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# PEDAGOGICAL SCIENCES

## COLLABORATION IN HIGH EDUCATION AS THE FACTOR OF IMPROVING ELT TRAINING IN THE NETHERLANDS

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### Abstract

This article explores types of collaboration in education which benefit English language teacher (ELT) training in the Netherlands. The Dutch education system operates rather effectively because of successful subordination to high educational standards of teachers' training at all levels of education and has a great academic diversity. Moreover, each educational establishment can choose the way of teaching, main principles to follow, relevant materials to choose, etc. but the main drawback in this diversity can be a great difference in the level of ELT training. These differences in academic level without collaboration can be a reason of a number of problems in meeting academic expectations and reaching educational outcomes in ELT training. The paper uses qualitative analysis in order to gain insights into issue of academic collaboration. The article aim is to discover the importance and needs for involving all participants of educational process into collaborative academic activities. The most important ways for collaboration were defined in this article. Future plans of improving work in the direction of collaboration according to recently approved documents and new opportunities are also discussed. Among other, it is suggested some agenda documents which show the perspective roadmap for reaching preferable collaboration.

**Keywords:** collaboration, Dutch educational system, educational standards, association, innovation.

### Introduction.

One of the basic principles of improving of the Dutch higher education in general is accessibility. The Netherlands educational system deserves to have no financial, cultural or information barriers to higher education. Large groups of ELTT students enter higher education choosing universities of applied sciences. The main aim of Dutch higher education is to offer all necessary opportunities to ELT student. These opportunities are important for their personal development, the development of their talents and the achievement of the level of education that is suited to them. But first of all this is in the interest of society, as the demand for the highly qualified teachers of English is high and continues to increase. The Netherlands already has a relatively large number of nationals with higher education qualifications and many secondary vocational education certificates, for example, offer students excellent qualifications for the labour market. Moreover, the sectors are working hard on solutions of confronting with a shortage or risk of a shortage of suitable staff (education, technology and engineering and care) [1, 42].

But the training of future EFL teacher starts from school at early childhood. Freedom of education in the Netherlands has given the country a rich variety of schools, each of which has their own individual style and content. This is a good thing, although it does mean different social groups are less likely to mingle at school. In addition, the Netherlands now has the greatest disparity in levels of secondary education in the world. As well as having a wide variety of perspectives regarding education and students, Dutch schools also differ greatly from one another with regard to quality. These differences in level create a problem under the surface whose consequences are not easily apparent [5, p. 2].

Pupils' overwhelming development is important during all period of studying and influences on choosing their future profession. To make an intensive progress in education means to change attitude to teachers' training in general and EFL teachers particularly. The innovations resulted from national political discussions on adapting education to the demands of rapid social-cultural changes, such as the questionability of the importance of ready-made knowledge, computer-based technology, and pupils' lack of interest in traditional teacher-centred education. After a law on educational innovations had been constituted, the new system was implemented nation-wide. It is a matter of a fundamental and basic change, a transformation of culture. As we see, the Dutch education needs close ties between different levels.

### Methodology.

The article uses qualitative analysis in order to investigate problems and prospects of pedagogical education collaboration. We also used theoretical research methods, such as analysis of academic and pedagogical studies connected with the topic of this paper.

### Main part.

There are some types of collaboration which are considered to be important and need to be followed:

- Collaboration of politic will – between education and government;
- International collaboration – between different countries in order to share experience of education reforming;
- Interdisciplinary collaboration – cooperation between different subjects to develop pupils' competences;
- Collaboration between educational levels – cooperation between primary, secondary, high and adult education, science and employment;

- High education establishments collaboration – setting of The Association of Universities of Applied Sciences;

- Professional teachers' collaboration – teacher-pupils cooperation; teacher-headmaster cooperation; teacher-teacher cooperation, etc.

As was started in the suggested list the first place is given to government-education cooperation. The Ministry of Education, Culture and Science (OCW) has the political responsibility for the educational system and is bound by national legislation: the Higher Education and Research Act (Wet op Hoger onderwijs en Wetenschappelijk onderzoek, WHW) and the Student Grants Act 2000 (Wet studiefinanciering 2000, WSF 2000). The WSF was last amended in 2007, and an important result of this is that since 1 September 2007, students have been able to take their student grants abroad under certain conditions in order to obtain a higher education degree there. The Ministry of Education, Culture and Science is responsible to a large extent for the financing of the education system, defines the general education policy and specifies the admission requirements, structure and objectives of the education system on general lines [7, 5].

In addition, Government policy gives efficient opportunities for developing links in education in the Netherlands. But it could be impossible without initiative of schools and universities. The starting point is that the teacher and the school headmasters are interested in improvement of education. Cooperation of all parties leads to action-oriented work on the basis of personal responsibility of teaching staff in professional schools. The outlined changes of direction are only possible if all the partners in higher education – research universities, universities of applied sciences, teachers, students and researchers – are involved and commit themselves to the collective future prospect. Employers in the public and private sectors must also play an important role. Strong and autonomous institutions are needed to achieve these ambitions. The great autonomy of our higher-education institutions is considered as the strength of the system. However, such autonomy calls for accountability and taking responsibility. That is why one of the main current tasks for all the participants of this process is making agreements with the institutions (collectively and individually) [2, p. 13].

