

ДОСЛІДЖЕННЯ ІНОЗЕМНИХ КОЛЕГ

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AN INTERNATIONAL COLLABORATIVE EDUCATIONAL EFFORT BETWEEN THE UNIVERSITY OF MARYLAND, THE UNIVERSITY OF DELAWARE AND ZAPOROZHYE NATIONAL UNIVERSITY

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The experience of mutual specialists' study in the sphere of social pedagogic and social work is depicted in the article. The technologies of work in gender, public health (cancer and elderly people supportment). In the sphere of social police (family consulting, sex minority's representatives).

Key words: social work, short-term and long-term services of elderly peoples' supportment, public health, gender roles.

Ховард А. Палей, Маріан Л. Палей* СПІЛЬНИЙ ВНЕСОК УНІВЕРСИТЕТІВ МЕРИЛЕНД, ДЕЛАВЕЙЕР І ЗАПОРІЗЬКОГО НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ В СИСТЕМУ ПІДГОТОВКИ ФАХІВЦІВ ГАЛУЗІ СОЦІАЛЬНОЇ ПЕДАГОГІКИ / Школа соціальної роботи університету Мериленд, Балтімор, США; *університет Делавейер, Неворк, США.

У статті висвітлюється досвід спільного навчання фахівців галузі соціальної педагогіки і соціальної роботи. Розкриваються технології роботи в гендерних аспектах, у системі охорони здоров'я (допомога онкохворим, людям похилого віку), у галузі соціальної політики (консультування сімейних пар, представників сексменшин).

Ключові слова: соціальна робота, термінові й довготривалі служби допомоги особам похилого віку, суспільні служби допомоги, гендерні ролі.

Ховард А. Палей, Мариан Л. Палей* СОВМЕСТНЫЙ ВКЛАД УНИВЕРСИТЕТОВ МЕРИЛЕНД, ДЕЛАВЕЙЕР И ЗАПОРОЖСКОГО НАЦИОНАЛЬНОГО УНИВЕРСИТЕТА В СИСТЕМУ ПОДГОТОВКИ СПЕЦИАЛИСТОВ СФЕРЫ СОЦИАЛЬНОЙ ПЕДАГОГИКИ / Школа социальной работы университета Мериленд, Балтимор, США,* университет Делавейер, Неворк, США.

В статье освещается опыт взаимного обучения специалистов в области социальной педагогики и социальной работы. Раскрываются технологии работы в гендерных аспектах, в системе здравоохранения (помощь онкобольным и престарелым), в области социальной политики (консультирование семейных пар, представителей сексменшинств).

Ключевые слова: социальная работа, краткосрочные и долгосрочные службы помощи престарелым, общественные службы помощи, гендерные роли.

Professor Lyudmyla A. Romanenkova came to the University of Maryland as a Fulbright Scholar (October 1999 through January 2000). Professor Howard Palley served as her mentor during her Fulbright semester. When Professor Romanenkova was at the University of Maryland she also met Professor Marian Lief Palley, a member of the faculty at the University of Delaware. Both of these American professors have provided Professor Romanenkova with opportunities that have benefited faculty, students and staff at Zaporozhye National University.

While at the School of Social Work, Professor Romanenkova was involved in a number of activities. She attended several courses "Social Policy and Health Care" (Professor H. Palley),

Family Counseling (Professor G. Greiff), Social Work with Elderly (Professor C. Morano), Social Work and Health Care (Professor G. Harris). She also got acquainted with the practicum of the students and different social work agencies, schools, psychiatric hospital, hospital. In addition, she had many discussions with the colleagues of the School of Social Work about the development of social work program in Ukraine.

The School of Social Work gave her the possibility to attend staff meetings, participate at different activities which was organized by the staff and students (for example the meeting of students who belongs to sexual minorities). She was able to participate at the International Conference of Social Workers which was held in Baltimore and got information about the trends in the development of social work in the USA.

Professor C. Morano together with Professor Romanenkova prepared the design of the research devoted to the level of stress of caregivers of cancer patients. The research was done the following year in Zaporozhye.

Through these experiences, she was able to contribute to the development of a dynamic clinical social work curriculum in what was then the Zaporozhye State University (now Zaporozhye National University) Department of Social Pedagogic.

