

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ**



## **КОНСПЕКТ ЛЕКЦІЙ**

**з дисципліни «Конкурентоспроможність та безперервне  
навчання»  
для студентів 4-го курсу  
(спеціальність 015 «Професійна освіта (Економіка)»)**

**ОДЕСА ОНЕУ 2022**

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## FOREWORD

The modern labor market requires the formation of completely new knowledge, skills and abilities of an economic specialist, as well as the training of an interdisciplinary specialist who can use the acquired knowledge and skills in various disciplines for effective professional activity at a high level. Page | 5

The presented lectures on the subject "Competitiveness and Lifelong Learning" is aimed at developing such knowledge, skills and abilities that will be needed by future professionals to develop skills for successful leadership; employment in conditions of competition and organization of lifelong learning, including in English; personal career development, implementation of any communications in the English-speaking business environment at a professional level; developing the ability to use modern teaching and self-learning methods for continuing education; to develop motivation for self-realization, self-education and training; to develop and maintain their own professional level.

The main objectives of the discipline "Competitiveness and Lifelong Learning" are that students acquire skills of practical knowledge of a foreign language in various types of speech activities, in the scope and subject matter of professional needs and for further lifelong learning; learned to read and analyze socio-economic and educational literature for professional development and self-improvement; translated from a foreign language into the native language sources of socio-economic nature; were able to conduct effective and fruitful professional activities and were capable of self-development and continuous learning.

As a result of studying the discipline, the student must be able to navigate the flow of information, dispose of acquired knowledge and use them in practice; gain new professional knowledge, be ready for interdisciplinary training and cooperation,

make positive and effective changes in the professional and scientific environment; to express opinions and lead a conversation on general and professional topics; organize and plan self-study and self-development; set priorities correctly and use time management tools; to conduct self-reflection to rethink their subjective experience, personal changes, values, actions, knowledge.

## Lecture 1. Leadership in educational activity. Initiative and responsibility development (1)

### Recommended literature and references:

1. Leadership Basics.  
[https://www.managementstudyguide.com/leadership\\_basics.htm](https://www.managementstudyguide.com/leadership_basics.htm)
2. Prentice W.C.H. Understanding Leadership. Harvard Business Review.  
URL: <https://hbr.org/2004/01/understanding-leadership>
3. The role of the educational leader.  
[https://www.acecqa.gov.au/sites/default/files/2019-05/QA7\\_TheRoleOfTheEducationalLeader.pdf](https://www.acecqa.gov.au/sites/default/files/2019-05/QA7_TheRoleOfTheEducationalLeader.pdf)
4. The Top 10 Qualities of Great Educational Leaders. Fishtree. 2015. URL:  
<https://www.fishtree.com/blog/the-top-10-qualities-of-great-educational>

Leadership is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment of specific goals in a given situation. Leadership is the ability of a manager to induce the subordinates to work with confidence and zeal.

Leadership is the potential to influence behaviour of others. It is also defined as the capacity to influence a group towards the realization of a goal. Leaders are required to develop future visions, and to motivate the organizational members to want to achieve the visions.

According to Keith Davis, “Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals.”

### Characteristics of Leadership in Educational Activity

1. It is an inter-personal process in which an educator is into influencing and guiding students towards attainment of goals.

2. It denotes a few qualities to be present in a person which includes intelligence, maturity and personality.
3. It is a group process. It involves two or more people interacting with each other.
4. A leader is involved in shaping and moulding the behaviour of the group towards accomplishment of organizational goals.
5. Leadership is situation bound. There is no best style of leadership. It all depends upon tackling with the situations.

Leadership is an important function of management which helps to maximize efficiency and to achieve goals. The following points justify the importance of leadership in a concern.

The role of the educational leader is primarily to:

- collaborate with educators and provide curriculum direction and guidance
- support educators to effectively implement the cycle of planning to enhance programs and practices
- lead the development and implementation of an effective educational program in the service
- ensure student's learning and development.

The educational leader also has a significant role in:

- guiding and developing educators and families' understandings about play and leisure-based learning, and the significance of the early years in the education continuum for children
- building the knowledge, skills and professionalism of educators
- building a culture of professional inquiry with educators, coordinators and staff members to develop professional knowledge, reflect on practice and generate new ideas.



Pedagogical leadership – leading the development and implementation of the educational program and assessment, and the planning cycle – requires a unique set of professional skills. The most effective educational leader views their role as a collegial, joint endeavour, enacting their role through mentoring, guiding and supporting educators. Strategies might include:

- mentoring and supporting educators’ understanding of educational program and practice, e.g. building relationships and interactions with students to assist their learning through play and leisure-based programs; developing documentation that is meaningful, relevant and promotes reflection on educators’ pedagogy and practice
- drawing on educators’ strengths to develop professional skills and confidence
- mentoring and supporting educators to assess learning
- ensuring the assessment and planning cycle is applied to each student and the program as a whole
- assisting educators to understand and implement reflective practice and leading critical reflection discussions to examine policies, programs and practice.

### **Theories of Leadership (from educational perspective)**

Among the main scientific theories of leadership are the following:

**Theories of personal qualities.** The very first approach in the study of leadership was called the traditional or "Theory of Great People". The first researchers tried to identify the qualities that distinguish “great people” in human history from all others, believed in the existence of a unique set of qualities and sought to measure them, they believed that leaders are born, not become.

These studies have revealed a fairly large list of leadership qualities, some of which are intelligence, education, attractive appearance, honesty, initiative, self-

confidence and more. But apart from the fact that scientists did not reach a consensus on a specific list of qualities, they could not explain how a leader appears. Thus, this theory has certain shortcomings, namely: the list of qualities has no end, there is no close relationship between the qualities of the leader, there is no final portrait of the leader.

**Behavioral theories.** The concept of leadership behavior includes the following theories: *three leadership styles according to K. Lewin* (Authoritarian, Democratic and Laissez-faire), who proved that management styles do not have clear boundaries, but on the contrary, they can smoothly shift from one another, forming a continuous chain; *the Ohio State studies* helped to shift the focus of the field from a universal trait approach to a more situational, behavioral-based view and found that leaders high in initiating structure and consideration tended to achieve high subordinate performance and satisfaction more frequently than those who rated low on either consideration initiating structure, or both. *The Michigan Leadership Studies* identified two broad leadership styles: a subordinate orientation and a production orientation. They also identified three critical characteristics of effective leaders: task-oriented behavior, relationship-oriented behavior, and participative leadership.

The four management systems as identified by R. Likert were:

1. Exploitative Authoritative
2. Benevolent Authoritative
3. Consultative
4. Participative.

According to *R. Likert's theory*, the closer the organizational characteristics are to the Participative system, the more satisfied and therefore more productive the subordinates will be. On top of productivity, the organization will receive numerous

other benefits, including staff retention increased profitability and generally reduce costs over the long term.

The five leadership styles resulting from *Blake and Mouton's Managerial Grid* are as follows:

1. Impoverished Management (1, 1): Educational managers with this approach are low on both the dimensions and exercise minimum effort to get the work done from subordinates or students. The leader has low concern for people satisfaction and work / study deadlines and as a result disharmony and disorganization prevail within the organization.

2. Task management (9, 1): Also called dictatorial or perish style. Here leaders are more concerned about result and have less concern for people. The style is based on theory X of McGregor. The subordinates' needs are not taken care of and they are simply a means to an end. The leader believes that efficiency can result only through proper organization of work systems and through elimination of people wherever possible. Such a style can definitely increase the output of organization in short run but due to the strict policies and procedures, high labour turnover is inevitable.

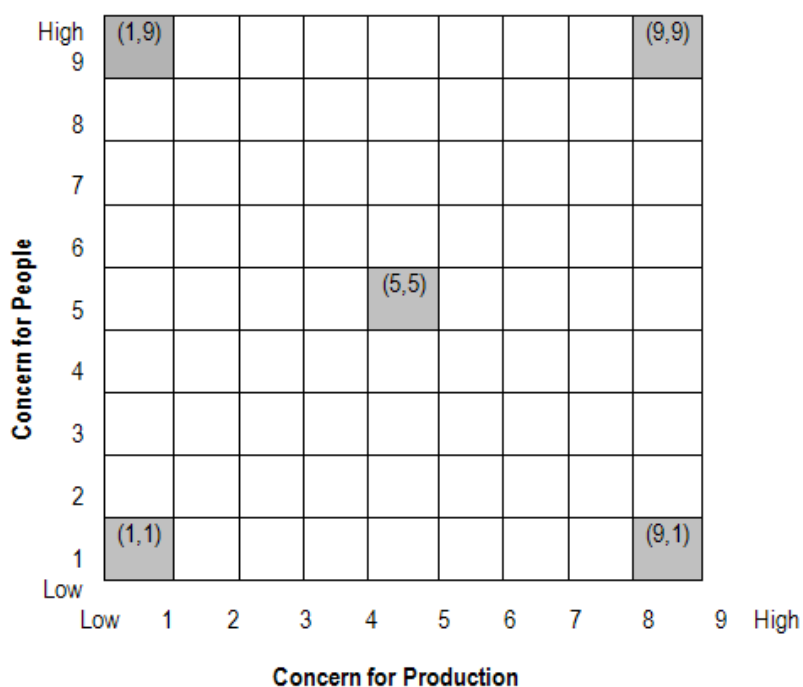
3. Middle-of-the-Road (5, 5): This is basically a compromising style wherein the leader tries to maintain a balance between goals and the needs of people. The leader does not push the boundaries of achievement resulting in average performance for organization. Here neither employee nor production needs are fully met.

4. Country Club (1, 9): This is a collegial style characterized by low task and high people orientation where the leader gives thoughtful attention to the needs of people thus providing them with a friendly and comfortable environment. The leader feels that such a treatment with subordinates will lead to self-motivation and will

find people working hard on their own. However, a low focus on tasks can hamper performance and lead to questionable results.

5. Team Management (9, 9): Characterized by high people and task focus, the style is based on the theory Y of McGregor and has been termed as most effective style according to Blake and Mouton. The leader feels that empowerment, commitment, trust, and respect are the key elements in creating a team atmosphere which will result in high subordinate satisfaction and performance.

Figure 1: Managerial Grid



According to *Fiedler's theory*, a leader's behavior is dependent upon the favorability of the leadership situation. Three factors work together to determine how favorable a situation is to a leader. These are:

- Leader-member relations - The degree to which the leaders are trusted and liked by the group members, and the willingness of the group members to follow the leader's guidance

- Task structure - The degree to which the group's task has been described as structured or unstructured, has been clearly defined and the extent to which it can be carried out by detailed instructions
- Position power - The power of the leader by virtue of the organizational position and the degree to which the leader can exercise authority on group members in order to comply with and accept his direction and leadership

Research on the contingency model has shown that task-oriented leaders are more effective in highly favorable and highly unfavorable situation, whereas relationship-oriented leaders are more effective in situations of intermediate favorableness.

Fiedler also suggested that leaders may act differently in different situations. Relationship-oriented leaders generally display task-oriented behaviors under highly favorable situations and display relationship-oriented behaviors under unfavorable intermediate favorable situations. Similarly, task-oriented leaders frequently display task-oriented in unfavorable or intermediate favorable situations but display relationship-oriented behaviors in favorable situations.

*The theory, developed by Paul Hersey and Kenneth Blanchard, is based on the 'readiness' level of the people the leader is attempting to influence. Readiness is the extent to which followers have the ability and willingness to accomplish a specific task. Ability is the knowledge, experience, and skill that an individual possesses to do the job and is called job readiness. Willingness is the motivation and commitment required to accomplish a given task. The style of leadership depends on the level of readiness of the followers.*

The readiness(R) is divided into a continuum of four levels which are:

- ✓ R1 - low follower readiness - refers to low ability and low willingness of followers i.e. those who are unable and insecure
- ✓ R2 - low to moderate follower readiness - refers to low ability and high willingness of followers i.e. those who are unable but confident
- ✓ R3 - moderate to high follower readiness - refers to high ability and low willingness of followers i.e. those who are able but insecure
- ✓ R4 - high follower readiness - refers to high ability and high willingness of followers i.e. those who are both able and confident

The direction is provided by the leader at the lower levels of readiness. Therefore, the decisions are leader directed. On the other hand, the direction is provided by the followers at the higher levels of readiness. Therefore, the decisions in this case are follower directed. When the followers move from low levels to high levels of readiness, the combinations of task and relationship behaviors appropriate to the situation begin to change.

For each of the four levels of readiness, the leadership style used may be a combination of task and relationship behavior.

- *Task behavior*: Extent to which the leader spells out the duties and responsibilities of a follower which includes providing them direction, setting goals, and defining roles for them. Usually, a one-way communication exists which is meant to provide the direction to the followers.
- *Relationship behavior*: Extent to which the leader listens to the followers, and provides encouragement to them. Here, a two-way communication exists between the leader and the follower.

**Discussion on the topic:  
«Qualities and Skills of a Modern Educational Leader»**

Discussion on the main qualities a modern educational leader.

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***The Top 10 Qualities of Great Educational Leaders:***

1. Motivational (As a role-model for both staff and students, an educational leader needs that motivational attitude that drives change, difference, and optimism. This encourages a school body to stretch towards every goal, giving 100% in every single challenge.)
2. Lifelong learner (Every great educational leader sees themselves as a lifelong learner with a growth mindset. Leading by example, a lifelong learner encourages learning in all aspects of life, as something fun, stimulating, and empowering.)
3. Collaborative (A great leader knows that success comes only through effective collaboration. By including staff-members in decision-making, and confiding in teachers for ideas, suggestions, and support, an idea can become a movement.)
4. Creative (A creative mind sees the world differently. A great leader will imagine new possibilities, and visualize new ideas in everything that they do. This inspires others to think in the same way, building a school full of original thinkers, visionaries, and leaders.)
5. Open-minded (A great leader knows the importance of being open-minded, allowing others to experiment with new methods, investing in new technology, and developing a growth mindset. Building a team based on openness, students are never denied an opportunity to excel.)
6. Confident (Confidence is contagious. With the right amount of confidence leading a school, staff and students are guaranteed to follow suit, inspired by the portrayal of inner strength and fearlessness.)
7. Proactive (All leaders need to be proactive. Without waiting for things to get done, a great leader will take control and make it happen. By getting staff-members on board and building a combined attitude of pro-activeness, there's no telling what your educational establishment could achieve.)
8. Innovative (An innovative leader is not afraid to implement new ideas and take

risks. Without the belief that failure is an essential component of real success, a school can never reach its full potential.)

9. Positive (While an educational leader does need to display strength and authority, this doesn't have to come at the expense of positivity. By instilling a positive school atmosphere, a brighter outlook will prevail, no matter how dark the walls.)

10. Different (A great leader knows that to create your own success, you need to first discover what makes you unique. By promoting difference as something to be celebrated, students are encouraged to stand out, be original, challenge convention, and not to fear the judgement of others.)

