your question gives you a purpose. The most common purposes in academic writing are to persuade, analyse/synthesize and inform.
- 2. Audience engagement. Academic writing is directed to a specific audience in mind.
- 3. Clear point of view. Academic writing, even that with an informative purpose, is not just a list of facts or summaries of sources. Although you will present other people's ideas and research, the goal of your paper is to show what you think about these things. Your paper will have and support your own original idea about the topic.
- 4. Single focus. Every paragraph in your paper will support your thesis statement.
- 5. Logical organization. Academic writing follows a standard organizational pattern. For academic essays and papers, there is an introduction, body and conclusion. Each paragraph logically leads to the next one.
- 6. Strong support. Each body paragraph will have sufficient and relevant support for the topic sentence and thesis statement.
- 7. Clear and complete explanations. As the writer, you need to do all the work for the reader. The reader should not have to think hard to understand your ideas, logic or organization.

8. Effective use of research. Your paper should refer to a variety of current, high-quality, professional and academic sources.

9. Correct formal style. All academic papers should follow

the requirement of your organisation.

10. Writing style. You should use your own words whenever possible. Your writing should be clear, concise and easy to read. It is also very important that there is no grammar, spelling, punctuation or vocabulary mistakes in academic writing [6, p. 4-5].

The application of such didactic principles is of great importance for productive teaching academic writing in English as continuity of the levels of training, integrity of teaching the speech activity such as; competent integration of all types of speech activity (reading, writing, listening, speaking), complexity and adaptability in order to provide both efficiency of teaching academic writing in a foreign language, development of professional competences [7, p. 50-51].

Speaking about the structure of the course «Academic Writing» it should be mentioned that the three-credit-course addresses doctoral students in order to form professionally oriented communicative linguistic competences (linguistic, sociolinguistic and pragmatic) for ensuring their effective communication in the European academic environment.

The course consists of two semantic modules. The Semantic Module 1 «Communication in the academic environment» presents common errors found in academic writing, along with tips for guiding the reader along a logical path toward the intended conclusion. In addition to style and development lessons, the module provides an overview of different documentation styles recognized in all European countries and explains the risk of plagiarism and methods to avoid it at the European and national levels.

At the end of the semantic module 1 the doctoral students will be able to demonstrate the ability to define a research problem clearly and create a logical structure to develop the topic; to identify the proper documentation style and writing techniques for an academic paper; to describe different types of plagiarism and identify proper citation techniques for crediting others' ideas generally accepted in the European academic environment; to describe the characteristics of the different types of academic writing.

The Semantic Module 2 «Academic foreign language» describes various types of academic writing and the proper tone for each: discussion posts, essays, case studies, research papers and dissertations. The content, development and form for each type of writing are discussed, focusing on the planning and purpose of different assignments. Lessons include the main points of an ideal discussion board post, the four common modes of discourse, the process and planning involved in writing a formal research paper or dissertation.

The semantic module 2 is aimed at helping the doctoral students navigate available foreign sources to display and develop the research problem presented. It starts with the ability to evaluate and find credible sources for a research paper, with the subsequent modules exploring the foreign resources available via websites, journals, books, monographs or other sources. This module will guide the student through the practical considerations of writing a research paper: manuscript layout, writing style, grammar and word choice. The main purpose of this module is to provide clear, step-by-step advice on how to start and finish the task of writing.

At the end of the semantic module 2 the doctoral students will be able to list various foreign sources that are used for academic research; to select credible sources for the research problem presented; to identify the purpose of a paper and select examples of proper manuscript layout; to recognize errors of style, imprecise language, passive voice, slang, excessive wordiness; to demonstrate an understanding of proper grammar, including consistent verb tense, correct subject-verb agreement and uniformity of phrases; to determine the appropriate in-text citation style; to demonstrate understanding of how to reference direct quotations or paraphrased ideas according to the requirements of European scientific ethics and norms.

Conclusions. The problem of preservation the European oriented component in the educational process of the doctoral students, arising from the reformation of the doctoral studies in Ukrainian national system of higher education, is very urgent in the training course «Academic Writing». In the frame of the course «Academic Writing» for the doctoral students the general competence of the researcher who is ready to be a part of European research space is formed. The European component

of the course «Academic Writing» for doctoral students in the framework of the project Jean Monnet Module includes the formation of communicative skills of dialogue in Ukrainian and English with a foreign scientific community, in particular within the frame of an interdisciplinary and/or international expert environment, in the process of presentation the materials and results of the research in the form of scientific articles, reports, multimedia presentations in accordance with the European requirements accepted in the professional community; the formation of skills of modeling foreign scientific texts of different genres in accordance with the requirements of scientific style, including using information technologies; the formation of skills to speak clearly on a wide range of topics, express own views on a particular problem, presenting various arguments for and against, display in the process of communication understanding of the peculiarities of the European scientific ethics and norms, cultures and traditions of people.

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ЄВРОПЕЙСЬКА ПРАКТИКА ФОРМУВАННЯ ЕНЕРГОЕФЕКТИВНОЇ СВІДОМОСТІ

EUROPEAN PRACTICE OF FORMING ENERGY EFFICIENCY CONSCIOUSNESS

Анотація: У статті проаналізовано генезис понять «енергія», «свідомість», «ефективний», «ефективність», «енергоефективність», «енергозбереження» та на основі них сформовано авторське бачення сутності поняття «енергоефективна свідомість». Розглянуто існуючі дієві приклади підвищення рівня енергоефективної свідомості громадян у провідних європейських країнах. Згруповано перешкоди у формування енергоефективної свідомості українських громадян та надано певні поради для їх подолання.

Наукове видання

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