Subsequently, as Fulbright Senior Specialist, Professor Howard Palley visited Zaporozhye National University in October 2001. During his visit to Zaporozhye National University, he lectured to students and faculty at the University on "The Development of Long-Term Care Policy to the Frail Elderly in the United States and Japan" and on "A Comparison of National Family Policies in France and Sweden." He also met in seminar with professionals in the public and private social service area. Since he is not fluent in Ukrainian or Russian, Professor Romanenkova's assistance was essential. During this visit Professor Romanenkova and Professor Palley interviewed professionals involved in providing institutional and community-based long-term care services for the elderly in the Zaporozhye area of Ukraine. This resulted in a co-authored publication entitled, "Long-Term Care Policy for the Elderly in the Zaporozhye Region of Ukraine: A Case Study of Social Development Following the Collapse of Communism," *Journal of Aging and Social Policy*, volume 18, 1, 2004, pages 71-91. The results of this study circulated as a problem and program analysis with some prescriptive proposals. The paper received wide distribution in the United States and more limited circulation in Ukraine as it was only available in English. Their collaboration continued in this area and has resulted in a new and updated piece that can receive wider distribution in Ukraine. It is entitled, "Social Policies and Elderly People: A Study of the Zaporozhye Region." This article will be published in the Ukraine in the journal, *Social Technologies*.

In 2003, the University of Maryland and Zaporozhye National University were formally named sister institutions. As part of this relationship Professor Romanenkova has retained ties and has visited the School of Social Work. During her various trips to the United States, she has consulted with faculty at the School of Social Work and she has stayed current regarding innovations in social work curriculum and field placements in the United States. She has been able to transfer such innovations where they were appropriate to enhance the development of the social case work program at Zaporozhye National University. Also, as part of the sister school arrangements, the social work program at Zaporozhye National University has received many English language books regarding social case work and research methods in social work that have enhanced its program of studies.

During Professor Palley's second visit to Zaporozhye National University as a Fulbright Senior Specialist in October 2005, the sister school relationship was further enhanced and developed. Again with the essential translation efforts of Professor Romanenkova, Professor Palley lectured to faculty members, students and professionals on the topic, "Long-Term Care Policy for the Elderly in the United States and Internationally: Programs and Prospects," at

Zaporozhye National University, at the Academy of Management and to a meeting of directors of public and private social welfare agencies. Through Professor Romanenkova's efforts, he also had the opportunity to meet socially with members of the social work faculty and to develop professional and personal friendships. He also developed during his two visits to Ukraine a more complete understanding of the organization and the process of delivery of social care services and the needs of consumers of services in the Zaporozhye region of Ukraine. Professor Palley has been able to incorporate the learning into his teaching of the course, "Comparative Social Policy."

Through the relationships developed by the commitment and energy of Professor Romanenkova, the social work program at Zaporozhye National University has developed into one of the premiere programs in Ukraine. This would not have been possible without the efforts undertaken by Professor Romanenkova.

In addition to the collaboration that Professor Romanenkova established with the University of Maryland, she has developed a relationship with University of Delaware. In 2001 when Professor Howard Palley and Professor Marian Lief Palley were in Zaporozhye lecturing, Professor Marian Lief Palley, then the Director of the Women's Studies Program at the University of Delaware suggested to Professor Romanenkova that she come to the University of Delaware the following January to teach a course in Women's Studies. She came in January 2003 and taught a very successful course in the program. She has been invited back to teach in the university's January semester on three additional occasions. She provides insights for American students not ordinarily included in courses at American universities. She is able to provide insights from a Ukrainian perspective. This is very valuable to American students. She has also been able to develop and maintain relationships with faculty at the University of Delaware. Professor Palley is no longer the Director of the Women's Studies Program at the University of Delaware. However, Professor Romanenkova's contributions to the program are so significant that the new Director of the program, Professor Monika Shafi has continued to invite her back to teach during the university's January semester.

Professor Marian Lief Palley was invited to Zaporozhye National University in 2001 and then again in 2005 to help faculty and administration conceptualize women's studies courses. She spoke with faculty and administrators about developing women's studies courses and she provided faculty and administrators with syllabi and program descriptions. In addition, she lectured to university and community groups on "The Role of Women in Politics" and "Women and Local Politics". In 2005 when Professor Marian Lief Palley returned to Zaporozhye she lectured on "Constructing Gender Roles in the U.S. and Ukraine."