## Lecture 2. Leadership in educational activity.

### Initiative and responsibility development (2)

#### Recommended literature and references:

1. Appelbaum, S. Audet, L & Miller, J. (2013). Gender and leadership? Leadership and gender? A journey through the landscape of theories. Retrieved on 9th April 2018 from [www.emeraldinsight.com/doi/full/10.1108/01437730310457320](http://www.emeraldinsight.com/doi/full/10.1108/01437730310457320)
2. Innovation and creativity. Developing the Cambridge learner attributes. Chapter 4. URL: <https://www.cambridgeinternational.org/Images/426483-chapter-4-innovation-and-creativity.pdf>
3. Women and Leadership. Public Says Women Are Equally Qualified But Barriers Persists. Pew Research Center. 2015. URL: [www.pewsocialtrends.org/2015/01/14/women-and-leadership/](http://www.pewsocialtrends.org/2015/01/14/women-and-leadership/)
4. Yaqoub H. Effects of Gender on Leadership. California university of Pennsylvania. URL: [https://www.calu.edu/inside/strike-a-spark/\\_files/Hadeel%20Yaquob%20Gender%20and%20Leadership%20Essay.pdf](https://www.calu.edu/inside/strike-a-spark/_files/Hadeel%20Yaquob%20Gender%20and%20Leadership%20Essay.pdf)

**The importance of culture** as one of the key organizational characteristics that affect the effectiveness of organization management is steadily increasing in the context of globalization and digitalization.



Organizational culture of any establishment is a system of values, beliefs, principles, norms of behavior accepted in the organization and shared by its employees. An important part of organizational culture is business culture, which includes rules and regulations of business, business ethics, business etiquette, business communications.

The basic elements of organizational culture are:

- values, norms, principles of activity, rules of conduct;
- symbols, traditions, ceremonies, rituals;
- heroes, stories, myths, legends;
- motivation;
- communication, language of communication;
- leadership, leadership style;
- design, symbols, appearance of staff.

Maintaining organizational culture at the required level requires strong leadership, it largely depends on the efforts and actions of leaders. Culture support includes:

- socialization of new employees / students;
- development of internal documents that establish values and norms of behavior (code of conduct, organization credo, etc.);
- strengthening sustainable values and rules through learning, training, reminders, repetition;
- motivating employees / students to consolidate organization values and norms of behavior;
- strengthening traditions, creating organization history, creating award system, etc.

Successful education leaders are charismatic, which inspires devotion in others. This charisma can be hard to learn, as it usually requires most educators to

go outside of their comfort zone by becoming more sociable as well as learning how to command the attention of and speak to a group of any size.

The charismatic leadership style relies on the charm and persuasiveness of the leader. Charismatic leaders are driven by their convictions and commitment to their cause.

What sets charismatic leaders apart is that they are "essentially very skilled communicators, individuals who are both verbally eloquent, but also able to communicate to followers on a deep, emotional level," said Ronald E. Riggio, Ph.D., professor of leadership and organizational psychology at Claremont McKenna College.

Charismatic leaders also are sometimes called transformational leaders because they share multiple similarities. Their main difference is focus and audience. Charismatic leaders often try to make the status quo better, while transformational leaders focus on transforming organizations into the leader's vision.

The differences between charismatic and transformational leadership styles lie primarily in how the individual is viewed.

- The personal vision of a charismatic leader has a great deal of influence over his or her audience
- Charismatic leaders speak about their moral compass or passion rather than an existing method of doing business

### **Charismatic leadership pros**

- Charismatic leaders inspire people to work together for a common cause
- Organizations are committed to a central mission
- Management prioritizes learning from mistakes in an effort to succeed in their mission

- Charismatic-led companies tend to be cohesive because their workers have a clear purpose

### **Charismatic leadership cons**

- Leaders may develop tunnel vision or arrogance, undoing their previous good deeds
- Organizations can become dependent on charismatic leaders and may suffer if he or she retires, leaves the company, or dies suddenly
- Charismatic leaders sometimes become unresponsive to their subordinates or constituents
- These leaders may not learn from their mistakes, compounding them
- Charismatic leaders may believe they are above the law, committing financial or ethical violations

Common characteristics of leaders with charisma identified by Jay Alden Conger, leadership expert at the University of Southern California, and Henry Kravis, professor of leadership at Claremont McKenna College, include:

- ✓ *Sensitivity to their environment and the needs of their employees or followers*
- ✓ *Articulate and visionary*
- ✓ *Inclined toward personal risk taking*
- ✓ *Adept at using unconventional behavior*

### **Emotional Intelligence for Educational Leaders**

The emotions alone, govern the performance and efficiency of a person and had it not been the case, there would have never been a talk about the importance of work-life balance and the need of emotionally intelligent leaders.

The average age of the workforce is reducing and the leaders now look forward to managing people belonging to different cultures and backgrounds. In such a situation, it is important for a leader to be highly sensitized to the emotional aspects of his/her transactions with people.

*Emotional Intelligence* is basically the ability to recognize and understand one's own feelings and emotions as well as those of others and use that information to manage emotions and relationships. The 4 important aspects of EI as proposed by D. Goleman are:

Self Awareness

Self Management

Social Awareness

Relationship Management or Social Skills

An educational leader tends to have a huge influence on the thoughts and motivation of people. He/she has the capacity to enthuse optimism and confidence in the followers and lead them to constructive endeavors which is called resonance and on the other hand they can negatively influence them to destruct.

Educational leaders are closely observed in terms of their body language, facial expressions etc. So, it is important for a leader to consider the non-verbal form of expressions as well, which may positively or negatively influence followers. A leader has to act as a role model too, supporting their statements, ideologies and values with appropriate actions.

As a leader one also has to be aware of one's own capabilities and weaknesses, it is difficult to accept guidance from a leader who is not self aware. As managers, leaders have to empathize as well with the situations, emotions, aspirations and motivations of the subordinates. A decreasing performance of a team member might be because of a number of reasons, a disruptive worker might be facing motivation

issues and a subordinate who uses abusive language with others might be lacking confidence in his own abilities. A leader needs to discern facts and try and reach to deeper levels and understand things beyond obvious.

Apart from the above reasons, Emotional Intelligence is also important because the followers or subordinate expect it from their leaders. A leader has to suitably know and understand when he/she needs to be directive and when he needs to delegate. He/she needs to be aware, when the team members are acting as one unit and when there are differences.

The leader needs to be sensitive to the insecurities and apprehensions of the subordinates which sometimes might be expressed and sometimes kept undisclosed. At the senior level it is all the more important as the senior executives find it hard to clearly outline their anxieties and differences and the leader has to anticipate some of them.

So, to be able to attract and retain talented subordinates / students and keep them motivated, an educational leader needs to brush up on people skills and emotional intelligence, as all of them are not born with the charisma to hold people.

Fortunately, emotional intelligence with practice and carefully directed efforts can be increased.

## **Gender Issues in Educational Leadership**

Gender plays a significant role in defining leadership roles and determining the quality of services in organizations. Gender refers to social traits of men and women that range from norms and relationships to roles. Studies reveal that people's perceptions towards gender vary from one society to another and are subject to bound over time. The society instills behavior and norms, such as relationships between people from opposite sex or workmates, to people. The gender structures,

relations, and social roles influence people's activities and approaches to handle challenges as well as leadership responsibilities.

Essentially, leadership decisions and gender have a significant connection that should be evaluated to facilitate smooth operations in organization. Leadership refers to practical skills incorporating the ability of an individual to guide others towards attaining a common objective.

Feminine values are evident in business and government institutions. The traits defy the authoritative as well as competitive approach to handling leadership responsibility. However, women abilities are linked to the traditional leadership view of masculinity. The difference between men and women arise due to consensual relations that emanate from feminine values. The varied aspects inspire distinct management issues such as communication, control, and negotiations. Importantly, the feminine values need to be balanced to ensure success in leadership.

Men tend to be more *Transactional, Autocratic, Business-oriented and Instruction-giving*, while women can be described as *Transformational, Participative, People-oriented and Self-expressive*.

Some scholars argue that particular traits give women an advantage over men in leadership; such characteristics include advanced intermediary skills-especially in conflict resolution, effective communication skill, and distinguished interpersonal skills. Further research unveils that women are more empathetic than men in demonstrating concern for people's needs and forming supportive links with others. Moreover, women prove to be better than men on matters such as the ability to develop and maintain efficient relationship subordinates.

Decision-making is among the components that determine the effectiveness of a leader. The analysis of gender in leadership reveals that men and women exhibit various differences in decision-making. Some of the disparities include nature of

decisions, tasks in question, and building work relationships. Studies reveal that women focus on developing and maintaining strong work relations with both the junior and senior employees to streamline operation. On the contrary, men rarely focus on work relationships as they concentrate on results. Actually, a woman leader debates an idea with the subordinate making a decision. Usually, men portray calm and self-contemplation of issues before concluding on the concrete course of action. Importantly, decision-making involves ethics and moral responsibilities. The approach of male leaders to tasks is based on personal rights, justice as well as fairness; while women handle ethics with sensitivity, empathy and compassion.

**Innovation and creativity** are fundamental to all academic disciplines and educational activities, not just the arts. The creative process is a critical component of making sense of learning experiences. There is a number of approaches to teaching and learning that help to nurture creativity and innovation.

*Innovation* can be broadly thought of as new ideas, new ways of looking at things, new methods or products that have value. Innovation contains the idea of output, of actually producing or doing something differently, making something happen or implementing something new. Innovation almost always involves hard work; persistence and perseverance are necessary as many good ideas never get followed through and developed.

*Creativity* is an active process necessarily involved in innovation. It is a learning habit that requires skill as well as specific understanding of the contexts in which creativity is being applied. The creative process is at the heart of innovation and often the words are used interchangeably. According to Kamylyis and Berki (2014, p. 6): ‘Creative thinking is defined as the thinking that enables students to apply their imagination to generating ideas, questions and hypotheses,

experimenting with alternatives and to evaluating their own and their peers' ideas, final products and processes.'

Having a creative habit, the disposition to behave creatively is critical. Csikszentmihalyi (2002, p.99) emphasises the importance of having a playful attitude while remaining disciplined. Whenever possible, play should be used to extend the range of opportunities to think. There are several character traits and learning habits that affect a learner's personal disposition, motivation and confidence to be creative. For example:

- resilience: an ability to tolerate uncertainty and persevere at a task to overcome obstacles
- not being afraid to make and learn from mistakes
- an ability to suspend judgement while generating ideas
- willingness to take sensible risks or go out of their comfort zone in their work.

A creative learner needs to be able to develop and apply a set of skills that they can use in the creative process. These include being able to:

- clarify, analyse and re-define the problem or question to uncover new ways of looking at it
- ask thoughtful questions
- notice connections between seemingly unrelated subject matter
- challenge established wisdom by asking: how would I improve this?
- recognise alternative possibilities
- look at things from different perspectives.

'One cannot think creatively unless one has the knowledge with which to think creatively. Creativity represents a balance between knowledge and freeing oneself of that knowledge' by Johnson-Laird.



Creativity can be encouraged or discouraged. Having a learning rather than a performance orientation, helps to create an environment where creativity is encouraged. Educational establishments that are successful at stimulating creative learning:

- value and celebrate learners' creative and innovative contributions
- do not overcrowd the curriculum. They focus on depth as well as breadth. They manage time effectively, providing opportunities for students to explore, concentrate for extended periods of time, reflect, discuss and review. Students are expected to reflect deeply on the material that they are learning and to make connections between subjects and topics
- encourage a broad and balanced curriculum so that students experience a range of subjects and activities, including the arts
- encourage students not studying the arts as qualifications to pursue creative activities in the co-curricular programme
- develop codes of behaviour and classroom procedures that value and promote creativity.

### **Discussion on the topic:**

#### **Video material**

1. Creativity: The science behind the madness. Big Think. URL:

<https://www.youtube.com/watch?v=zNHDTvqbUm4>

2. The 6 Habits of Exceptionally Creative People. URL:

[https://www.youtube.com/watch?v=JmQPNJhw5kQ&ab\\_channel=TheArtofImprovement](https://www.youtube.com/watch?v=JmQPNJhw5kQ&ab_channel=TheArtofImprovement)

## Lecture 3. The notion of competition and competitiveness at the educational market

### Recommended literature and references:

1. Телетова С., Телетов О. Педагогічний маркетинг у діяльності навчальних закладів. Маркетинг і менеджмент інновацій, 2011, № 3, Т. 2. 2011. URL: [https://mmi.fem.sumdu.edu.ua/sites/default/files/mmi2011\\_3\\_2\\_117\\_124.pdf](https://mmi.fem.sumdu.edu.ua/sites/default/files/mmi2011_3_2_117_124.pdf)
2. Papadopoulou A. What is Educational Marketing & How to Use it to Grow with Examples. 2021. URL: <https://www.learnworlds.com/educational-marketing/#:~:text=Educational%20marketing%20is%20a%20marketing,can%20guide%20their%20purchasing%20decision.>
3. Publicly funded education markets. OECD. 2019. URL: <https://www.oecd.org/daf/competition/publicly-funded-education-markets.htm>

Competition has been studied and distinguished in different fields, including psychology, sociology and anthropology. Thus, social psychologists, for example, study the nature of competition. They investigate the natural urge of competition and its circumstances. They also study group dynamics, to detect how competition emerges and what its effects are. Sociologists, meanwhile, study the effects of competition on society as a whole. Additionally, anthropologists study the history and prehistory of competition in various cultures. They also investigate how competition manifested itself in various cultural settings in the past, and how competition has developed over time.

Competition is a key factor in education. On a global scale, national education systems, aiming at bringing out the best in the next generation, encourage

competitiveness among students through scholarships. Countries such as England and Singapore have special education programmes which cater for specialist students, prompting charges of academic elitism. Upon receipt of their academic results, students tend to compare their grades to see who is better. In severe cases, the pressure to perform in some countries is so high that it can result in stigmatization of intellectually deficient students, or even suicide as a consequence of failing the exams; Japan being a prime example. This has resulted in critical re-evaluation of examinations as a whole by educationalists.

Critics of competition as a motivating factor in education systems, such as Alfie Kohn, assert that competition actually has a net negative influence on the achievement levels of students, and that it "turns all of us into losers". Economist Richard Layard has commented on the harmful effects, stating "people feel that they are under a great deal of pressure. They feel that their main objective in life is to do better than other people. That is certainly what young people are being taught in school every day. And it's not a good basis for a society."

However, other studies such as the Torrance Tests of Creative Thinking show that the effect of competition on students depends on each individual's level of agency. Students with a high level of agency thrive on competition, are self-motivated, and are willing to risk failure. Compared to their counterparts who are low in agency, these students are more likely to be flexible, adaptable and creative as adults.

