

Topical issues of education

Collective monograph

The monograph is included in scientometric database RSCI



**Pegasus Publishing,
Lisbon, Portugal
2018**

Pegasus Publishing, Lisbon, Portugal

Topical issues of education

Science editor:

Drobyazko S.I.

Ph.D. in Economics, Associate Professor, Professor of RANH

Reviewers:

Valeriy Okulich-Kazarin,

*Doctor of Educational Sciences, Professor Pedagogical University of Cracow
(Poland)*

Shatalova Nina Ivanovna,

*Doctor Hab. in Social Sciences, Professor, Head of the Department of Personnel
Management and Sociology of Ural State Railway University (Ekaterinburg, Russia)*

Topical issues of education: Collective monograph. - Pegasus Publishing, Lisbon, Portugal, 2018. - 220 p.

ISBN 978-972-8356-9-82

Modern educational system is characterized by dramatic changes in all of its links, aimed at achieving a new quality of education. The concept of modernization of education and strategy define the main priorities of these changes - update the objectives and content of education, educational methods and technologies based on the latest achievements of science teaching and innovative approaches to improve it. The book This textbook contains material that reveals the reasons for the need of educational innovations and their implementation in a professional school in modern conditions; the basic concepts, theories and concepts on which they are based; the nature and patterns of pedagogical innovations.

Collective monograph is intended for politicians, scientists, entrepreneurs, teachers, postgraduate students, students, in the field of educational technology specialists.

ISBN 978-972-8356-9-82

© 2018 Pegasus Publishing, Lisbon, Portugal®

© 2018 Authors of the articles

CONTENT

ПРОПОЗИЦІЇ ЩОДО ОРГАНІЗАЦІЇ І ПРОВЕДЕННЯ ВСТУПНОГО ВИПРОБУВАННЯ ДО МАГІСТРАТУРИ З ІНОЗЕМНОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ ДО ЗАКЛАДІВ ВИЩОЇ ОСВІТИ УКРАЇНИ. ПЕТЬКО Л. В.	4
МЕТОДИ ДОСЛІДЖЕННЯ ПОНЯТТЄВО-ТЕРМІНОЛОГІЧНОЇ СИСТЕМИ ВІТЧИЗНЯНОЇ ДИДАКТИКИ. КУШНІРУК С.А.	36
МОДЕЛЬ ПРЕДМЕТНО-ОРІЄНТОВАНОГО СЕРЕДОВИЩА НАВЧАННЯ ТЕХНІКО-ТЕХНОЛОГІЧНИХ ДИСЦИПЛІН (НА ПРИКЛАДІ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ «КОНСТРУЮВАННЯ І МОДЕЛЮВАННЯ ОДЯГУ»). ГУМЕНЮК Т. Б.	53
СТАНОВЛЕННЯ ТА РОЗВИТОК ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ВЧИТЕЛЯ: РЕТРОСПЕКТИВНИЙ АНАЛІЗ ВІТЧИЗНЯНОГО ТА ЗАРУБІЖНОГО ДОСВІДУ. МАТВІЄНКО О. В.	70
КОМПЕТЕНТІСНО СПРЯМОВАНА ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ УКРАЇНСЬКОЇ МОВИ І ЛІТЕРАТУРИ. ОВСІЄНКО Л. М.	86
КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ: ПІДХОДИ ДО ВИЗНАЧЕННЯ ТА РОЛЬ У ФОРМУВАННІ МОВНО-МОВЛЕННЕВОЇ ОСОБИСТОСТІ. КУЛИК О. Д.	104
СТАН ОРГАНІЗАЦІЇ ПОЗАКЛАСНОГО ЧИТАННЯ ПІДЛІТКІВ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ. КРАВЕЦЬ Н. П.	119
ВЕКТОРИ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ СОЦІАЛЬНОГО ПРАЦІВНИКА. СПІВАК Я. О.	134
СОЦІАЛЬНО-ПЕДАГОГІЧНІ ЧИННИКИ ФОРМУВАННЯ ТА ТВОРЧОГО РОЗВИТКУ ОСОБИСТОСТІ У МУЗИЧНІЙ КУЛЬТУРІ ЧЕРНІГІВЩИНИ В Х–ДРУГІЙ ПОЛОВИНІ ХVІІІ СТ. КАРПОВА І. Г.	148
МЕТОДИЧНА ПІДГОТОВКА МАЙБУТНІХ ПЕДАГОГІВ-МУЗИКАНТІВ: ШЛЯХИ ОНОВЛЕННЯ В УМОВАХ ВИЩОЇ ПЕДАГОГІЧНОЇ ОСВІТИ. БОДРОВА Т. О.	159
ОСНОВНІ ТЕНДЕНЦІЇ ФОРТЕПІАННОЇ ПІДГОТОВКИ ПЕДАГОГА-МУЗИКАНТА У ВИЩИХ МИСТЕЦЬКИХ ЗАКЛАДАХ ОСВІТИ. ЩОЛОКОВА О. П.	175
PECULIARITIES OF SEX EDUCATION TO YOUNG PEOPLE IN THE INSTITUTIONS OF HIGHER EDUCATION. OKSANA BYALIK.	191
ПОЗИЦІЯ ТОЛЕРАНТНОСТІ ТА ЇЇ ВИХОВАННЯ У СТАРШИХ ДОШКІЛЬНИКІВ ТА МОЛОДШИХ ШКОЛЯРІВ. ТЕРНОПІЛЬСЬКА В. І., МАКСИМОВА О. О., РУДНИЦЬКА Н. Ю., КОНОВАЛЬЧУК І. М.	202