According to the list, next type of collaboration is international. The Netherlands is a member of European Union and The European Commission which is the executive of the European Union and promotes its general interest. It means that it takes part in all events and discussion of all the initiatives suggested by other members-countries, so then to support or deny and follow the appropriate way. The European Commission wants Member States to cooperate better in order to make school systems more relevant to pupils' and employers' needs in the knowledge-based Europe of the future. The Commission Communication "Improving Competences for the 21st Century: An Agenda for European Cooperation on Schools", presented today, says that change, sometimes radical, will be needed if Europe's schools are to equip young people fully for life in this century.

In "Commission Work Programme 2018: An agenda for a more united, stronger and more democratic Europe" was mentioned that member states will work together with the European Parliament and the Council as well as with national Parliaments to discuss and develop the Roadmap and to work on these initiatives jointly [6, p. 1].

So far this research has focused on collaboration. The following type of cooperation that will be discussed is collaboration between EL teachers and teachers of other subject areas. It is known that for developing professional competences future EL teachers need to be well educated in other subjects. This collaboration is motivated by innovative approaches. Its aim is to help teachers in creating relevant interdisciplinary classroom environment that facilitates future EL teachers' linguistic and academic development. Interdisciplinary collaboration is increasingly crucial in enabling EL teachers to engage efficiently with experts across not only science but social science, and humanities disciplines to address the challenges we are facing in the 21st century. Involving future EL teachers to interdisciplinary cooperation during their undergraduate curricula is one important step towards helping these students develop critical thinking skills. Faculty who benefit student learning in this area can adopt meaningful learning outcomes associated with interdisciplinary collaboration and incorporate small, but significant reflective learning and teaching tools to achieve those outcomes.

Where discussion and reflective exercises can help promote students metacognitive understanding and actual performance in interdisciplinary collaborations, interventions associated with technology are equally important in supporting those collaborations. Often interdisciplinary teams lack the same kind of shared physical space within-department teams may have, such as student lounges or common study areas, and conflicting course schedules can make it more challenging to schedule out-of-course meetings. These challenges are similar to those encountered in many contemporary workplaces, and faculty can greatly benefit students by helping them develop virtual collaboration skills. Introducing tools such as common server spaces for file exchanges, chats or online discussion forums for meeting minutes and collaboration, and providing neutral central locations for teams to meet can be invaluable in promoting successful collaboration [4, p.13].

Returning to the list of collaboration the next type which is going to be discussed is cooperation between different levels of education. The frame of Dutch Educational system has well organized structure based on continuity and is considered to be preferable for setting connection between different levels of education. It consists of 8 years of primary education, 4, 5 or 6 years of secondary education (depending on the type of school) and 2 to 6 years of higher education (depending on the type of education and the specialisation). Both public and private institutions exist at all levels of the education system; the private institutions are in most cases based on religious or ideological principles. Dutch higher education has a binary system, which

means that a distinction is made between research oriented education (wetenschappelijk onderwijs) and higher professional education (hoger beroepsonderwijs). This difference in orientation has continued to exist after the introduction of the bachelor's-master's degree structure in 2002. Research-oriented education takes place primarily at research universities (universiteiten) and the higher professional education at universities of applied sciences (hogescholen). As well as the different objectives, each of the two types of education has its own admission requirements, programme duration and titles [7, p. 4]. The Dutch education system operates rather effectively because of successful subordination to high educational standards of teachers' training at all levels of education - from elementary to higher one. Namely, the primary school system is provided with a well-organized curriculum that enables pupils to master all the necessary knowledge and skills that will be demanded at the next stage of studying.

One more important way to cooperate on the level of high education is to reconcile intentions and outcomes in ELT training. It was achieved by setting new organization The Association of Universities of Applied Sciences which is working daily for the best education and research at 36 colleges. Together with its members they influence the political decision-making and they are an important discussion partner for civil society organizations and governments. The universities of applied sciences together have 450,000 students and 55,000 employees, and provide 194 Bachelor's, 71 Master's and 73 Ad programs, spread across the seven higher professional education sectors. The association focuses on strengthening the social position of Universities of Applied Sciences. The social position is strengthened through the transferal of knowledge about higher education and by providing information. To this end the association maintains contacts with a broad range of people and organizations.

For the Universities of Applied Sciences the association is an excellent platform for collaboration. Each year the association organizes several seminars and workshops in which its members can share their best practices. Besides these seminars and workshops the association maintains various networks that discuss policy issues on specific themes (e.g. applied research, internationalization, education and funding) [8].