Education services are fundamental for economic and social well-being. They not only directly boost public sector productivity, but also the productivity of workers across the economy by improving their skills, increasing their capacity to add value, and giving them the ability to adapt to new ways of working. Furthermore, giving low-income citizens the ability to choose can reduce inequalities in access to

high-quality services. Indeed, many governments have adopted market mechanisms, such as student choice, payments that follow student choices (or vouchers), and greater autonomy for providers, in order to achieve better quality outcomes.

### **3 Types of Competitors**

1. *Direct competitors.* These are professionals or businesses offering similar (or identical) products or services in the educational market. They also strive for the same customer base. Since direct competitors sell similar products or services in a similar manner, this type of competition is often a zero-sum game – meaning, a customer that buys a competitor's product won't buy yours.

2. *Indirect competitors.*

Indirect competitors are businesses in the same category that sell different products or services to solve the same problem.

3. *Replacement competitors.*

A replacement competitor offers an alternative to the product or service that you offer. You both seek to solve the same pain points, but the means are different.

### **How to be effective at all levels – local, national and international?**

Whether you are a teacher or a businessman, dealing with competition can be tough. A little bit of competition can be healthy and motivating, but too much competition can be detrimental to the professional and learning experience. There's a lot that can be done to grapple with and minimize competition's effect. Here are some tips on how to deal with competition as an educator.

✓ Try your best. Rather than focusing on beating your coworkers or doing the best in the office, emphasize simply doing the best that you can do. Make time each day to complete your workload, give everything an honest effort, and ask

questions when you need help. Make selective contacts.

✓ Accept your mistakes. Don't be too hard on yourself. When you get a grade you're not happy with, take it as a learning opportunity and try to do better next time. Avoid looking at it as a major failure or a reflection of your self-worth. No one is perfect.

✓ Focus on yourself. Avoid comparing yourself to other people. Don't lose sight of what makes you special.

✓ Surround yourself with positive people. Avoid toxic, competitive dynamics with your coworkers. Make friends that encourage you and make you feel good about yourself. Find like-minded people by joining events and activities that reflect your interests. Limit the time you spend with people who put you down or make you feel bad about yourself.

✓ Avoid cheating. Be honest and maintain your integrity. Even if it helps you feel superior to your colleagues, lying and cheating won't make you feel good in the long run. Cheating can take a toll on your psyche, and you can also get into some pretty serious trouble if you get caught.

✓ Emphasize collaboration over competition. As an educational leader you should arrange students in groups and have them complete a project together. Assign roles within the group to play to each students' strengths, such as note-takers, editors, and presenters. Encourage students to respond to each others' points in class discussions constructively and respectfully. To create a community-minded atmosphere, display students' work throughout the classroom and use words like "our" and "we" instead of "I" and "you" when you talk about the group.

✓ Foster yourself and your students to have a growth mindset over a fixed mindset. A fixed mindset is based upon the belief that people are born with innate gifts and capabilities. A growth mindset suggests that everyone has the potential to

achieve great things by working hard, learning from their mistakes, and striving to improve. Encourage students to adopt a growth mindset so that they will be motivated to keep trying even if they don't immediately succeed. To promote a growth mindset, give students positive reinforcement throughout the learning process. Rather than singling them out as naturally gifted, praise students for their hard work and practice. This will help them have more faith in their abilities and be less inclined to compare themselves to others.

### **Marketing at the educational market. Pedagogical Marketing.**

Educational marketing is a marketing tactic that educates prospects on the value of the results they can get from using your products or services. It describes the process of teaching your leads about a certain topic or industry that can guide their purchasing decision.

Educational marketing isn't used only in the education sector – by educators or educational institutions. Any organization regardless of the industry it is based may choose to invest in educational marketing.

*An educational product* is a special intellectual product adapted to the relevant segment of educational services.

*Educational marketing* is one of the areas of educational management institution in a market economy, which provides research on the demand for education services and certain knowledge beyond the standards set by the state, affects development educational needs of citizens by developing and implementing the concept of providing them quality educational product.

*Pedagogical marketing* is a type of activity aimed at studying education environment, creation and development of the market of educational services and stimulation of demand for them.

According to the survey, when choosing a university, 63% of students find it important to have availability of a specific specialty; 28% of students prefer the overall image of the university; 27% put highly qualified teachers as a priority.

Thus, marketing activities in education are aimed at studying appropriate environment, defining the principles of competition in it, creating and development of the market of educational services and stimulation of demand for them. The creation itself conceptual foundations of pedagogical marketing will allow you to keep a balance the needs of the state in specialists of certain specialties and qualification levels, the image of it or other professional human activity. Implementation of the marketing system in practice management of educational institutions increases their competitiveness and provides the prospect of their further modernization.

### **Educational Marketing Strategies to Help You Grow**

*Getting to know your customers better* doesn't only help deliver a stellar customer experience, but it also helps engaging with them effectively. Coming up with a customer persona can help you create content that is relevant and useful to them. You can learn more about your target audience through group demographics and buyer intent data. But if you feel that you don't know your audience well enough, try out the following methods:

- Get to know your current customers better e.g. their needs, complaints etc.
- Browse social media to find what your audience is concerned/talks about.
- Use keyword research tools like Google Keyword Planner to identify which keywords your audience is searching for.
- Get feedback from your audience by asking them directly.

*Create content that puts your customers first*

The key with educational marketing is to provide value at every stage. To do this you need to research into your customers' needs and create content that can match them. Think about what your educational content should include by answering the following questions:

What is making your customers' lives miserable without them knowing it?

What are the consequences of their bad habits?

What is going to give them hope that everything will change?

How can you help them make that change?

These questions should help you come up with effective educational content niches/topics that will offer detailed guidelines on further actions people can take. So instead of selling, through your content you gradually build the expectancy of something that must change in their lives. In other words, you create the need for your product, without directly presenting it. The selling phase will come after you have provided this upfront value.

Depending on the audience you are targeting, you will need to decide which *format of content delivery* is more appropriate to use. If you are targeting younger audiences, creating a series of short video content-based articles is the best way to engage with them. Then again, if you are targeting corporate decision makers, long-form articles offer the best way to communicate with them. The most popular types of content delivery include: Blog posts, Long-form articles, Case studies, Newsletters, Online courses, Testimonials, Press releases, Templates/Checklists, Ebooks, Videos, Webinars, Podcasts or Whitepapers. These are some of the ways you can deliver informational content, but when it comes to digital marketing, there are certainly a lot more. Through the various social media channels (see Facebook, Twitter, Instagram, YouTube), you can easily reach out to your audience and provide them with all the information they need. While results may take time to show,



dedicating time and money on content marketing and forming a content marketing team with experienced members, will allow you to expand your reach and get all the associated benefits that come with it.

### **Discussion on the topic:**

#### **Video material**

SELF TAUGHT. Elon Musk Motivational Speech. URL: [https://www.youtube.com/watch?v=VcQJ1Ap\\_OdU&ab\\_channel=TimeInvestors-MOTIVATION](https://www.youtube.com/watch?v=VcQJ1Ap_OdU&ab_channel=TimeInvestors-MOTIVATION)

## **Lecture 4. Key competences of an educator in the era of digitalization**

#### **Recommended literature and references:**

1. Council Recommendation on Key Competences for Lifelong Learning / European Commission. URL: [https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning\\_en](https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en)
2. European Commission (2007). Communication from the Commission to the European Parliament and Council: Improving the Quality of Teacher Education. COM (2007) 392 final. Brussels, 3.8.2007.
3. European Commission (2010). Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers. European Commission Staff Working Document 538 final. Brussels.
4. Key competences for lifelong learning (2019) / Publications Office of the EU. URL: <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>

The European Commission presented the document Supporting Teaching Competence Development for better learning outcomes (2013), which defines the

concept of pedagogical competence, its components, analyzes and ways and directions of its formation at the state level. In addition, the general and local problems of defining and developing pedagogical competence in European countries are presented, and the task is to unify it.

Thus, pedagogical competence is a complex combination of knowledge, skills, understanding, values that contribute to effective behavior in certain circumstances. Due to the fact that learning is more than a task and requires a number of values related to education, training and society, the concept of pedagogical competence is very different in different national contexts. In addition, the amount and complexity of competencies needed in the 21st century is so great that it is almost impossible for one person to master them all or even improve them all to the appropriate level. Therefore, it is necessary to focus on the formation of competencies by the education system or the educational team.

It should be noted that pedagogical competence is subject to many external and internal factors that affect its component. Yes, the main factors are:

- ❖ purpose of training;
- ❖ expectations of society;
- ❖ availability of resources, priorities and political will;
- ❖ status of the profession;
- ❖ external or international influence;
- ❖ existing traditions and culture;
- ❖ social context and learning environment.

Taking into account different cultures, pedagogical competencies are highlighted in 6 paradigms: (1) teacher as a reflective agent, (2) teacher as a knowledgeable expert, (3) teacher as an experienced expert, (4) teacher as a manager

in the audience, (5) teacher as a social agent, (6) teacher as a student, who learns throughout life.

In 2006, the European Parliament also identified 8 Key Competencies for Lifelong Learning. The 2019 version defines in detail each competence with its components. It is noted that these competencies are the most important for self-satisfaction, healthy and long lifestyles, employment, active citizenship and social inclusion. Thus, among the defined competencies are:

1. Literacy
2. Multilingualism
3. Computational, scientific and engineering skills (Numerical, scientific and engineering skills)
4. Digital and technology-based competencies competencies)
5. Interpersonal skills and ability to adapt to new ones competencies (Interpersonal skills, and the ability to adopt new competencies)
6. Active citizenship
7. Entrepreneurship
8. Cultural awareness and ability to express (Cultural awareness and expression).

*Literacy* is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

This competence involves the knowledge of reading and writing and a sound understanding of written information and thus requires an individual to have knowledge of vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, and the main features of different styles and registers of language.

Individuals should have the skills to communicate both orally and in writing in a variety of situations and to monitor and adapt their own communication to the requirements of the situation. This competence also includes the abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context. It encompasses critical thinking and ability to assess and work with information.

A positive attitude towards literacy involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and an interest in interaction with others. This implies an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.

*Multilingual competence* defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs. Languages competences integrate a historical dimension and intercultural competences.

This competence requires knowledge of vocabulary and functional grammar of different languages and an awareness of the main types of verbal interaction and

registers of languages. Knowledge of societal conventions, and the cultural aspect and variability of languages is important.

Essential skills for this competence consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and draft texts, with different levels of proficiency in different languages, according to the individual's needs. Individuals should be able to use tools appropriately and learn languages formally, non-formally and informally throughout life.

A positive attitude involves the appreciation of cultural diversity, an interest and curiosity about different languages and intercultural communication. It also involves respect for each person's individual linguistic profile, including both respect for the mother tongue of persons belonging to minorities and/or with a migrant background and appreciation for a country's official language(s) as a common framework for interaction.

*Mathematical competence* is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts).

Necessary knowledge in mathematics includes a sound knowledge of numbers, measures and structures, basic operations and basic mathematical presentations, an understanding of mathematical terms and concepts, and an awareness of the questions to which mathematics can offer answers. Skills An individual should have the skills to apply basic mathematical principles and processes in everyday contexts at home and work (e.g. financial skills), and to follow and assess chains of arguments. An individual should be able to reason

mathematically, understand mathematical proof and communicate in mathematical language, use appropriate aids including statistical data and graphs, and understand the mathematical aspects of digitalisation.

A positive attitude in mathematics is based on the respect for truth and a willingness to look for reasons and to assess their validity.

*Competence in science* refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. *Competences in technology and engineering* are applications of that knowledge and methodology in response to perceived human wants or needs.

These competences should enable individuals to better understand the advances, limitations and risks of scientific theories, applications and technology in societies at large (in relation to decision-making, values, moral questions, culture, etc.).

Skills include the understanding of science as a process for the investigation through specific methodologies, including observations and controlled experiments, the ability to use logical and rational thought to verify a hypothesis and the readiness to discard one's own convictions when they contradict new experimental findings.

Competence includes an attitude of critical appreciation and curiosity, a concern for ethical issues and support for both safety and environmental sustainability, in particular as regards scientific and technological progress in relation to oneself, family, community, and global issues.

*Digital competence* involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration,

media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

Individuals should understand how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks. They should understand the general principles, mechanisms and logic underlying evolving digital technologies and know the basic function and use of different devices, software, and networks. Individuals should take a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the legal and ethical principles involved in engaging with digital technologies.

Individuals should be able to use digital technologies to support their active citizenship and social inclusion, collaboration with others, and creativity towards personal, social or commercial goals. Skills include the ability to use, access, filter, evaluate, create, program and share digital content. Individuals should be able to manage and protect information, content, data, and digital identities, as well as recognise and effectively engage with software, devices, artificial intelligence or robots.

Engagement with digital technologies and content requires a reflective and critical, yet curious, open-minded and forward-looking attitude to their evolution. It also requires an ethical, safe and responsible approach to the use of these tools.

*Personal, social and learning to learn competence* is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to

be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.

*Personal, social and learning to learn competence* requires also knowledge of the components of a healthy mind, body and lifestyle. It involves knowing one's preferred learning strategies, knowing one's competence development needs and various ways to develop competences and search for the education, training and career opportunities and guidance or support available.

Skills include the ability to identify one's capacities, focus, deal with complexity, critically reflect and make decisions. This includes the ability to learn and work both collaboratively and autonomously and to organize and persevere with one's learning, evaluate and share it, seek support when appropriate and effectively manage one's career and social interactions.

The competence is based on a positive attitude toward one's personal, social and physical well-being and learning throughout one's life. It is based on an attitude of collaboration, assertiveness and integrity. This includes respecting diversity of others and their needs and being prepared both to overcome prejudices and to compromise. Individuals should be able to identify and set goals, motivate themselves, and develop resilience and confidence to pursue and succeed at learning throughout their lives.

*Citizenship competence* is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

Citizenship competence is based on knowledge of basic concepts and phenomena relating to individuals, groups, work organizations, society, economy and culture.



Skills for citizenship competence relate to the ability to engage effectively with others in common or public interest, including the sustainable development of society. This involves critical thinking and integrated problem-solving skills, as well as skills to develop arguments and constructive participation in community activities, as well as in decision-making at all levels, from local and national to the European and international level.

Respect for human rights as a basis for democracy lays the foundations for a responsible and constructive attitude. Constructive participation involves willingness to participate in democratic decisionmaking at all levels and civic activities. It includes support for social and cultural diversity, gender equality and social cohesion, sustainable lifestyles, promotion of culture of peace and non-violence, a readiness to respect the privacy of others, and to take responsibility for the environment.

*Entrepreneurship competence* refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

Entrepreneurship competence requires knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise. Individuals should know and understand approaches to planning and management of projects, which include both processes and resources.

Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. They include the ability to work

both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity.

An entrepreneurial attitude is characterised by a sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives. It includes a desire to motivate others and value their ideas, empathy and taking care of people and the world, and accepting responsibility taking ethical approaches throughout the process.

