

**РАЗДЕЛ 3.
КОММУНИКАТИВНО-РЕЧЕВАЯ КОМПЕТЕНТНОСТЬ КАК
ОСНОВА ПОДГОТОВКИ СПЕЦИАЛИСТА ВЫСШЕЙ
ПРОФЕССИОНАЛЬНОЙ КВАЛИФИКАЦИИ**

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**DIVERSITY AND INTERCULTURALITY IN BELARUS HIGHER
EDUCATION**

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Summary. Diversity identifies the cultural differences, while interculturality refers to communication and interaction between different social groups and cultures. Today it's not sufficient to acknowledge "diversity", we need to think about how we can "coexist in diversity". Nowadays HE plays an important role in promoting the students' and teachers' competence in diversity and interculturality. This presentation has an aim to discuss Erasmus + KA2 programme project "Fostering Competencies Development in Belarusian Higher Education – FOSTERC" survey data on the issue of HE teachers, HE students mobility and learning outcomes.

Key words: HE, modes of teaching & learning, labour market, diversity and interculturality, mobility, internships, lifelong learning, Belarus

**РАЗНООБРАЗИЕ И МЕЖКУЛЬТУРНОСТЬ В ВЫСШЕМ
ОБРАЗОВАНИИ БЕЛАРУСИ**

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Аннотация. Разнообразие определяет культурные различия, а межкультурность относится к коммуникации и взаимодействию между различными социальными группами и культурами. Сегодня недостаточно признать "разнообразие", нужно подумать о том, как мы можем "сосуществовать в разнообразии". Сегодня ВО играет важную роль в повышении компетентности обучающихся и преподавателей в вопросах многообразия и межкультурности. Целью данного доклада является обсуждение результатов опроса, проведенного в рамках проекта программы "Эразмус + КА2" "Развитие компетенций в белорусском высшем образовании - FOSTERC" по вопросам уровня подготовки преподавателей, мобильности и результативности обучения студентов вузов.

Ключевые слова: Высшее образование, методы преподавания и обучения, рынок труда, многообразие и межкультурность, мобильность, стажировки, обучение на протяжении всей жизни, Беларусь.

“Universal Declaration on Cultural Diversity” (UNESCO, 2001), Bolonia process recommendations in Bergen (2005) on promotion of students mobility, London (2007) on the importance of intercultural understanding and respect, as well as “Guidelines on Intercultural Education” (UNESCO, 2006), “World Report Investing in Cultural Diversity and Intercultural Dialogue (UNESCO, 2009), and the other international documents encourage us to contribute to dialoge and mutual understanding. Erasmus + KA2 programme project “Fostering Competencies Development in Belarusian Higher Education – FOSTERC” gave us an opportunity to exchange the ideas, good practices, and to learn from each other.

In this presentation, I use data of FOSTERC survey comparing the opinion of graduates and teachers from eight public universities from Belarus, as well the opinion of Belarus employers. The FOSTERC survey was carried out during the academic year 2017/2018 by means of on-line information tool. Graduates were selected by means of random stratified sampling according to the field of study. A representative sample of 5,443 graduates holding a first-cycle higher education degree were surveyed three years after graduation; i.e., those who graduated during the academic year 2014/2015. The questionnaire presented to the Belarus graduates covers the main features of the university educational experiences and the main characteristics of the works that they performed at the time of the survey. Sample of HE teachers was 3,140.

The first public discussion of FOSTERC survey data was conducted during the 2nd Seminar in Minsk, March 2018. That time Prof. Dr. José-Ginés Mora, University of Oxford, and Dr. Maica Bas, University of Valencia, discussed the differencies of HE teachers, students and employers attitudes toward learning modes and learning outcomes.