PECULIARITIES OF SEX EDUCATION TO YOUNG PEOPLE IN THE INSTITUTIONS OF HIGHER EDUCATION

Oksana Byalik

Doctor of Sciences (Education), Associate Professor
Pavlo Tychyna Uman State Pedagogical University

Accelerated physical development of youth, their aspiration to quickly enter the social dimension of adults is currently taking place against the background of increasing recognition for the rights of the new generation, and extending opportunities for participation of young people in all fields of life. In the circumstances of liberalization of sexual morality, weakening educative functions of the family and educational establishments, and given the absence of educational programs on issues of sex and sexual behavior, the gender role socialization of the young people, including students, have become a chaotic process.

Recently, particular danger has become attached to the growing rate of STDs (sexually transmitted diseases), disorders of sexual development, accidental sex contacts, prostitution as well as drug-related illnesses and AIDS, which is closely connected to deviations in sex life. All these problems give rise to the problem of psychological and moral preparation of the young people to conducting healthy lifestyles and adopting patterns of responsible parenthood. As a result, there is a need to organize sex education for college youth.

Experts believe that sex education can be implemented most effectively within the framework of corresponding enlightenment programs in institutions of higher education. Unfortunately, the system of such activities is virtually non-existent in Ukraine. Its development is certainly hindered by the widespread belief that purposeful sex education will defile youth and provoke undesired patterns of behavior. Experience of the countries where such programs are being put into practice shows the fallacy of such ideas [3].

In sexual education of the young generation, scientists have distinguished the following priorities which, in their opinion, are of fundamental importance for drastic change in relationships between persons of different sexes: well-formed sex consciousness, feeling of responsibility for actions and deeds in a sexual relationship, formation of sex culture, engraining sex-oriented beliefs and mindsets. In accordance with the outlined priorities, the purpose of sex education at institutions of higher education should be defined. Generally, it can be summarized as a permanent process of education aimed at student youth forming the proper understanding of rules and mindsets in the field of sexual relations and feeling the need to comply with such mindsets and rules in their lives. This process contains acquiring proper attitudes to members of the opposite sex, forming scientific knowledge, beliefs and views that can ensure proper activities in communicating with members of the opposite sex.

An especially important element in the purpose of sex education is believed to be development of sex consciousness, that is, a predetermined purpose of adopting a careful attitude towards members of the opposite sex. This attitude is primarily related to the young people mastering various knowledge of a person as a member of

the opposite sex and their relationships, and the skill of predicting consequences of sexual relations in the future.

Scientists involved in the study of sex education abroad are confident that sex education covers a wide range of topics related to physical, emotional, social and cultural aspects of upbringing, and that such education should not be limited to prevention of STDs, but it should exclude fear and blame. Therefore, such comprehensive understanding of sex education serves as a precondition for the choice of various methods for different categories of youth, primarily college youth, having different types of perception [9].