*Competence in cultural awareness and expression* involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

This competence requires knowledge of local, national, regional, European and global cultures and expressions, including their languages, heritage and traditions, and cultural products, and an understanding of how these expressions can influence each other as well as the ideas of the individual. It includes understanding the different ways of communicating ideas between creator, participant and audience within written, printed and digital texts, theatre, film, dance, games, art and design, music, rituals, and architecture, as well as hybrid forms.

Skills also include the ability to identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms and the ability to engage in creative processes, both as an individual and collectively.

It is important to have an open attitude towards, and respect for, diversity of cultural expression together with an ethical and responsible approach to intellectual and cultural ownership. A positive attitude also includes a curiosity about the world,

an openness to imagine new possibilities, and a willingness to participate in cultural experiences.

It is necessary to promote key professional skills among teachers, namely: the practice of reflection, autonomous learning, involvement in research and innovation, cooperation with colleagues and parents, networking, involvement in the development of the educational institution.

Finally, the development of *transversal competences*, including digital skills, deserves special attention; learning to learn civic competencies. Transversal skills are considered to be basic skills for employment and reflect a person's ability to learn, communicate well, participate in constructive and healthy dynamics of teamwork and show creativity and problem-solving ability. Thus, the modern teacher needs not only to understand and develop key competencies, which involves mastering the skills of interdisciplinary cooperation, but also to help students acquire them.

Thus, the concept of pedagogical competence has the following characteristics: it includes knowledge, cognitive and practical skills, as well as motivation, values, beliefs and emotions; stimulates teachers to the complex demand in the educational market by mobilizing psycho-social resources in a single direction; forces to act professionally and in accordance with the situation; helps to perform tasks efficiently and economically.

Given the challenges of today and the rapid development of technology, it is usually necessary to meet the expectations of society, the requirements of the Ministry, to be useful to students we teach for an uncertain and changing future. However, in such a whirlwind of events and changes, it is important to remember that no artificial intelligence, chatbots or virtual educators will replace a professional educator, a person, because it is impossible to build algorithms for a creative person.

However, it is possible to drive it into algorithms, which should be somewhat alarming.

### **Discussion on the topic:**

#### **Video material**

Joe Ruhl. Teaching Methods for Inspiring the Students of the Future. URL:

[https://www.youtube.com/watch?v=UCFg9bcW7Bk&ab\\_channel=TEDxTalks](https://www.youtube.com/watch?v=UCFg9bcW7Bk&ab_channel=TEDxTalks)

### **Lecture 5. Lifelong Learning and its peculiarities. Distance Learning as a tool for Lifelong Learning. MOOC**

#### **Recommended literature and references:**

1. Curtin M. In an 8-Hour Day, the Average Worker Is Productive for This Many Hours. Inc. Available at: <https://www.inc.com/melanie-curtin/in-an-8-hour-day-the-average-worker-is-productive-for-this-many-hours.html>
2. Formal, non-formal and informal learning. Linguistic Integration of Adult Migrants (LIAM). Council of Europe Portal. Available at: <https://www.coe.int/en/web/lang-migrants/formal-non-formal-and-informal-learning>
3. Neil A. Bradbury. Attention span during lectures: 8 seconds, 10 minutes, or more? Adv Physiol. Educ. Vol. 40, 2016. pp. 509–513. doi:10.1152/advan.00109.2016.
4. Non-formal education vs. formal and informal education. Available at: <http://trawcoe.com/non-formal-education-vs-formal-and-informal-education/>
5. Validation of Non-formal and Informal Learning. European Commission. Eurydice. Available at: [https://eacea.ec.europa.eu/national-policies/eurydice/italia/validation-non-formal-and-informal-learning\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/italia/validation-non-formal-and-informal-learning_en)

In recent years, Lifelong Learning has become one of the most widely discussed issues in the field of education and social life. The term “lifelong learning”

refers to all learning activities formally, non-formally and informally undertaken throughout life with the aim of improving knowledge, skills and competences in a personal, civic, social and/or employment-related perspective”.

The COVID-19 pandemic has affected the overall system of education transferring traditional education methods and tools to various online activities, thus, boosting the development of non-formal and informal online learning.

One of the best examples of non-formal online education is the spread of Massive Open Online Courses (MOOCs) (<https://www.mooc.org/>), free online courses available for anyone to enroll, that provide an affordable and flexible way to acquire new skills, advance one’s career and deliver quality educational experiences at scale. Millions of people around the world use MOOCs to learn for career advancement, changing jobs, university preparations, extra learning and lifelong learning. Online courses can be taken on computer science, languages, engineering, psychology, writing, electronics, biology or marketing, etc.

There are offered Bachelor and Master’s Degrees, Executive Education, Professional Certificates, etc.

As for *informal learning*, it refers to activities carried out in every-day life, at work, at home and in leisure time, even without an intentional choice. Informal education can be seen as “learning projects that we undertake for ourselves”. It is also defined as “learning that goes on in daily life and can be received from daily experience, such as from family, peer groups, the media and other influences in a person’s environment”.

Informal learning takes place outside educational establishments as well as online and arises from the learner’s involvement in activities that are not undertaken with a learning purpose in mind. Informal learning is involuntary and an inescapable part of daily life; for that reason, it is sometimes called *experiential learning*.

Learning that is formal or non-formal is partly intentional and partly incidental: when we consciously pursue any learning target we cannot help learning things that are not part of that target. Informal learning, however, is exclusively incidental.

To give more insights into the peculiarities of both types of learning, the following table has been made:

*Table 1.*

**Strengths and weaknesses of non-formal and informal online learning**

	<b>Advantages</b>	<b>Disadvantages</b>
<b>Non-formal education</b>	<ul style="list-style-type: none"> <li>➤ Accessibility</li> <li>➤ Flexibility in organization and methods</li> <li>➤ Variety</li> <li>➤ Extra-curricular activities</li> <li>➤ Interdisciplinary</li> <li>➤ Low fees</li> </ul>	<ul style="list-style-type: none"> <li>➤ Possibility of poor attendance/ performance</li> <li>➤ It often doesn't result in a licensed degree/diploma</li> <li>➤ Teachers can be not officially certified</li> </ul>
<b>Informal education</b>	<ul style="list-style-type: none"> <li>➤ Anywhere and anytime</li> <li>➤ A variety of methods</li> <li>➤ Free of charge</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unpredictable</li> <li>➤ Conversations or internet may have wrong information</li> <li>➤ No consistency or methodology</li> </ul>

Social Media offers today a limitless number of video tutorials, etc. that attracts people in unbelievable ways to follow and constantly continue their informal learning. Moreover, informal learning outcomes may be validated and certified.

Recognition, Validation and Accreditation (RVA) of non-formal and informal learning is one of the pillars of any lifelong learning policy. Consequently, many countries have developed a national system for RVA. UIL considers it of the utmost importance to use RVA for integration of outcomes of non-formal and informal

learning into national, regional and global qualifications frameworks.

An important part of the work of the UNESCO Institute for Lifelong Learning (UIL) on national qualifications framework developments in education and training is the Global Inventory of National and Regional Qualifications Frameworks that is a joint venture between UIL, the Section of Youth, Literacy and Skills Development at UNESCO Headquarters, and the European Training Foundation (ETF) and the European Centre for the Development of Vocational Training (Cedefop). Currently, a research into national qualifications framework developments in education and training is being conducted worldwide, particularly in developing countries.

In some countries, a new National system for competences certification is being made operational that aims at increasing the professional competences acquired at work, as well as those acquired in leisure time in order to promote mobility, to foster the meeting together of demand and supply in the labour market, to increase learning transparency and the relevance of certifications at national and European level. 'Certifiable competences' are a structured combination of knowledge and skills recognizable also as formative credits through a special procedure for the validation of non-formal and informal learning. The certification of competences is defined as a public deed that ensures learning transparency and acknowledgment, consistently with the objectives set by the European Union. A certification, diploma or qualification formally attests that assessment and validation have been carried out by a public institution or an authorized subject.

An innovative aspect of the new adult education system, that contributes to promote the national lifelong learning policies, is the promotion of the cultural heritage and the professional experience of the individual. The introduction of the Individual formative agreement allows for the acknowledgement of the adult's knowledge, formal, informal and non-formal competences. The agreement is signed

by the adult, the specific relevant board and the head of CPIA and – for learners of the second level pathways – also by the school head of the upper secondary school. The Individual formative agreement formalizes the personalized study pathway related to the teaching term of the path chosen by the adult at the time of enrolment. The Certificate for the recognition of credits is annexed to the Agreement for the personalization of the pathway.

It is important to point out such important issues in non-formal and informal learning as personal learning abilities, age and the human limits of productivity. If a university student can study 6–7 hours a day and still be effective, an average young employee will have much less time and energy to do an extra online course. Research suggests that in an eight-hour day, the average worker is only productive for two hours and 53 minutes. According to the Bureau of Labor Statistics, the average American works 8.8 hours every day. Yet a study of nearly 2,000 full-time office workers revealed that most people aren't working for most of the time they're at work. Moreover, on average, the level of concentration, memory and other physiological abilities worsen with time. All that means, that an ability to study effectively depends on many factors that, in case they are ignored in non-formal online learning, may lead to the decrease in the level and quality of education. It also requires great time management skills, self-determination, good personal learning abilities and motivation.

Therefore, full transformation of formal traditional education to non-formal online education can have negative consequences as well. Though young people have a great potential for study, they can under evaluate it in their age that can lead to a drastic fall in the level of education in the whole nation in the long-run.

So, the transition from traditional learning to non-formal and informal online learning is a rapid inevitable process that changes the paradigm of learning, destroys



the authority of higher educational establishments, giving a chance to micro-credentials and certificates issued by a new generation of companies and businesses in order to make customized learning open for everyone, everywhere and anytime.

To work or study online efficiently, self-organization is crucial. Here are some basic tips:

- 1. Equip a comfortable work space** – to be less distracted, it is worth it create a “home office”, the conditions of which will be as close as possible to the workers. First of all - a desktop where there should be no unnecessary items. The desktop for your home computer or laptop should be made as close as possible to your desktop. Follow the same work schedule as usual. Make it a division of work and personal life. Consider purchasing headphones that minimize external noise.
- 2. Minimize distractions before work or study.** First of all, a mobile phone, even if it is on a vibrating alert, even if you only plan to answer the message. The phone should be removed as soon as possible and taken only during breaks. You should also create a zone of peace and quiet around you. Any unplanned break for a talk will distract you and disrupt the order of mental work you have been doing for so long.
- 3. Take care of physiological needs.** Take care of a glass of water or tea, because intense mental activity causes thirst. Avoid energy drinks if your goal is to study. The snack should also be prepared in advance: simple and nutritious food, such as fruits or vegetables. Avoid eating only sweets. Comfortable clothes that do not restrict movement, comfortable temperature in the room – all this is also very important.
- 4. Choose the appropriate time and follow the schedule.** Everyone knows he is an owl or lark, so for online training you can choose the optimal time for classes: either early in the morning or late in the evening. It is better to concentrate and

exercise effectively for an hour than to fight fatigue for a few hours and pretend to be active.

5. **Take breaks:** after 45 minutes switch to something else. You should not be distracted for more than 20 minutes because you can forget about the main goal. Try to do everything you like so you are charged with positive emotions from communication with friends, watching a short video, having a snack.

6. **Use electronic devices wisely.** With the wrong long use of screen time and its inadequate distribution, the use of gadgets can adversely affect the nervous system, vision and improper metabolism. So, you need to know and follow certain rules for using digital gadgets developed by medical professionals and scientists, e.g. do not put the phone under a pillow or in bed, try to install the router outside the bedroom, try to stay away from charging gadgets, especially at night.

7. **Encourage yourself for the work done.** Promise yourself a reward for efforts and results. This can be a trifle in the form of home delivery of your favorite food, and valuable items that you would not dare to buy in normal conditions.

8. **Train your thinking, attention, imagination, memory** – the more developed you these cognitive functions are, the better you control yourself. Accordingly, the process of self-motivation will be easier.

## Lecture 6. Learning styles. Self-education.

### Motivation to Learning

A lot of people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Some people may find that they have a dominant style of learning, with far less use of the other styles but everyone has a mix of learning styles. Others may find that they use

different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

Using multiple learning styles and multiple intelligences for learning is a relatively new approach. This approach is one that educators have only recently started to recognize. By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.

The Seven Learning Styles are as follows:

- Visual (spatial): You prefer using pictures, images, and spatial understanding.
- Aural (auditory-musical): You prefer using sound and music.
- Verbal (linguistic): You prefer using words, both in speech and writing.
- Physical (kinesthetic): You prefer using your body, hands and sense of touch.
- Logical (mathematical): You prefer using logic, reasoning and systems.
- Social (interpersonal): You prefer to learn in groups or with other people.
- Solitary (intrapersonal): You prefer to work alone and use self-study.

### **Swot Strategies**

Referred to as SWOT (“Study Without Tears”), Flemings provides advice on how learners can use their learning modalities and skills to their advantage when studying or doing research.

#### Visual SWOT Strategies

- Utilize graphic organizers such as charts, graphs, and diagrams.
- Redraw your pages from memory.
- Replace important words with symbols or initials.
- Highlight important key terms in corresponding colors.

#### Aural SWOT Strategies

- Record your summarized notes and listen to them on tape.
- Talk it out. Have a discussion with others to expand upon your understanding of a topic.
- Reread your notes and/or assignment out loud.
- Explain your notes to your peers/fellow “aural” learners.

#### Read/Write SWOT Strategies

- Write, write and rewrite your words and notes.
- Reword main ideas and principles to gain a deeper understanding.
- Organize diagrams, charts, and graphic organizers into statements.

#### Kinesthetic SWOT Strategies

- Use real life examples, applications and case studies in your summary to help with abstract concepts.
- Redo lab experiments or projects.
- Utilize pictures and photographs that illustrate your idea.

Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes. Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases'.

**1. Concrete Experience** - the learner encounters a concrete experience. This might be a new experience or situation, or a reinterpretation of existing experience in the light of new concepts.