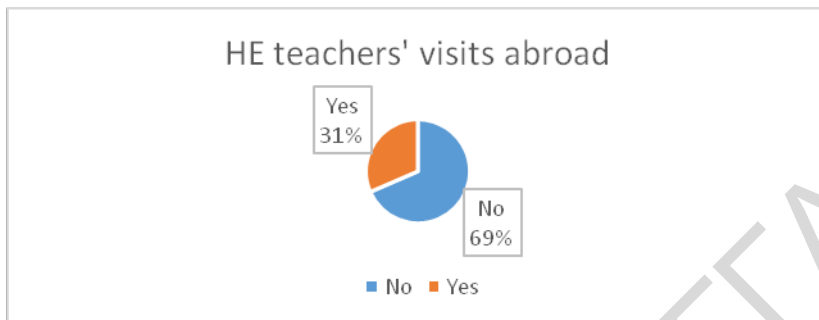
Among the other important abilities, there was discussed the students’ “ability to communicate in a foreign language”. FOSTERC data showed that HE graduates had evaluated their own ability to communicate in a foreign language quite low. In addition, HE graduates see lack of opportunities to use foreign language at their recent work place. While HE teachers and employers had evaluated that, there was a higher level of need to use foreign language during HE studies and at the HE graduates’ work place. The evaluation scale was from “1” to “5”, where “1” means “Very low”, “5” means “Very high”.

Table 1 - Ability to communicate in a foreign language

Respondents	Provided	Required
HE graduates	3.2	3.1
HE teachers	3.6	4.3
Employers	3.3	3.9

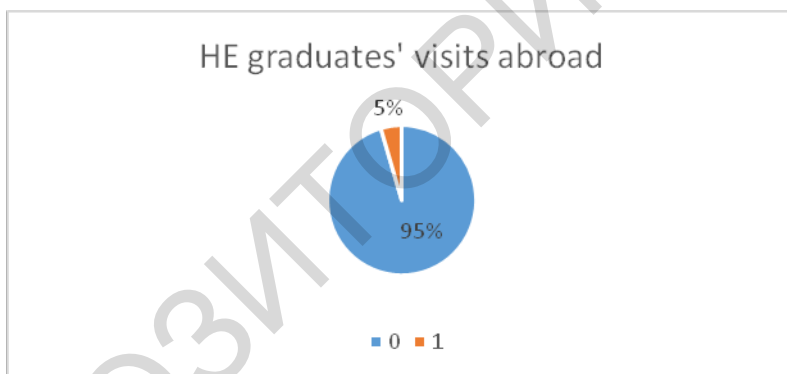
Source: Own elaboration, FOSTERC data

FOSTERC survey made a research of Belarus HE teachers’, students’, graduates’ mobility. FOSTERC survey asked for HE teachers, “did you spend any time abroad related to your training during higher education studies or post-graduation?” 31 % of the responded HE teachers said that they had implemented trainings abroad. The major part of the HE teachers (69 %) had chosen an answer „No“.



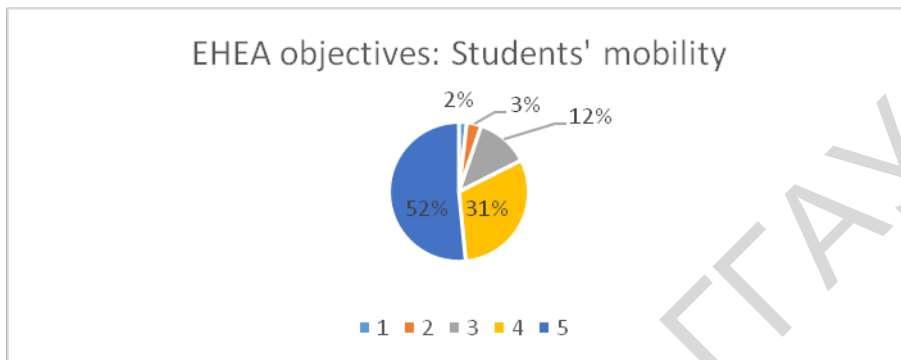
Graphic 1 - HE teachers' visits abroad during HE studies or post-graduation

FOSTERC survey asked HE graduates, "have you spent any time abroad since graduating from higher education?" 5 % of Belarus HE graduates said that they had implemented visits abroad since their graduation of HE. In the scale, "0" means "No" and "1" means "Yes".