Taking such definition as a kind of derivative, EU educators use the ideas contained therein in accordance with the practice of teaching at schools. For example, while adapting general provisions for their needs, educators from Western Europe and Scandinavian countries point out that sex education is a process of a young person's socialization, their preparation for sex, married and family life in accordance with the rules and beliefs mandatory within such society, and feel confident that sex education as a part of pedagogics should begin as early as possible and be a purposeful process, with cycles going deeper every few years, giving access to more sophisticated knowledge and vast amounts of information [3].

Documents published by several EU member states pay close attention to the need for high-quality training of new generation of specialists and improving their skills, including in the field of sex education for students, as only a highly educated person is capable of ensuring proper preparation of students in topic related to sex, sexual relations, and forming sex culture. European politicians and progressive activists realize the need for professional sex-education preparations for students in connection with the sweeping spread of STDs and AIDS among young people. With all of the above considered, taking care of tomorrow involves various forms of support, provision and improvement to the system of training sex educators all applied to ensure preservation of students' sexual and reproductive health [21].

The large-scale importance of this problem was the point of attention for specially organized international forums on sex education held under the aegis of the United Nations Organization for Education, Science and Culture, within the framework of the program "Education For All" (UNESCO, Dakar, 2000), the Global Reproductive Health Forum, the World Meeting of Experts on Sex Education (Spain, Madrid, 2011).

Overall, in EU member states teachers receive professional training at pedagogical colleges, lyceums, schools, institutes and education departments of universities. To make sex education continuous throughout all years of study and represent its interdisciplinary nature, students of any specialty have to be professionally trained in solving educational problems regarding sex education at all stages of teaching.

As a generalizing example, we can consider the experience of training educators in higher education establishments of Estonia, where since the 1990s (due to regaining independence and related processes in its society) the state began training health education teachers on the basis of Tartu University and Tallinn Pedagogical University, and in 1994 the Estonian Union for Planned Parenthood

launched a large-scale project for training medicine and health education teachers, having developed quality courseware and spread it throughout institutions of higher education ("Oh, What If It Happens?", "Youth Ready for Sex" etc.) [11, p. 111–113].

In 1996, training of teachers for primary and secondary education was approved for the national curriculum in connection with the introduction of a new compulsory subject "Human Studies", which also includes sex education topics. The new curriculum prescribed that "sexual education should put the priority on acquisition of knowledge, forming skills and building relationships on the principle that prevention measures for risk-related behavior patterns should begin at an early age and continue, in a systematic way, throughout various stages of education" [10, p. 23].

The problem of interdisciplinary coordination of sex education for college youth is still one of the relevant topics for many EU member states. Effectiveness of college/university students' preparation for sex education at school depends largely on how the institution of higher pedagogical education manages to implement the interdisciplinary and systemic approaches; on proper understanding of a future teacher's methodological competence; on the skill of working with secondary school students with consideration of their age-related peculiarities and basic requirements for professional training of the future specialist.

Teachers' professional training in sex education also includes studying psychological and pedagogical subjects. In this connection, the essential provision is that the unity of moral, physical and esthetical education forms a certain type of behavior and activity in the society which is based on motives and certain values of the personality. Sex education of a college student suggests complete mastering of the contents of sex education. However, it was discovered that subjects of psychological and pedagogical cycle are insufficiently included into the program of professional training. "Active application of subjects of psychological and pedagogical cycle in sex education of students is very important for constructive solving of the task in training teachers for sex-related educational work at schools", – the national standard for sex education emphasizes [8].

In analysis of professional readiness of teachers for engagement in sex education, it would be noteworthy to examine their training in Sweden, the country boasting the lowest pregnancy rate and average first sex age among teenagers in Europe. As we have found, since 2001 Sweden conducted a reform of pedagogical education, and today teacher training includes three cycles: 1) general education (AUO) worth 90 credits and containing both interdisciplinary courses and courses related to specialty education and society in general; 2) specialty – worth a total of 60 credits and mostly containing conventional topical studies; and 3) specialty (with a varied amount of credits) promoting deeper knowledge in a specific field, or extending knowledge through the study of related subjects [7].