Professor Marian Lief Palley has also benefited from the relationship between the two universities. On her visits to Ukraine she has had the opportunity to meet and talk with many people in the community. This has provided her with a much better understanding of Ukrainian politics and culture than she had prior to her stays in Zaporozhye. Moreover, she has been able to incorporate her new perspectives into her classroom teaching in the United States.

Though there is no official relationship that exists between the University of Delaware and Zaporozhye National University there is an unofficial collaboration. The Women's Studies Program at the University of Delaware depends on Professor Romanenkova's contribution to its program. Professor Marian Lief Palley has visited Zaporozhye National University twice in the past 5 years to lecture on issues of interest to both students and faculty. These are not institutional relationships but they are useful collaborations for both institutions. What Professor Romanenkova brings home to Zaporozhye National University is an awareness of curricula that are used in an American university as well as new knowledge and access to journals and books. She shares her new found knowledge and information with her colleagues. Moreover, she is in regular contacts with her University of Delaware colleagues

who regularly apprise her of new trends in education which she can then share with faculty and staff at Zaporozhye National University.

What is especially interesting and important for Zaporozhye is that Professor Romanenkova has been able to establish ongoing relationships with two major public universities in the United States. Both of these institutions value the relationships and support the work that Professor Romanenkova does to maintain and enhance the international ties between the schools. International ties between faculty and institutions of higher learning are very important. It is a mistake to assume that any university can provide its students with a complete educational experience if faculty and students are not exposed to knowledge and trends that are evolving elsewhere in the world. This is especially important in the 21st century which is clearly an era of increased globalization. The relationships that have been developed between these three institutions should be emulated by other universities.

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СТАНОВЛЕННЯ ПЕДАГОГА В ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ У ВИЩІЙ ШКОЛІ

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Університет імені Етв'юша Лоранда, м. Будапешт, Угорщина

У статті досліджується процес становлення педагога як у рамках інституту, так і на етапах його професійного самовизначення і самореалізації. Основна увага зосереджена на розкритті питання, яка ж саме система підготовки педагогів здійснює успішно становлення педагога, створює сучасні умови формування навичок, розвитку здібності майбутнього педагога до такого рівня, щоб він відразу ж розпочав якісну роботу.

Ключові слова: становлення педагога, система підготовки педагогів.

Фалуш И. СТАНОВЛЕНИЕ ПЕДАГОГА В ПРОЦЕССЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ В ВЫСШЕЙ ШКОЛЕ / Университет имени Этвёша Лоранда, Будапешт, Венгрия.

В статье исследуется процесс становления педагога как в рамках института, так и на этапах его профессионального самоопределения и самореализации. Основное внимание сосредоточено на раскрытии вопроса, какая же система подготовки педагогов осуществляет успешное становление педагога, создает современные условия формирования навыков, развития способности будущего педагога до такого уровня, чтобы он сразу начал качественную работу.

Ключевые слова: становление педагога, система подготовки педагогов.

Falush I. FORMATION PROCESS OF PEDAGOGUE IN PROFESSIONAL TRAINING IN HIGHER EDUCATIONAL INSTITUTIONS / Eotvosh Lorand University, Budapest, Hungary.

In the article it is considered formation process of a pedagogue during his studying at institute and in the periods of his professional self-determination and self-realization as well. The main attention is focused on the question "which system of pedagogue's training provides successful formation process of a pedagogue, creates modern conditions for skills formation, for developing of a future pedagogue's abilities up to the level permitting him to start qualitative work at once.

Key words: formation of a pedagogue, system of pedagogue's training.

Процес становлення педагога розпочинається у вищому навчальному закладі, але ще під час навчання в школі відбувається сприяння розвитку, пов'язаного з потребою самореалізації у сфері педагогіки. Існує думка, що бажання стати педагогом з'являється у 18-річному віці, коли формується особистість та самосвідомість. На наш погляд, ця думка дещо неточна, оскільки не враховує вплив життєвого шляху, кожна стадія якого характеризується своїми особливостями і має важливе значення в подальшому професійному самовизначенні людини.