Co-operation among pupils and between teacher and pupils is a striking feature of the Dutch educational innovations. The teachers are supposed to frequently interchange between individual-centred and group-centred practices. Accordingly, the second domain of self-efficacy beliefs in this study is about guiding groups of pupils in a differentiating way. It could be said that teachers increasingly have become 'group managers' whose activities are characterised by associating well and efficiently with groups of pupils. However, they must at the same time promote the individual pupil's academic achievement.

Unexperienced teachers often identify the school principal as a main figure for supervision. But for mastering teaching they mostly need experienced teacher for guidance and support. Traditionally school teacher

is imagined like alone educator working in one classroom. Contrary to such image successful teacher should increase collaborative approach in his/her activity. Co-teaching and creating a collaborative educational community for brainstorming and reflection sessions before or after school, can also help teacher effectiveness. Teaching in a collaborative environment allows educators to divide up the tasks at hand, making classroom activities more manageable. Additionally, collaborate teaching provides a means for the ideas exchanging (for example, sharing with lesson-planning ideas or specific classroom activities during weekly meetings or discussion of the benefits and drawbacks of a project).

Collaborating in the educational environment has one more direction which is connected with cooperation between teachers and administrators. It includes setting educational goals, promoting of a student success. Administrators should expand the scope of leadership opportunities among teachers, encouraging them to feel on a more equal level with the administration [3, p. 1].

### Findings.

A summary of the main findings and of the principal issues and suggestions which have arisen in this discussion are provided in this paragraph. The Netherlands now has a great academic diversity. Moreover, each educational establishment can choose the way of teaching, main principles to follow, relevant materials to choose, etc. but the main drawback in this diversity can be a great difference in the level of ELT training. These differences in academic level without collaboration can be a reason of a number of problems in meeting academic expectations and reaching educational outcomes in ELT training. A key policy priority should therefore be to plan for the long-term care of collaboration. So we proved the great importance and needs for involving all participants of educational process into such kind of academic activity. These opportunities will influence on the personal development raising of EL teachers, the development of their talents and the achievement of the level of education that is preferable for them.

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## MODERNIZATION OF EDUCATIONAL TECHNOLOGIES OF MILITARY EDUCATION AND RELEVANCE OF HISTORICAL AND PEDAGOGICAL EXPERIENCE

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## МОДЕРНИЗАЦИЯ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ ВОЕННОГО ОБРАЗОВАНИЯ И АКТУАЛЬНОСТЬ ИСТОРИКО-ПЕДАГОГИЧЕСКОГО ОПЫТА

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### Abstract

The article highlights the problem of modernization of educational technologies of military education at the present stage in relation to the processes of modernization of Russian society, which should integrate both the personal orientation of the educational process and its socio-cultural and socio-economic relevance. In this context, the socio-pedagogical and psychological-pedagogical potential of retroinnovations as achievements of historical and pedagogical experience of military education of the 20s of the XX century is actualized; the characteristic of concrete innovative methods in military education is given: the complex method differentiated on a method of complex teaching and a method of concentration and correlation; the essential feature of a method of complex teaching was convergence of educational process and vital, professional practice; the method of concentration allowed on the basis of allocation of one of educational disciplines, as bases of the subsequent grouping of other disciplines, to set system and integral character of educational material, and the method of correlation, was based on allocation of interdisciplinary communications that also promoted integrativeness and integrity of educational material; laboratory-group method (laboratory plan), aimed at the development of independence as a personal quality, experience of independent work, the implementation of the principle of individualization of education in accordance with the level of preparation and abilities of students, combining individual and collective forms of work; is formulated the conclusion about corresponderian of retronasal the specifics of the current competence-based paradigm of military education with its socio-pedagogical and personal-professional orientation.

### Аннотация

В статье выделяется проблема модернизации образовательных технологий военного образования на современном этапе во взаимосвязи с процессами модернизации российского общества, которые должны интегрировать как личностную направленность образовательного процесса, так и его социокультурную и социально-экономическую релевантность. В контексте этого актуализируется социально-педагогический и психолого-педагогический потенциал ретроинноваций как достижений историко-педагогического опыта военного образования 20-х годов XX века; дается характеристика конкретных инновационных методов в военном образовании: комплексного метода, дифференцированного на метод комплексного преподавания и метод концентрации и корреляции; существенной особенностью метода комплексного преподавания являлось сближение учебного процесса и жизненной, профессиональной практики; метод концентрации позволял на основе выделения одной из учебных дисциплин базовой как основы последующей группировки других дисциплин, задавать системный и целостный характер учебного материала, а метод корреляции, основывался на выделении междисциплинарных связей, что также содействовало интегративности и целостности учебного материала; лабораторно-групповой метод (лабораторный план), направленный на развитие самостоятельности как личностного качества, накопление опыта самостоятельной работы, реализацию принципа индивидуализации образования в соответствии с уровнем подготовки и способностями обучающихся, а также сочетание индивидуальной и коллективной форм работы; формулируется вывод о