In Sweden, there are two types of specialty to choose from: in-depth and extended. Extended specialization is realized through wider cognition opportunities in the required field of knowledge. In particular, In Sweden future teachers receive training in sex education in the course of receiving general education and through extended specialization "Sex education and relationships". "The question of sex is not

what Swedish scientists believe is to be studied when working on one's specialty (though training of a biology teacher contains elements of sex education), so it is important to improve one's knowledge through gaining specialized education" [7, c. 7]. Experts believe that including sex-related knowledge into the contents of the subject is an important condition for full-value training of such teachers [7, c. 2].

Research conducted in pedagogical institutions of higher education to find out the comprehensive state of education in sex and sex relationships in Sweden was organized as online polling in 27 universities has shown that students of most Swedish universities had limited opportunities to receive professional training in sex education. Only in three universities (*Malmo, Södertörn, Dalarna*) sex education is an element of compulsory education, while six universities have sex education for any field of education, and seven universities feature sex education as one of the specialties [7, p. 5].

In our opinion, the results are quite decent. However, the Swedish experts say it leaves much to be desired for their country. In particular, they note that science teachers are better trained in sex education than teachers of humanities. In this connection, scientists claim that: "...we feel a strong lack of qualified teaching staff in the field of sex education" [12, p. 6].

A similar opinion is expressed by the government of Denmark, specifying that "the present-day system of teacher training does not completely ensure their readiness to engage in sex education of school students ", and stating the need for dialogue with university colleges in order to ensure proper foundation for municipalities and educational establishments in order to create favorable conditions and opportunities for teachers to obtain sex education [21].

Thus, improving professional readiness of teachers for sex education of students in educational establishments is an international problem similarly relevant to all countries interested in effective solving of pedagogical tasks concerning sex relationship issues [10].

To enable the teacher to solve successfully the academic and educational tasks of sex education at school, they should have a well-formed idea of sex characterized by the variety of its expressions in the society. That is why the teacher should have a clear understanding of the functions of every subject in how they are discovered at all stages of the studies. Such generalization can be achieved through interdisciplinary links. Educators in the EU member states have developed a system of guiding ideas and notions that ensure solving this pedagogical problem. The suggested ideas and notions are intended for comprehensive schools. However, they appear as fundamental in professional sex education as well. Therefore, it results in succession between training of an educator and their further activities at school. Such European Union educators as B. Katz, A. Wallin, I. Ericsson (Sweden), K. Buston, G. Hart, S. Scott (Great Britain), V. Kravets, O. Glavatska (Ukraine) point out that the didactical value of interdisciplinary links playing an important role in sex education of school youth consists in their promotion of extended practical understanding of knowledge and skills in sex matters for solving both professional and social tasks which teachers have to face in complicated circumstances of the present-day society.

In this aspect, training educators for sex education of school students becomes an important social landmark to determine their further pedagogical activity.

In order to encourage future teachers to engage in more profound professional training in sex education at schools, pedagogical institutions, especially EU universities in such countries as Austria, Great Britain, Poland, Sweden etc grant corresponding Bachelor's or Master's degrees [15, p. 310–314]. Students who have completed special courses on sex and sex education are entitled to take a qualifying examination for a certain degree.

For example, colleges and universities in Sweden offer a number of elective courses on sex education and gender issues. In total, six educational establishments train sex educators. For example, the university of Malmo offers three specialties with clear goals for sex and cohabitation, while Soderton university offers an equal course for training primary and secondary school teachers. Sex issues are not included in academic results but the course suggests considering such topics as "hormones", "controlling body and sex", "sexuality and family from the viewpoint of history, culture, sciences and humanities" etc. This course is implemented through the interdisciplinary approach and planned to take up 1.5 credits.

Dalarna is the university to offer 2 courses with a widest range of coverage, worth 15 credits each: "Sex education from the cultural point of view" i "Sex education in the prospect of learning". The university of Linköping offers a course entitled "Sex education in modern school" worth 3.5 credits which is not sufficient when acquiring the specialty of "Teacher-Sexologist". The course focuses on the notion of sex and intimate relationships from educational viewpoint only.

The problem of training teachers for sex education in Germany is currently at the stage of consolidation. For example, today German universities do not have departments of sex education that would engage directly in training specialists for secondary educational establishments. Since 2001, the university of Merseburg offers only incomplete integrated training that consists of two programs of continuing education (sex education, planned parenthood) and a Master's degree program. The University of Kiel trains sex education specialists at the level of bachelors only [6].