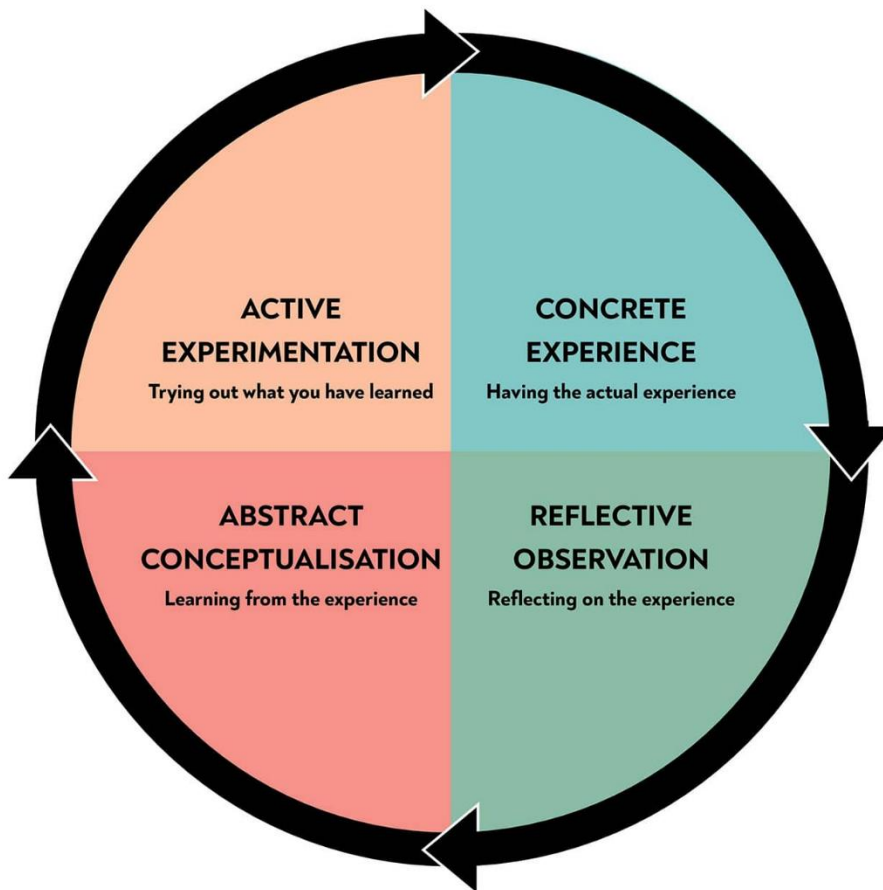
**2. Reflective Observation of the New Experience** - the learner reflects on the new experience in the light of their existing knowledge. Of particular importance are any inconsistencies between experience and understanding.

**3. Abstract Conceptualization** - reflection gives rise to a new idea, or a

modification of an existing abstract concept (the person has learned from their experience).

**4. Active Experimentation** - the newly created or modified concepts give rise to experimentation. The learner applies their idea(s) to the world around them to see what happens.

Figure 2 : The Experiential Learning Cycle



Various factors influence a person's preferred style. For example, social environment, educational experiences, or the basic cognitive structure of the individual.

Whatever influences the choice of style, the learning style preference itself is actually the product of two pairs of variables, or two separate 'choices' that we make,

which Kolb presented as lines of an axis, each with 'conflicting' modes at either end.

*Non-formal learning*, an intentionally chosen learning that takes place outside the formal education and training system, has been seen by a new generation of students as a key to their own customized learning path. Taking place in any organisation with educational and training purposes or in voluntary bodies, organisations of the private social sector or enterprises both online and offline, it arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and is, thus, the result of intentional effort. The absence of the need to follow a formal syllabus or be governed by external accreditation and assessment has given students a lot of opportunities in making their own way of studying and time management. Though with time some non-formal learning arrangements become increasingly formal as learners become more proficient; one thinks, for example, of graded exams after taking some online course or getting a certificate that can be shown to a potential employer. Adults engage in non-formal learning when they are motivated in the acquisition of a particular skill or complex of knowledge to succeed in their career or, even more often, to acquire interdisciplinary knowledge and skills.

As a result, non-formal education has an adopted strategy where the student attendance is not fully required. The educative progress in non-formal education has a more flexible curricula and methodology. The activities or lessons of the non-formal education take place outside the institutions or schools. Here the needs and interest of the students are taken into consideration. There are 2 features in the non-formal education that need to be constant:

- Fully student-centered and customized learning, as to his/her previously

identified needs and possibilities;

- The immediate usefulness of the education for the student's personal and professional growth.

The survey conducted among Ukrainian students and graduates in 2021, which involved 233 people (29% of students and 71% of graduates of various educational institutions) on the feasibility and effectiveness of non-formal learning showed that 65% of respondents believed that knowledge and skills acquired at the university were not sufficient for professional activities. Therefore, almost 75% of the respondents took at least one online course, training or seminar outside their university.

Such high rates of dissatisfaction with formal higher education indicated its inefficiency, obsolescence and the need for many changes in terms of updating educational content, prices for tuition, quality of teaching and even terms of study.

When asked whether studying outside the university was useful, 44% of respondents said that the study was appropriate and useful; 31% of respondents believed that everything depended on the lecturer or the content of the course. 21% of students and graduates did not study outside the university. Only 8% said that non-formal learning was useless. Such data show that the majority of non-formal education students were satisfied with their studies outside the university, provided the quality of the course content and the professional lecturer were good.

Among all respondents, only 21% had no experience in non-formal learning, which meant that almost 80% of students and graduates needed additional knowledge, skills and abilities that could be obtained only outside the university.

According to Merriam-Webster dictionary ‘success’ is defined as *degree or measure of succeeding or favorable or desired outcome.*

#### WHAT ARE SUCCESS CRITERIA?

- The standards/levels by which to judge whether an objective/goal/target/outcome has been achieved/successful.
- Success criteria are linked to intended outcomes and targets e.g. of action plans, of strategic plans.
- Success criteria are often linked to metrics.
- Success criteria can be discrete: Yes/No: We did or did not do/achieve something.
- Success criteria can be continuous: measurable on a scale.
- Success criteria need not be numerical

#### WHY DO WE NEED SUCCESS CRITERIA?

- Tracking: they can indicate how well something is working.
- Achievement: they can identify and recognize achievement.
- Standards: they set standards and indicate how well these have been met.
- Progress: they can chart/measure progress: trends in set areas.
- Performance: they can chart performance against benchmarks and baseline assessments.
- Development and improvement: they can identify areas for improvement and development.
- Decision making: they can support evidence-informed evaluation, decision-making, strategic direction, policy formation and management of the University/unit: navigational and decision-making tools.
- Focus: they give focus.
- Relevance: they can be linked to target setting and action planning.
- Monitoring: they can contribute to keeping the University/unit(s) on track and goal-



focused: monitoring and direction.

According to the APA dictionary, ‘motivation’ is defined as the impetus that gives purpose or direction to behavior and operates in humans at a conscious or unconscious level (see unconscious motivation). Motives are frequently divided into (a) physiological, primary, or organic motives, such as hunger, thirst, and need for sleep; and (b) personal, social, or secondary motives, such as affiliation, competition, and individual interests and goals. An important distinction must also be drawn between internal motivating forces and external factors, such as rewards or punishments, that can encourage or discourage certain behaviors.

*Motivation theory* is the study of understanding what drives a person to work towards a particular goal or outcome. It’s relevant to all of society but is especially important to business and management. There are numerous branches of motivation theory but at its simplest, it boils down to two factors:

- Extrinsic factors. Here people are motivated by external factors such as a bonus for hard work or a sanction if targets are not met.
- Intrinsic factors. Here people are motivated by a desire to satisfy human needs. These might include a desire to please their boss or to achieve certain professional or personal goals. Most people are motivated by a combination of extrinsic and intrinsic motivation factors.

What tools do employers have to improve motivation?

Reward

A thoughtfully created employee rewards scheme can go a long way to motivating your team and increasing productivity. While there are number of common ways companies reward employees (Friday beers, staff lunch etc.) a rewards scheme is not a one-size fits all policy. Instead, think about what works best for your team specifically, make them inclusive and appropriately sized.

Whether they are geared towards personal goals or embodying company values, chances are you'll see your team reinforcing your company values and better teamwork. Don't sleep on small rewards either; a hand-written note, or a shout-out at a team meeting can ensure your team stays motivated.

### Trust

Employees want to know you have their best interests at heart while employers want to know they can trust employees to do a job well. Building a culture around trust creates a positive atmosphere which motivates your staff and benefits productivity.

### Recognition

It's simple but recognising an employee's hard work can have a tremendous impact. It can also spur them on to achieve more. Recognition can take many forms from an informal "thank you" or Kudos to a glitzier employee of the month or year award.

### Career advancement

One study found that the number one reason for employees leaving their jobs was career development. It makes sense - employees want to use their skills. They also want to learn new skills. If your company doesn't offer a clear career development path, they may leave. And if they don't leave, they'll be far from productive.

### Purpose

Increasing numbers of employees want more from their jobs than a paycheque. Organisational purpose is a strong motivator for many workers – especially younger employees. Engaging your staff with your business's purpose can help increase commitment to your business and improve motivation

### Office environment

The likelihood that someone is going to love their job 100% of the time is slim. There will always be the occasional down day where people simply won't feel as capable to perform in their role. It's just as important to motivate your team on a bad

day as it is a good one.

## Feedback

Everyone likes to hear that they've done a good job, but unfortunately not everyone is given the opportunity. The benefits of giving feedback to your team and employees are numerous, and improved motivation is one of them.

Employees want to develop and improve and giving regular feedback enables them to see what they're doing and how well they're doing it.

The same works for the inverse too, if someone is not performing optimally in their position, feedback enables them to address their issues and perform better. It also makes them feel valued, and when employees feel valued they're more likely to take ownership and responsibility

## Talk - and listen

Whether it's at a performance management meeting, formalised in a company survey or in the kitchen making a drink, talking with your team is the best way to understand what motivates them. Good communication is an effective tool that can be used to boost morale and employee value.

## **Maslow's Hierarchy of Needs**

One of the most commonly known and influential workplace motivation theories was presented by Abraham Maslow and it is the Hierarchy of Needs. The theory suggests that humans are motivated to satisfy five basic needs which, as the title suggests, are arranged in a hierarchy.

The hierarchy is represented by 5 steps:

The hierarchy is represented by 5 steps:

- Physiological needs – e.g. hunger, thirst, sleep
- Safety needs – e.g. freedom, protection and no pain

- Social needs – e.g. love, friendship and involvement in social activities
- Esteem needs – e.g. self-confidence, recognition and appreciation
- Self-actualisation – e.g. becoming the very best you can be

These 5 progressive categories begin with basic physical needs and progress up to the need for personal growth and career development.

It's claimed that employers must meet each level of an employee's needs for them to be fully committed to workplace goals. Failure to meet an employee's needs at any level may result in a lack of job fulfillment and cause such individuals to fulfill these needs on their own. This could be through seeking new employment that provides better opportunities.

A Business Case for *Optimal Motivation* is presented at <http://www.blanchard.com.tr/Uploads/files/Arastirma/a-business-case-for-optimal-motivation.pdf>

## Lecture 7. Cognitive training and self-reflection

### Recommended literature and references:

1. Self-reflection. URL: <https://en.wikipedia.org/wiki/Self-reflection>
2. Success criteria. Quality assurance office. URL: <https://www.usj.edu.mo/wp-content/uploads/2018/12/Success-criteria.pdf>
3. 12 types of cognitive stimulation activities. 2018. URL: <https://www.bitbrain.com/blog/cognitive-stimulation-activities>

Self-reflection is the ability to witness and evaluate our own cognitive, emotional, and behavioural processes. In psychology, other terms used for this self-observation include 'reflective awareness', and 'reflective consciousness', which

originate from the work of William James.

Self-reflection is a process of communicating internally with oneself. When one takes time to think about their character or behavior, they analyze the reasons that caused the behavior, where this comes from, what the outcome of the behavior means to them, is it effective for them and what they can do about it. Individuals process this information about themselves to help them find methods to deal with the information gained during the self-reflection process and applying this information to future behavior has been shown to elicit strength and joy.<sup>[6]</sup> Self-reflection helps people in multiple ways. First, self-reflection fortifies an individual's emotional stability. When setting aside some effort to self-reflect they are looking inwards. This assists with building two parts to their emotional intelligence:<sup>[7]</sup> self-awareness and self-concept. Self-awareness enables a person to comprehend their feelings, qualities, shortcomings, drives, and objectives, and recognize their effect on others. Self-concept includes the capacity to control or divert their troublesome feelings and motivations and adjust to changing circumstances. Building these skills will improve both their personal and professional life. Second, self-reflection enhances a person's self-esteem and gives transparency for decision-making. Self-esteem is significant for dealing with a filled, complex life that incorporates meetings, vocation, family, network, and self-necessities. It helps in decision-making, effective communication, and building influence. The more they think about their qualities and how they can grow them the more confident they will be later on. A person may become happy with their good qualities and identify the ones that require growth. Third, the self-reflection process requires honesty of the individual in order to be effective. When a person is honest with themselves when self-reflecting, they are able to understand their experiences, this person can grow and makes changes based on what they have learned and lead

them to better choices. Fourth, self-reflection adapts a person's actions in future situations. Making time to step back and consider their behaviors, the consequences of those behaviors, and the expectations of those behaviors can give them a source of a clear insight and learning. A person engaging in self-reflection may ask themselves: What appeared to have a more remarkable impact? How can we accomplish a greater amount of that and enhance it? This cycle of reflection and variation—before, during, after actions—is regularly a recognized part of the process. Finally, self-reflection may create a positive mentality. An individual may try to keep their ideas and thoughts positive; however, they should be frank with themselves. They may view negative outcomes that may lead to self-culpability, or self-loathing—negative self-talk which may obstruct their progress throughout their everyday life.

### **Types of reflection**

*Situational reflection* is in the form of "motivations" and "self-assessments", ensuring the direct involvement of the subject in the situation, understanding of its elements, analysis of what is happening. Includes the ability of the subject to relate to the subject situation of their own actions, as well as to coordinate and control the elements of activity in accordance with changing conditions.

*Retrospective reflection* is used to analyze the activities already performed and events that have taken place in the past.

*Prospective reflection* includes reflections on the upcoming activities, an idea of the course of activities, planning, choosing the most effective ways to implement it, as well as forecasting its possible results.

**Cognitive Training (CT)** works on the premise that cognitive abilities can be maintained or improved by exercising the brain, in a way similar to fitness routines/exercising improving physical fitness. CT uses intense mental exercises to

target and work on the brain's core cognitive skills.

By the time an individual reaches adulthood they have learned facts about how the world works. They have an understanding of right from wrong, for instance, that you can't walk through walls or leap onto the tops of trees. They have developed abstract thought- where in even when they cannot see their car keys they know it is around here somewhere. They can communicate effectively – they know that if they want to communicate complex ideas like ordering a triple-scoop coffee, chocolate, vanilla ice-cream with chocolate sprinkles it is better to use words with meanings attached to them rather than simply gesturing and grunting. Human beings accumulate all this useful knowledge through the process of cognitive development, which involves a multitude of factors, both inherent and learned.

**Cognitive development** is the field of study in neuroscience and psychology focusing on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning, and other aspects of brain development and cognitive psychology. Many children struggle with thinking, learning, reading, memory, and attention which are caused by weak cognitive skills. CT focuses on enhancing cognitive development in areas of deficits which we as human beings otherwise take for granted.