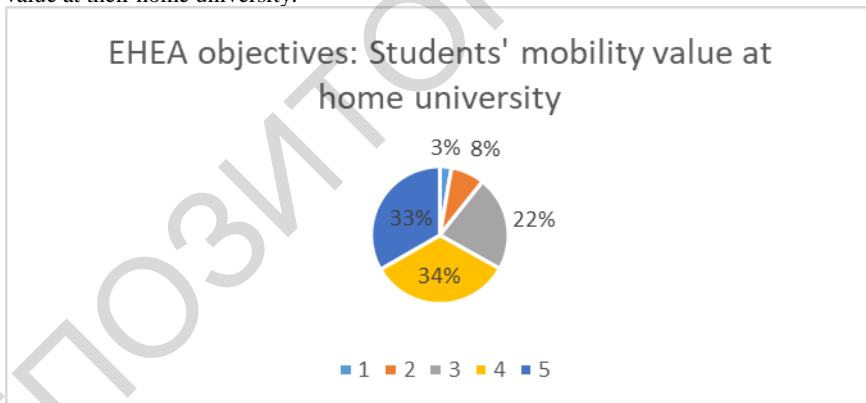
Graphic 2 - HE graduates' visits abroad since graduating from HE

FOSTERC survey tried to discover HE teachers' attitudes toward elements of the European Higher Education Area. Belarus HE teachers were asked, "in your opinion, how important are the following objectives of the European Higher Education Area? Programmes for European university students mobility." It was used a scale "from 1 to 5", where "1" means "very low", "5" means "very high" level of importance. 52 % of the responded HE teachers expressed an opinion that HE students' mobility had been the EHEA objective of a very high importance.



Graphic 3 - Importance of the EHEA objectives: European university students' mobility

FOSTERC survey asked for HE teachers' opinion, "to what extent are the following objectives of the European Higher Education Area valued in your university? Programmes for European university students mobility". It was used scale "1-5", where "1" means "very low", "5" means "very high". 33 % of HE teachers answered that students' mobility had been the EHEA objective of very high value at their home university.



Graphic 4 - Importance of the EHEA objectives: European university students' mobility value at home university



Photos 1 – 3 - FOSTERC training visits to Poland, Finland, Lithuania.

Recommendations:

1. To encourage mobility of Belarus Higher Education (HE) Staff and Students.
2. To encourage Belarus Higher education (HE) graduates' Lifelong Learning practices and internships.

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**РЕКОМЕНДУЕМЫЕ ФОРМЫ ЛЕКЦИЙ ДИАЛОГИЧЕСКОГО ТИПА
ПРИ ИЗУЧЕНИИ СТУДЕНТАМИ АГРОНОМИЧЕСКОГО
ФАКУЛЬТЕТА ДИСЦИПЛИН СПЕЦИАЛЬНОСТИ
«ПЛОДОВООВОЩЕВОДСТВО» (СОКРАЩЕННЫЙ СРОК ПОЛУЧЕНИЯ
ВЫСШЕГО ОБРАЗОВАНИЯ НА ОСНОВЕ СРЕДНЕГО
СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ)**

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Аннотация. Стиль чтения лекции для студентов аграрных ВУЗов, обучающихся по сокращенной форме получения высшего образования на основе среднего специального образования, имеет важную роль. На основании проведенной многолетней работы выделены, апробированы и признаны наиболее перспективными при изучении студентами специальности 1-74 02 04 – «Плодоовощеводство» (ССПВО) специальных дисциплин следующие виды лекций диалогического типа: лекция-беседа, лекция-конференция, проблемная лекция, лекция с заранее запланированными ошибками, лекция-консультация. Ключевые слова: лекции диалогического типа, специальные дисциплины, сокращенная форма получения высшего образования в аграрных вузах.