However, for training teachers in "Family Life Education", in addition to the already existing Bachelor's degree courses Poland introduced Master's degree courses in "Preparation for family life" (*"Przygotowanie do życia w rodzinie"*), which aims to train teachers to give lessons in "Family Life Education" at primary, secondary and high schools, where in addition to gaining professional qualifications, basic research work helps to form and improve methodological, personal and social skills required for working in the field of sex education.

The Master's degree program in "Preparation for family life" is intended for graduates of pedagogical educational institutions or graduates possessing a teacher's certificate for primary, secondary or high schools. This is where future teachers master various knowledge and skills concerning professional training of a future sex educator. Special attention is given to methodology of working with children meant to train the future educator in effective practical sex education.

A leading role in professional training of college students is allocated for such subjects as "Terminology of "Family Science" in its interdisciplinary dimension";

"Ethics of family life and family life"; "Connection of "Family Science" with other sciences", especially with theology, psychology, medicine which enables integration prospects for a series of subjects where various topics are studied such as "Social demographical and legal aspects of modern family"; "Treatise of the Church on marriage and family"; "Moral and ethical principles in the field of reproduction". In the course of studies, there is place for search, analysis, evaluation, selection and integration of information from various sources, formulation on the basis of critical judgment, integration of knowledge from various disciplines in the field of humanities and using it in unusual professional situations. In addition, use of various channels and methods for communication, with participation of experts in pedagogics, psychology, theology and medicine, as well as popularization of knowledge about family, the skill of developing and organizing events related to a selected specialty, giving lessons in sex education, preparation for family life, with consideration of the stage of education and the needs of the class [4, p. 28].

The Master's degree curriculum for "Preparation for Family Life" is planned for 350 academic hours and includes several directions: Basic psychology of personal development; Medical and biological aspects of human development; Psychology and sociology of family and marriage; Pedagogics on marriage and family; Mechanisms of family life; Basics of sexology and sex education; Methods of planned parenthood etc [4, p. 29].

It is quite important that the Master's degree curriculum provides for in-service education program of 60 hours implemented as teaching practice at school and creating proper conditions for approbation of acquired sex-related professional knowledge and skills and adaptation to realities of school life, and is obligatory for those willing to receive a certificate with the right to teach the subject "Family Life Education" in educational establishments.

After completing their Master's degree studies in the specialty "Preparation for family life" students receive qualifications with the right to teach subjects in the field of preparation for family life at primary and secondary schools.

Polish scientists are confident that such postgraduate course promotes improving the student's knowledge which allows ensuring the quantitative amount of varied information on sex-related topics in the course of studying various subjects and, accordingly, providing their qualitative gradation from one course to another, therefore forming in future teachers the steady need for permanent updating and supplementing the existing knowledge [4, p. 30]. Most EU experts consider such approach as one of the leading ways to train highly competent and educated sex teachers able to work with school youth and feel the needs of today.

The existing criticism concerning the quality of professional training in sex education for graduates leaving pedagogical educational establishments made the European Union introduce a system for advanced vocational training of sex educators. Its necessity and timeliness are to a large extent connected to one of the guiding principles of this area of pedagogical science and practice - continuity - as recognized at the first global forums on the issue. Such approach to organizing and implementing sex education has preconditioned the development of quite a large

network of forms for advanced vocational training of teachers who feel the need and express willingness to improve their specialized competence.

It has been discovered that in Sweden, almost every university offers college-based sex education courses for school teachers. At some universities, all courses are obligatory for obtaining a degree, but most curricula combine obligatory and elective courses. Such courses are offered not only for students, within the framework of teacher training programs, but also for anyone who is interested and would like to receive additional training on sex education of students [7].

The experience of Poland in advanced vocational training for sex education teachers is noteworthy. The main goal for attendees of the advanced vocational training courses is to gain an opportunity to teach the subject entitled "Family Life Education" at primary and secondary schools, having received knowledge on pedagogical, psychological and social backgrounds of students in their forming certain attitudes to health, family etc.