Cognitive skills are the core skills your brain uses to think, read, learn, remember, reason, and pay attention. Below is a brief description of each cognitive skill, as well as struggles that an individual may be experiencing when they have deficits in those concerned areas of the brain:

### **Attention/Sustained**

*What it does:* Essential to stay focused on a given task and over sustained periods of time, depending on the nature of the task.

*Common problems:* Incomplete work, unfinished projects, jumping or oscillating

from task to task

### **Attention/Selective**

*What it does:* Essential to stay focused on the given task despite other visual/auditory distractions

*Common problems:* Easily distracted, unable to complete tasks

### **Attention/Divided**

*What it does:* Essential to hold onto and remember information while completing two tasks at the same time

*Common problems:* unable to process auditory information when focusing on a visual task (eg. – responding to name when completing a puzzle), frequent mistakes

### **Memory/Long-Term**

*What it does:* Essential in recalling information stored in the past through rehearsal or episodic memories

*Common problems:* Forgetting names, doing poorly on tests, forgetting things that they once knew

### **Memory/Working**

*What it does:* Essential to hold on to information temporarily while in the process of using it for other work.

*Common problems:* mental math, having to read the directions again in the middle of a game, difficulty following multi-step directions, forgetting what was just said in a conversation

### **Logic & Reasoning**

*What it does:* Essential to reasoning, forming ideas, and solving problems

*Common problems:* Frequently asking “What do I do next?” or saying “I don’t understand this,” struggling with math, feeling stuck or overwhelmed, anxious when faced with two or more situations



## **Auditory Processing**

*What it does:* Essential to analyzing, blending, and segmenting sounds

*Common problems:* Reduced phonemic awareness, struggling with learning to read, reading fluency, or reading comprehension.

## **Visual Processing**

*What it does:* Essential to thinking using visual images and to make sense of the visual world

*Common problems:* Difficulties understanding what was just read, remembering what they have read, following directions, reading maps, doing word problems in math

## **Processing Speed**

*What it does:* Essential to performing tasks quickly and accurately

*Common problems:* Most tasks are difficult, taking a long time to complete tasks for school or work, frequently being the last one in a group to finish or respond to something

## **Types of cognitive stimulation exercises**

Currently there is a wide variety of materials for cognitive stimulation that work on the different cognitive capabilities and executive functions, in a general manner or targeting a specific capability. However, usually the same exercise trains more than one cognitive capability and the same capability can be trained by more than one exercise.

Generally, the cognitive stimulation exercises approach the following cognitive capabilities:

### **Exercises and activities to enhance attention**

The exercises directed to improve attention are based on different activities that

have the objective of potentializing the different variations of attention, such as sustained attention, selective attention, visual or auditory attention, among others.

Some of the most frequent exercises are:

- A sequence of numbers is given orally and the person must remember them in the same order and in inverse order. The length of the sequences increases progressively.
- The person reads a fragment of text and then answers some questions about it. Difficulty can range from generic questions to concrete details and data.
- A drawing is observed and then must be reproduced exactly.
- A list of words is presented and the person has a specific time interval to study them. Then two different tasks can be accomplished: firstly indicate within a second list of words, which of these were contained in the first list, and secondly, reproduce all words in the list.

### **Exercises and activities to enhance perception**

Perception exercises, either visual, auditory or tactile, help improve and develop this capability in a dynamic and entertaining manner. Some of the most common activities are:

- A model image is presented along with others that represent the same object but with minimal size variations. The person must identify the one corresponds exactly to the model.
- The person sees somebody else carrying out a sequence of beats in a melodic manner. Then hears different sound sequences. The person must identify which sound corresponds with the beats executed previously.
- A screen displays a symbol during a short period of time. Then a set of symbols is shown and the person must indicate which symbol was previously displayed.

- A screen displays a set of objects that the person will have to identify after, within a larger group of objects. In this case the objects are included within other distracting factors, which are in movement, and therefore the task consists in clicking on the previously shown objects.

### **Exercises and activities to improve comprehension**

Comprehension is one of the basic cognitive capabilities that is closely related to other abilities, and therefore its exercise and development can improve this and other cognitive functions. Some of the exercises include:

- Reading a text and then answer some questions on it.
- A series of orders are given, and then it is verified whether the actions correspond with the orders issued.
- A word is presented. The person must then select a word, from several options of words, that best fits the word presented initially.
- Riddle solving.

### **Exercises and activities to enhance memory**

Memory is one of the first cognitive capabilities to start deteriorating as a consequence of age, and to counterbalance this deterioration it is important to keep the mind active and carry out different exercises, such as:

- An image is shown and then questions are asked to confirm some details of the image.
- A set of cards is constituted by matching pairs. After shuffling the cards and distributing them, face down, on a flat surface, the person must pick up two cards and check whether they match. If so, they are removed from the game. If not, they are replaced and the person tries again.
- The person reads a list of words. After a specific time period, the person tries to remember as much words as possible.

- Ten or twelve cards are chosen from a deck and placed face down on a table. For a few minutes, they are turned and can be observed. Then the cards are turned back and the person must pick them up in ascending order, in function of the card's value.

### **Language exercises and activities**

Language is a fundamental cognitive capability for people to communicate with each other and therefore, it should be developed since early ages. Some of the activities that can be carried out are:

- Writing synonyms and antonyms for a series of words.
- A series of orders is given, in increasing complexity, and the person must execute them exactly.
- A word is given, constituted of specific letters. The person must generate new words by recombining these letters.
- A sequence of words is presented, out of order. The person must order the words to form a grammatically correct sentence.

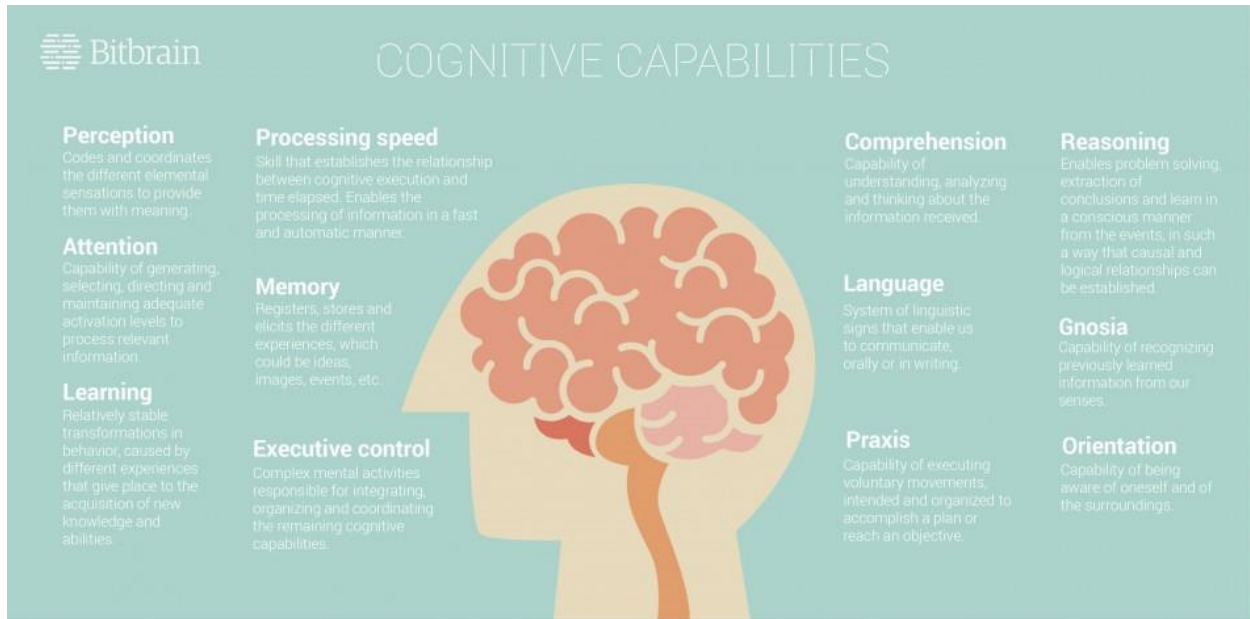
### **Exercises and activities for processing speed**

Processing speed refers to the capability that established the relationship between cognitive information and invested time. Exercising it will help process information faster, without losing efficacy and improving performance. Some of the most common exercises include:

- The person is instructed to indicate which symbols match the one previously shown, as fast as possible and with the least mistakes.
- The computer screen displays images, and the person must click and select the most images as possible in a specific time interval.
- Two symbols are presented and the person must decide, as fast as possible, if

at least one of them is included within a group.

- A “model” geometric shape is presented. The person must identify, in a specific time interval, the images that match the model (in shape and color).



## Orientation exercises and activities

Orientation is one of the cognitive functions in which both early-age children and the elderly present problems and difficulties. Orientation can be exercised dynamically through a series of exercises such as:

- A text is read and then questions are asked. These questions refer to events that took place within the story, and help identify which of them occurred first or after, in what moment of the day, where, etc.
- The person is placed in an unfamiliar location and a map is given. The person must follow a specific path utilizing only the map.
- The person sees a model performing a series of movements. Then the person must repeat these movements in front of a mirror, utilizing the correct extremities and towards the correct side.
- A graph sheet is provided, with X rows and X columns, in which some of

the boxes present geometric shapes with a specific orientation. The person must copy, in a blank graph sheet, the different geometric figures exactly as depicted (same boxes and shape orientation).

### **Reasoning activities**

Reasoning is one of the superior cognitive functions that helps us think and make decisions in the face of stimuli, events and situations. The different existing exercises work on different aspects of reasoning, such as numerical, logical and abstract reasoning:

- A group of words is presented and the person must indicate which one is unrelated to the group.
- A word is provided and the person is instructed to find a related word. For example, pears related to apples and dogs relate to .....
- A problem is proposed, in which different relationships are established within a group of people. The person must answer questions in which the answers must be deduced from the information given.
- The person must solve a series of mathematical equations that are related. The mathematical symbols of adding, subtracting, multiplying and dividing are shown and the person must fill in the blanks to obtain the correct answer.

### **Exercising praxis**

The exercises that work on praxis are based on different activities to improve coordination and organization of movements that enable the adequate execution of actions. For such, the different variations of praxis can be trained (facial, ideomotor, visuoconstructive and ideational) with exercises such as:

- Drawing images that are more exact and adjusted to reality.
- Cut-out figures following a series of dots and then comparing whether the cut-out adjusts with the same figure printed on paper.

- Oral instructions are given, which must be reproduced in mimics.
- Complex figures are presented along with incomplete figures. It is asked to add the details and elements to the incomplete figures, so that they match the more complex ones.

### **Exercising gnosia**

Gnosia helps us identify and recognize information that has been previously learned, and it is important to train this capability to avoid investing more resources than necessary in its recognition. Some of the exercises employed to exercise gnosia include:

- Pictures of objects and places are presented, with different complexity levels. Then other pictures are shown, which show the same objects and places, but from different perspectives. The person must indicate which correspond with the same object and place and which don't.
- The person is placed facing backwards a group of instruments and objects. Sounds are made and the person must identify the origin.
- The person is blindfolded and can only use touch to identify and recognize a group of objects.
- The person is blindfolded and can only use smell to identify a group of foods.

### **Exercising executive control**

The exercises directed to executive control are based on activities that enable its improvement and reinforcement since early ages. As this is one of the essential cognitive capabilities, it is responsible for regulating other functions. Some of the exercises employed to train the executive control are:

- A list of words is presented, in pairs. The person must indicate the relationship between the pairs, what they have in common or what

distinguishes them.

- A series of elements is provided and the person must indicate which is the next element, following the logical sequence.
- A series of situations are presented, which could be found in the real world. The person is asked to explain what would be their reaction and why.
- The person is given a series of actions, either visually through a series of visual cues or verbally through written instructions. The person must read them thoroughly and order them in an adequate sequence of actions.

### **Calculation exercises**

Calculation is one of the cognitive capabilities that, if not exercised, loses agility and flow. There are different practical exercises that can help prevent this loss, enabling training and improvement. Some examples are:

- A list of numbers is given and then different instructions require the person to, for example, order the even numbers from lowest to highest, order from highest to lowest the number over XXX, etc.
- The person must subtract 7 from the number 300, sequentially. It must be done mentally and trying to commit the least mistakes in the least time possible.
- A list is presented, with amounts written out in words and in numbers. The person must transcribe these amounts in the opposite manner as they are presented, which means that a number must be written out and vice versa.
- A series of mathematical problems must be solved with the information provided in the problem statement.

In the following links, you can find practical examples of exercises for the different cognitive capabilities: Esteve workbooks, mild Alzheimer's workbooks, and cognitive stimulation worksheets.



Nowadays there are numerous techniques, strategies and tools to help slow down age-related cognitive decline and deterioration, and maintain functionality and autonomy, improving the quality of life of people. Nevertheless, there are many other causes of cognitive deterioration that affect good performance of capabilities. In this case, specific strategies such as cognitive rehabilitation should be put in place to re-train those abilities that are affected.

## **Lecture 8. Types, forms and ways of professional development. Nonformal Learning**

### **Recommended literature and references:**

1. IATEFL events. URL: <https://www.iatefl.org/events>
2. PEARSON events. URL: <https://www.pearson.com/us/about/news-events/events.html>

Continuing growth include such activities as continuing education, participation in professional organizations, enrollment in training programs, research, improved job performance, and increased duties and responsibilities.

The supervisor and employee negotiate the employee's level of involvement in professional development. Each employee should have at least one activity listed in his/her performance program. Professional development may be geared toward improving an area "in need of improvement" from a previous evaluation or related to an employee's new responsibilities or future career goals.

Examples of activities that contribute to professional growth and development:

## **Continuing Education**

- Enrollment in formal degree programs, courses, or workshops (for example, Oxford, Pearson, etc.),
- Pursuing certificates, accreditations or other credentials through educational programs

## **Participation in professional organizations**

- Attending local, regional, national, and international meetings, conferences and workshops sponsored by professional organizations
- Presenting papers at conferences and workshops

There are the following forms of professional development:

- institutional (full-time, part-time, online),
- dual,
- in the workplace,
- in production, etc.

Areas of professional development:

- development of professional competencies;
- formation of skills common for key competencies, defined by Part 1 of Article 12 of the Law of Ukraine "On Education";
- psychological and physiological features of students of a certain age, the basics of andragogy;
- creating a safe and inclusive educational environment, providing additional support in the educational process;
- the use of ICT in the educational process, including e-learning, information and cyber security;
- speech, digital, communication, inclusive, emotional and ethical competence;

- development of managerial competence (for heads of educational institutions and their deputies), etc.

Here are seven professional development ways:

#### 1. Assess available resources

Find out what types of training opportunities are available within your organization and whether tuition reimbursement is offered for external courses. Find resources that maintain calendars of upcoming conferences and events for accounting and finance professionals. Don't overlook low-cost options, such as online programs and resources, recorded webinars and books.

#### 2. Join professional associations

Pearson, IATEFL, Cambridge as well as many other organizations often conduct workshops and educational sessions where members can update their teaching knowledge and abilities. These events, whether in-person or online, also provide an avenue for *professional networking* and sharing ideas with others in the accounting and finance profession.

#### 3. Take on new challenges

Talk to your senior about getting involved in projects outside of your normal responsibilities. Volunteer for assignments that stretch your skills. Consider if there are professional accounting certifications that can advance your career in the field required.

#### 4. Find a mentor inside or outside your organization

If your employer doesn't have an in-house mentoring program, look for someone in other departments of your organization or even outside it whose expertise you admire, and ask if he or she will assist you as a mentor. There are many benefits of having a mentor, such as learning firsthand from someone in a role you aspire to, and getting help navigating office politics.

### 5. Shadow a colleague to learn

Identify colleagues in your organization who do something you'd like to learn, and observe their actions and ask them questions. Many people enjoy teaching.

### 6. Help others and develop skills

Volunteer on committees or for leadership roles at organizations where you can develop skills that not only benefit the group but also are applicable to your job. Learn to develop collaboration skills and hone your interpersonal skills.

### 7. Create a professional development plan

Monitor your progress by setting one-, three- and five-year goals for the job skills you'd like to obtain. This will keep you accountable. During your performance reviews, you can highlight the new skills you've developed.

Approaches to professional development:

#### Skill Based Training

- Effective skill-based training allows participants to learn conceptual information or necessary behaviors, practice learning the new information or behaviors, and receive feedback on their performance.
- Making the most of a training program: Have a discussion with supervisor regarding reasons for attending, what you hope to get out of it; Post-conference – debrief the experience. Discuss what you have learned at the training session and how you might immediately apply it to your work. Practice skills that you learned.

#### Job Assignments

- Learning by doing – by working on real problems and dilemmas
- May be an entirely new job, a responsibility added to an existing job such as a short-term project

- The key element in a developmental assignment is challenge, something that stretches people, pushes them out of their comfort zones, and requires them to think and act differently

### Developmental Relationships

- Learning through interaction with others. Three major roles that a person can play include: (1) assessment (feedback provider, sounding board, point of comparison, feedback interpreter), (2) challenge (dialogue partner, assignment broker, role model), (3) support (counselor, cheerleader, reinforcer, cohort).

## 3 Critical Components of an Effective Professional Development

### Assessment

There is an established standard of success to describe what an individual who is successful looks like. There is a means of assessing where the individual is against this standard and continual assessment of progress that has been made. What are the standards against which you assess performance and what measures will you use to assess the individual against these standards?

### Challenge

It must be something that stretches people, pushes them out of their comfort zones, and requires them to think and act differently.

### Support

We tend to think only of monetary support, but what are the environmental support mechanisms. Who will provide guidance, feedback, and assistance as the individual tries out new skills, or takes on responsibilities that are beyond the scope of their current skill level? Is there a tolerance for risk taking and some failure?

## Lecture 9. International activity as a key factor of professional competitiveness

### Recommended literature and references:

1. SCOPUS. Available at:  
[https://www.elsevier.com/solutions/scopus?dgcid=RN\\_AGCM\\_Sourced\\_300005030](https://www.elsevier.com/solutions/scopus?dgcid=RN_AGCM_Sourced_300005030)
2. Web of Science. Available at:  
<https://clarivate.com/webofsciencgroup/solutions/web-of-science/>

To stay an outstanding professional or researcher it is impossible not to take into account scientific work, namely, publishing articles in such prominent databases as Scopus and Web of Science.

Scopus uniquely combines a comprehensive, expertly curated abstract and citation database with enriched data and linked scholarly literature across a wide variety of disciplines.

Scopus quickly finds relevant and authoritative research, identifies experts and provides access to reliable data, metrics and analytical tools. Be confident in progressing research, teaching or research direction and priorities – all from one database and with one subscription.

In 2021, Scopus content and connected research topics 1.8 billion cited references, 84 million records, 94,800 affiliation profiles and 17.6 million researcher profiles.

The Web of Science is a paid-access platform that provides (typically via the internet) access to multiple databases that provide reference and citation data from academic journals, conference proceedings, and other documents in various academic disciplines.

Another important thing to be considered is networking for educators.

Here are 4 reasons why networking is important to your career development:

1. Networking contributes to your social well-being
2. Networking leads to the exchange of ideas
3. Networking helps you meet people at all professional levels
4. Networking boosts your professional confidence

### *Networking contributes to your social well-being*

Networking can increase your social well-being and help you develop lifelong friends. You might be focused on the professional aspect of networking. However, many friendships have started in the workplace or at professional functions.

Why is networking important? Besides the social benefits, building relationships can be the key to making huge strides in your career path.

Even if you aren't looking for a job right now, networking can bring interesting and relevant opportunities your way, especially for women.

A personal or LinkedIn connection may reach out about a role that's perfect for you. They could also ask for your help to pursue a passion project. When people know what you're interested in, they can help you find opportunities that you may have otherwise missed. You might even find your next mentor or business partner through networking.

According to Jobvite, 23% of people submit resumes through friends or former colleagues. This makes it clear why staying connected is so important. Building your network not only helps you find new opportunities, but it can help you secure a new role, too. The importance of referrals can't be denied.

### *Networking leads to the exchange of ideas*

New ideas can keep you growing professionally and trying new things. Hearing what other people are doing at their companies can also inspire you to bring new

techniques or skills to your job. Whether you work for a small business or a large corporation, your fresh ideas can help you stand out and succeed in your current role.

Discussing your work with new connections offers a unique perspective. It also enhances motivation and creative thinking. Having an industry mentor or connection outside your company is a valuable asset.

### *Networking helps you meet people at various professional levels*

Accessing higher-ups can be difficult in some organizations. This is where networking can introduce you to more experienced professionals. The opportunity to access their wisdom and career advice is key to your future growth.

These connections present new opportunities for mentorship and career development. This is why networking is so important. It also empowers you to share your skills. Professional networking with a co-worker who you admire can lead you to find a new mentor. It just takes a quick coffee or small talk at industry and networking events.

Knowing people of various professional levels can also expose you to a wider variety of job opportunities. Once you develop a relationship with someone, you may be able to leverage their connections to get a foot in the door for a new role. This is why networking is so important.

### *Networking can make you more confident*

Professional networking is an exercise in confidence, especially for people who are shy or introverted. That's part of why so many people avoid it. However, once you find yourself discussing your shared interests with a new friend, you'll see that networking isn't so bad.



Networking events are actually a great place to practice your confidence, even if you're an introvert. Put yourself out there and speak about what matters to you. Developing new relationships helps you foster newfound confidence in your professional capabilities.

It can also help you gain confidence when it comes to social networking. Learning to face your fears in order to further your career can make meeting new friends less intimidating.

### *How to network if you're shy*

Here are a few ways to network if you're shy:

- Start small: sometimes, just showing up to a networking event can be an accomplishment. Chances are, someone will approach you, and you'll find yourself networking in no time!
- Bring a colleague: a colleague can be the bridge you need to make your first new professional connection. Your colleague can help start the conversation and give you the confidence to venture out on your own next time.
- Focus on shared interests: try finding a smaller networking event that allows you to focus on a specific interest you love talking about. You will likely find it easier to talk to new people about something you're truly passionate about.

*Body language* plays a significant role in how we communicate and network. Shifting your body language to be more inclusive and welcoming can help make you a master networker.

For example, instead of crossing your arms, keep your body open and your arms at your sides. This unspoken signal helps build trust and shows people you're open to connection.

## *Become an expert networker*

Networking may have seemed like a necessary evil in the past. With these tools, though, you can now create meaningful and impactful relationships everywhere you go. Practicing your networking skills can help you become more confident and help you meet new, interesting people.

However, defining your higher purpose and goals for networking can be tricky.

### **Building a Professional Image**

A positive professional image is essential to a successful career, no matter your age or field. Whether you are looking for a job, it's a good idea to learn (or review) the basics of creating a positive professional persona. A professional persona includes four elements:

- Attire and clothing: How you look.
- Body Language: How you hold and present yourself.
- Attitude and behavior: How you think and act.
- Conversation and language: How you communicate and engage others.

Your professional image speaks volumes about you and will help you develop and establish a positive reputation. Here are some tips:

1. **First impressions are critical.** This is especially important for those entering the workforce, interviewing, or starting a new position. People form their first impressions in three seconds. In a flash, they are forming judgments about your competence, your personality, and your values. And once that impression is formed, it is very difficult to change. So be sure your first impression says what you want it to say—namely, that you belong.
2. **Look the part.** Dress for success by dressing like you belong at that company. Your professional attire should say, I belong here, not look at my cleavage.

You want people to imagine you not just in the position you are in or interviewing for but running the show someday.

3. **Act the part.** You need to exhibit a positive, respectful attitude. You want to be confident but not cocky, polite but not obsequious, friendly but not annoying. Are you someone they will want to hire or work with? Can you fit in and get along? Are you a team player? Be authentic, polite, and positive. Be your best self.
4. **Use positive body language.** Your body language is a crucial element of your image. It has to inspire trust, because business is a financial venture, and approachability, because business is conducted through social networks. Creating a professional persona through body language means:
  - Carrying yourself confidently.
  - Making eye contact when speaking.
  - Offering a firm handshake.
  - Sitting and standing up straight.
  - Using open body language—facing the person speaking, squaring your body directly toward others, without folded arms.
  - Smiling and saying hello to people.
  - Putting away the iPod. When you listen to your iPod, others may view this as disengagement, and that is not the message you want to send.
5. **Make sure your e-life matches your professional image.** Say you've created this terrific professional image at work but your on-line image is that of a weekend boozehound, or you are notorious for sending annoying chain e-mails. That's a bad move professionally. Everything you post and send on-line—and everything posted about you by your friends—can and will be seen by your employers and colleagues.

Clean up your e-life. Do a search and take down anything that makes you look bad, and ask your friends to do the same. And make this a weekly thing – be proactive and regularly search for negative images and posts. Don't let your on-line life sabotage your well-crafted professional image. Be as careful on-line as you are in the office.

Your professional image involves the way you dress, speak, interact with others, hold your body, and use electronic media. Knowing the importance of image and the way others see you is the best way to project the professional image that will help you be successful.

## **Lecture 10. International exams, grants and educational programs**

### **Recommended literature and references:**

1. Examples of research proposals. York St. John University. URL: <https://www.yorks.ac.uk/study/postgraduate/research/apply/examples-of-research-proposals/>
2. <https://us.fulbrightonline.org/about/fulbright-us-student-program>
3. [daad.de/en](https://www.daad.de/en)

Nowadays there are multiple educational, professional and research opportunities for graduates. Here's the review of some of them:

*The Fulbright U.S. Student Program* expands perspectives through academic and professional advancement and cross-cultural dialogue. Fulbright creates connections in a complex and changing world. In partnership with more than 140 countries worldwide, the Fulbright U.S. Student Program offers unparalleled opportunities in all academic disciplines to passionate and accomplished graduating college seniors, graduate students, and young professionals from all backgrounds.

Program participants pursue graduate study, conduct research, or teach English abroad.

During their grants, Fulbrighters will meet, work, live with and learn from the people of the host country, sharing daily experiences. The program facilitates cultural exchange through direct interaction on an individual basis in the classroom, field, home, and in routine tasks, allowing the grantee to gain an appreciation of others' viewpoints and beliefs, the way they do things, and the way they think. Through engagement in the community, individuals will interact with their hosts on a one-to-one basis in an atmosphere of openness, academic integrity, and intellectual freedom, thereby promoting mutual understanding.

Grant lengths and dates vary by award. Please consult the specific award description for details.

The *DAAD* is an association of German institutions of higher education and their student bodies. Convening in a general assembly, they elect the Executive Committee which oversees the organisation's day-to-day operations. Since it was founded in 1925, the DAAD has supported more than 2.6 million academics in Germany and abroad. It relies on a strong organisational structure, a worldwide network of partners and alumni and a motivated staff of over 900 employees.

The motto of the DAAD is "Change by Exchange" – a concept that applies to more than the students and researchers we support. For the DAAD as a funding organisation, change means welcoming the challenges of this dynamic process and participating in shaping it.

Change by exchange is the motto of the DAAD. Exchange promotes understanding between countries and individuals and helps secure the peace. New scientific findings enable us to meet global challenges. Cooperation contributes to

political and social progress.

They promote academic exchange through:

- *Scholarships for the Best* – supporting students and researchers in Germany and abroad who have demonstrated outstanding academic merit and wish to assume responsibility
- *Structures for Internationalisation* – creating university structures which promote international qualification, mobility and dialogue, and thereby improve the quality of research and instruction
- *Expertise for Academic Collaborations* – making our expertise in educational cultures and academic systems available in order to facilitate collaboration between academics and institutions

The *Alexander von Humboldt Foundation* is a foundation established by the government of the Federal Republic of Germany and funded by the Federal Foreign Office, the Federal Ministry of Education and Research as well as other national and international partners; it promotes international academic cooperation between excellent scientists and scholars from Germany and from abroad.

Every year, the Foundation grants more than 700 competitive research fellowships and awards, primarily going to academics from natural sciences (mathematics included) and the humanities. It allows scientists and scholars from all over the world to come to Germany to work on a research project they have chosen themselves together with a host and collaborative partner.

*Erasmus+* is the European Commission's Programme for education, training, youth, and sport for the period 2021-2027, succeeding the previous programme (2007-2014). As an integrated programme, Erasmus+ offers more opportunities for

the mobility of learners and staff and cooperation across the education, training, and youth sectors and is easier to access than its predecessors, with simplified funding rules and a structure that aims to streamline the administration of the programme.

## **Top tips to structure your CV**

Your CV is the first point of contact between you and your next potential employer. It should be succinct and presented in an easy to read format using a simple font, minimal styling and the use of bullet points to break down information. To ensure your CV stands out, follow our recommended structure and tips below:

### *Start with name, address and contact details*

List the main contact details prospective employers will be able to reach you on easily at anytime. Ensure the details are presented clearly and feature prominently at the top of your CV.

**Tip** - Include a link to your up to date LinkedIn profile within your introductory details.

### *Introduce yourself*

This is where you should summarise and highlight what you can offer to a prospective employer. Summarise any career highlights that will draw attention to what you have accomplished. It should be tailored for each role you apply for and aim to make you stand out from competition.

### *Summarise your skills*

Use brief bullet points to list the skills and experience you have that are specific and relevant to the role. Hiring managers will scan this section of your CV very quickly to see what you can offer and your suitability for the role.

**Tip** - wherever possible, use the same adjectives as those used in the advertisement.

### *Highlight relevant experience*

This section should include your work history in most recent historical order including paid work, relevant volunteer or work experience placements. It is important to tailor this section of your CV to the job, specifically where key responsibilities in previous roles are applicable for your application.

**Tip** - highlight how you overcame challenges both personally and as a team member.

#### *Shout about your achievements*

Your CV is your opportunity to sell yourself and highlight why you are the best fit for the role, so it is important to include where you have gone above and beyond or made a significant achievement.

Where the achievements are measurable be sure to include the numbers, such as increased sales over target by 10%.

#### *List any training, education and courses*

Only list what is relevant or required for the role you are applying for, starting with most recent. It is important to showcase where you may have up-skilled or could bring new knowledge to the organisation.

#### *Mention any interests/hobbies (optional)*

This is where you can highlight your personality in any hobbies or interests outside of work. Note, it is optional to include this on your CV and it is best to avoid stating anything that could cause friction early on.

#### *References are available on request*

It is fine to list references are available on request if you are not comfortable disclosing your referees until further into the recruitment process. It is important to make sure you have them readily available and contactable when requested.

### Final top five tips

1. Use the right 'keywords' to ensure your CV is picked up in word searches



2. Explain any gaps in your CV, and be sure to highlight the skills that you have developed
3. Don't include acronyms or organisation related terminology
4. Include two forms of contact, email and mobile
5. Spelling and grammar check - ensure you check your CV thoroughly for any spelling and grammar errors. Perhaps even consider having a friend or family member check it over for you as well

## **A Motivation Letter**

A motivation letter is a document detailing your professional skills and reasons for applying for a course of study, a scholarship or volunteer job. This letter accompanies your application and supporting documents, such as a transcript of your grades or a resume. A motivation letter is sometimes called a "statement of purpose" or a "motivational letter".

Motivation letters are not commonly used for paid job applications, which are typically accompanied by cover letters.

Writing a good motivation letter takes time, so make sure you methodically work through the steps to make yours the best possible. Allowing plenty of time to write your motivation letter ensures you include all the necessary content and follow each important step, including the following:

1. Write an outline.
2. Write an introduction.
3. Expand your outline for your body.
4. Conclude your motivation letter.
5. Proofread your motivation letter.

## Research Proposal

A key part of your application is your research proposal. Whether you are applying for a self-funded or studentship you should follow the guidance below.

What is your research proposal used for and why is it important?

- It is used to establish whether there is expertise to support your proposed area of research
- It forms part of the assessment of your application
- The research proposal you submit as part of your application is just the starting point, as your ideas evolve your proposed research is likely to change

How long should my research proposal be?

It should be 2,000–3,500 words (4-7 pages) long.

What should be included in my research proposal?

Your proposal should include the following:

### 1. TITLE

Your title should give a clear indication of your proposed research approach or key question

### 2. BACKGROUND AND RATIONALE

You should include:

- the background and issues of your proposed research
- identify your discipline
- a short literature review
- a summary of key debates and developments in the field

### 3. RESEARCH QUESTION(S)

You should formulate these clearly, giving an explanation as to what problems and issues are to be explored and why they are worth exploring

#### **4. RESEARCH METHODOLOGY**

You should provide an outline of:

- the theoretical resources to be drawn on
- the research approach (theoretical framework)
- the research methods appropriate for the proposed research
- a discussion of advantages as well as limits of particular approaches and methods

#### **5. PLAN OF WORK & TIME SCHEDULE**

You should include an outline of the various stages and corresponding time lines for developing and implementing the research, including writing up your thesis.

For full-time study your research should be completed within three years, with writing up completed in the fourth year of registration.

For part-time study your research should be completed within six years, with writing up completed by the eighth year.

#### **6. BIBLIOGRAPHY**

You should include:

- a list of references to key articles and texts discussed within your research proposal
- a selection of sources appropriate to the proposed research

When writing your proposal it is important to:

Highlight its originality or significance

Explain how it develops or challenges existing knowledge of your subject

Identify the importance of your proposed research

Demonstrate why you are the right person to undertake this research project

As for **English efficiency** assessment, the most popular certificates are: TOEFL, IELTS, CELTA, CAE (C1), FCE (B2), LCCI, BEC (B2) and TKT.

All the information on admission, payment, deadlines and other requirements can be found at the corresponding websites:

<https://www.ets.org/toefl/test-takers/ibt/about>

<https://www.ielts.org/>

<https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/ways-to-take-celta/>

<https://www.cambridgeenglish.org/exams-and-tests/advanced/>

<https://www.cambridgeenglish.org/exams-and-tests/first/>

<https://www.britishcouncil.org.mm/exam/professional/lcci-international-qualifications/register>

<https://www.cambridgeenglish.org/exams-and-tests/business-vantage/>

<https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/tkt/>

## Lecture 11. Time Management and Goal-setting in Education

### Recommended literature and references:

1. Lieberman Ch. Why You Procrastinate (It Has Nothing to Do With Self-Control). The New York Times. 2019. Available at: <https://www.nytimes.com/2019/03/25/smarter-living/why-you-procrastinate-it-has-nothing-to-do-with-self-control.html#:~:text=It%20may%20be%20due%20to,%20Desteem%2C%20anxiety%20or%20insecurity>
2. Tracy B. How to Master The Art of Time Management. Available at: [https://www.youtube.com/watch?v=fUwSuSWNONE&ab\\_channel=MotivationalStories](https://www.youtube.com/watch?v=fUwSuSWNONE&ab_channel=MotivationalStories)
3. Yaqoub H. Effects of Gender on Leadership. California university of

Pennsylvania. URL: [https://www.calu.edu/inside/strike-a-spark/\\_files/Hadeel%20Yaqub%20Gender%20and%20Leadership%20Essay.pdf](https://www.calu.edu/inside/strike-a-spark/_files/Hadeel%20Yaqub%20Gender%20and%20Leadership%20Essay.pdf)

**Time Management.** The ability to manage time is a vital leadership responsibility. Essentially, proper utility of time enhances quality performance and appropriate use of resources. Moreover, executing the set tasks promptly facilitates systematic achievement of personal or organizational goals. Apparently, accomplishment of duties with the set deadline averts tension, work stress, and warrants smooth operations. Both men and women leaders as exhibit quality planning, organizational as well as administration skills which constitutes some of the crucial factors that propel organizational progress in the desired direction.

Leadership is directly related to time management since all activities run under a specific schedule. Thus, the ability to observe time results in little or no confusion at workplace and ensures job satisfaction as well as impressive outcomes.

Goal setting is the process of establishing an outcome (a goal) to serve as the aim of one's actions (Locke & Latham, 2020). Setting goals:

- makes the direction of work or learning clear
- increases motivation and achievement levels
- works best if they are specific and require a moderate amount of challenge
- works best for high-ability learners if they are co-constructed.

Having a clear plan also reduces procrastination. If you know exactly what you want to achieve and know the steps required to achieve it, there is less room for procrastination. Setting effective goals also teaches you organization, planning, and time management skills you can use during learning.

If the big picture seems too overwhelming, break bigger goals into short-

term goals. This separates long-term goals into smaller, more manageable steps so your child doesn't get discouraged and quit.

Setting clear goals makes it easier for you to track progress. Seeing how far you have come and how much is left to do motivates to continue working toward (and achieving) goals.

Setting goals determines a clear pathway to success, allowing you to focus on what needs to get done. This goes a long way to preventing you from becoming frustrated or discouraged. It lessens feelings of being disheartened and encourages you to spend time on activities that contribute to your goals.

Why is time management important?

- Reduces stress & anxiety.
- Reduces the fear of failure.
- Preparation improves your confidence.
- Reduces completing tasks at a mediocre level.
- Preparation makes the day run more smoothly.

There are only 24 hours in a day. It is helpful to learn and track how you utilize every hour in each day. On average where do you spend your time each day? Take time to fill in the circle with everything you do in a day. Example: You spend time sleeping, so will need to include the total number of hours spent sleeping in your circle. Don't forget all of the various responsibilities and activities you do each day: classes, studying, sleep, fitness, work, family, personal care, eating, transportation, relaxation/hobbies, etc.

## **Procrastination**

Etymologically, “procrastination” is derived from the Latin verb *procrastinare* – to put off until tomorrow. But it’s more than just voluntarily delaying. Procrastination is also derived from the ancient Greek word *akrasia* – doing something against our better judgment.

“It’s self-harm,” said Dr. Piers Steel, a professor of motivational psychology at the University of Calgary and the author of “The Procrastination Equation: How to Stop Putting Things Off and Start Getting Stuff Done.”

Procrastination isn’t a unique character flaw or a mysterious curse on your ability to manage time, but a way of coping with challenging emotions and negative moods induced by certain tasks — boredom, anxiety, insecurity, frustration, resentment, self-doubt and beyond.

“Procrastination is an emotion regulation problem, not a time management problem,” said Dr. Tim Pynchyl, professor of psychology and member of the Procrastination Research Group at Carleton University in Ottawa.

“We really weren’t designed to think ahead into the further future because we needed to focus on providing for ourselves in the here and now,” said psychologist Dr. Hal Hershfield, a professor of marketing at the U.C.L.A. Anderson School of Management.

Dr. Hershfield’s research has shown that, on a neural level, we perceive our “future selves” more like strangers than as parts of ourselves. When we procrastinate, parts of our brains actually think that the tasks we’re putting off — and the accompanying negative feelings that await us on the other side — are somebody else’s problem.

When faced with a task that makes us feel anxious or insecure, the amygdala — the “threat detector” part of the brain — perceives that task as a genuine threat, in this case to our self-esteem or well-being. Even if we intellectually recognize that

putting off the task will create more stress for ourselves in the future, our brains are still wired to be more concerned with removing the threat in the present. Researchers call this “amygdala hijack.”

Unfortunately, we can’t just tell ourselves to stop procrastinating. And despite the prevalence of “productivity hacks,” focusing on the question of how to get more work done doesn’t address the root cause of procrastination.

*What are some ways to manage the feelings that trigger procrastination?*

**Cultivate curiosity:** If you’re feeling tempted to procrastinate, bring your attention to the sensations arising in your mind. What do they remind you of? What happens to the thought of procrastinating as you observe it? Does it intensify? Dissipate?

**Consider the next action:** This is different than the age-old advice to break up a task you’re tempted to avoid into bite-sized chunks. According to Dr. Pychyl, focusing only on the “next action” helps calm our nerves, and it allows for what Dr. Pychyl called “a layer of self-deception.” At the start of a given task, you can consider the next action as a mere possibility, as if you were method acting: “What’s the next action I’d take on this if I were going to do it, even though I’m not?” Maybe you *would* open your email. Or perhaps you *would* put the date at the top of your document. Don’t wait to be in the mood to do a certain task. “Motivation follows action. Get started, and you’ll find your motivation follows,” Dr. Pychyl said.

**Make your temptations more inconvenient:** It’s still easier to change our circumstances than ourselves, said Gretchen Rubin, author of “Better Than Before: What I Learned About Making and Breaking Habits.” According to Ms. Rubin, we can take what we know about procrastination and “use it to our advantage” by placing obstacles between ourselves and our temptations to induce a certain degree of frustration or anxiety. If you compulsively check social media, delete those apps



from your phone or “give yourself a really complicated password with not just five digits, but 12,” Ms. Rubin said. By doing this, you’re adding friction to the procrastination cycle and making the reward value of your temptation less immediate.

### Lecture Activity

**A** Are you a procrastinator?

Read each statement below and choose the word that best describes your behavior.

Write the corresponding number you choose on your paper.

Never – 1 Occasionally – 2 Often – 3 Always – 4

1. I feel I have to “cram” before an exam.
2. My homework is turned in on time.
3. I think I get enough sleep.
4. I pull all-nighters before mid-terms and finals.
5. I plan activities with friends or family for a couple of nights a week and spend the amount of time with them that I planned.
6. When I’m working on a paper, I put off writing until a few days before it’s due.
7. I cancel social activities because I feel I don’t have enough time.
8. I get my papers in on time.
9. I find myself making a lot of excuses to my instructors about why my work isn’t done.
10. I feel comfortable about how I use time now.
11. I feel that something is hanging over my head, that I’ll never have enough time to do the work assigned.
12. I feel tired.

Score A – Add up the numbers for questions 1,4,6,7,9,11, and 12. \_\_\_\_\_

Score B – Add up the numbers for questions 2,3,5,8, and 10. \_\_\_\_\_

If Score A is greater than Score B, you are probably a procrastinator. If Score A is less than Score B, you manage your time well. If the scores are equal, you may procrastinate at times, but procrastination is not a habit.

**B** Use your completed 24 hour circle to calculate how much time you spend on each activity listed in the Activities Breakdown below each week. The blank lines are for any additional situations that take up your time. After you have totaled up all the items you can think of, figure out how much free time you have.

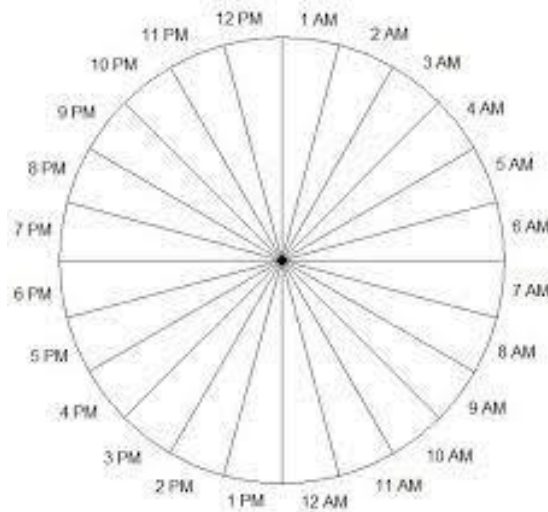
#### ACTIVITIES BREAKDOWN - Hours per Week

1. Class Time \_\_\_\_\_
  2. Study Time, reviewing, projects, papers \_\_\_\_\_
  3. Commuting \_\_\_\_\_
  4. Dressing and eating \_\_\_\_\_
  5. Hours of employment \_\_\_\_\_
  6. Responsibilities at home \_\_\_\_\_
  7. Athletics requirements \_\_\_\_\_
  8. Telephone and computer \_\_\_\_\_
  9. Television \_\_\_\_\_
  10. Dating, outings, sports, movies, “going out”, etc (entertainment). \_\_\_\_\_
  11. Sleeping \_\_\_\_\_
  12. \_\_\_\_\_
  13. \_\_\_\_\_
  14. Wasted hours \_\_\_\_\_
- Total: \_\_\_\_\_

Total number of hours per week = 168 Subtract your Total \_\_\_\_\_

Total free hours per week \_\_\_\_\_

Now that you know how you are currently spending your time, it is good to reflect on your life's priorities and goals. What is most important to you? What are your life priorities?



List your top 10 life priorities in order from most to least important:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

How do your Priorities match up to how you spend your time each week?

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What do you need to adjust in your weekly schedule to better match your life priorities?

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**List any additions you want to add to your weekly schedule:**

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**What do you spend time on that you will remove or reduce in your weekly schedule?** \_\_\_\_\_

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