The courses are also meant for students having Master's and Bachelor's degrees, teachers of all specialties where the course of study lets them receive knowledge and skills in various areas: healthy lifestyles; making responsible choices in adult life; mechanisms regulating interpersonal relationships; the value of family in personal life; ethics of marriage and family etc. Development of skills to create favorable conditions for better understanding of students and their parents in both issues of sex and sexual and psychological development of students. Besides, course attendees form skills of preparing young people to understanding and accepting their sexual maturity, and acquire the opportunities of providing assistance to victims of sexual violence. Such courses last two terms (270 academic hours), and upon graduation the attendees are granted the right to teach the subject "Family Life Education" at all stages of education [13].

As testified by experts from several countries of the European Union, advanced vocational training for teachers is an important element in the system of continuous education for sex issues, which ensures the opportunity to timely respond to the changes taking place in both approaches to solving the problem, and in the ways and forms of transmitting the sex-related knowledge to the new generation [12; 22].

Improved professional training for sex education teachers takes place in various organizational forms: conferences and workshops on the theory and practice of sex education for students; departments of continuing education; courses of varied duration (from one or two weeks to several months) at universities, colleges and other educational establishments. All of these take into account a teacher's attendance options. Teachers having considerable amounts of practical work or other reasons preventing them from attending full-time courses may use the opportunities of distance learning [5; 20].

For example, in Sweden they organize evening classes for practicing teachers so that every teacher can deepen and extend their knowledge and skills in certain specialty including sex education by filling in a questionnaire (see Exhibit M) [12, p. 4–7].

In Germany, there is the Institute for Sex Pedagogics in the city of Dortmund (*Institut für Sexualpädagogik, Dortmund*), which is the leading professional

institution for sexual education in German-speaking countries, offering specialized courses for various categories of teachers, from beginners to veterans of the profession (10 years' working experience or more). For the first category of teachers, there are short-term courses (two or three weeks). For the other category, there is a two-year program. The teachers who have mastered the academic course and pass the final test will receive a certificate that enables them to work within the advanced vocational training system for sex education of their colleagues at the place of work, or within the existing informal education system (participation in development of concepts, organizing workshops, short-term courses etc). Members of the Institute are often independent experts who attend classes at educational establishments to find out the state of educators' preparation for implementing sex education, and organize talks with students [9].

The goal behind activities of the Institute of Sex Education is to promote sex education among the youth both theoretically and practically through a wide range of trainings, workshops, lectures, publications and symposia. Upon finishing such courses, attendees obtain the qualifications of "Teacher-Sexologist".

As the course experts point out, anyone who is willing can take part in preparation and holding open workshops on relevant sex topics, such as: "Teen pregnancy: a consequence of debauchery?" (2012), "Sex education as a new paradigm of personality-oriented sex education for all ages" (2014), "Sex life – the art of teaching" (2015) and others [9].

The above example of advanced vocational training for sex education teachers in Germany is not an exceptional one. Such practices became widespread in many countries within the European Union.

Baltic countries also offer courses for sex educators. Their target audience is comprised of sex education teachers at grade II and III schools which means those working with youth aged 11 to 16. For example, in Estonia lectures at such courses are given by doctors, members of the Estonian Sexual Health Association, medical education teachers, and teachers of the humanities from the country's leading universities [405] (in Tartu, Narva and others) and the National Institute for Health Development (Tallinn). The courses take from one to two weeks, with 8 teaching periods every day. At the end of the course, certificates are issued that entitle their holders to work within the advanced vocational training system for sex education in the existing network of informal education (workshops, short-term courses etc). The courses can be taught in Russian as well [14, p. 22–24].

At such courses, teachers are offered textbooks and courseware, for example: "Sex Education at Education Stages II–III (4–9 forms) (*"Seksuaalkasvatuse õpetajaraamatIIjaIIIkooliaste (4–9 klass)"*). The recommended teacher's book helps young teachers as well as experienced teachers to go through complicated and sensitive issues highlighted in the articles, conduct research in the field of sex education in accordance with the approved curriculum, and provide help and support to sex development of teenagers. In this connection, the teacher should understand teenagers, be knowledgeable about various teaching methods and have an open-minded attitude to sexuality. The teacher's book includes theoretical approaches to the topic, lesson plans and workbooks for students containing varied types of tasks.

The book is supplemented with a CD containing drawings, pictures, charts and topics for discussion with teenagers [6].

Issues of sex education for college youth in EU member states are developed from the viewpoint of modern pedagogical theories which take into account global tendencies in development of sex education. National peculiarities of education in a particular country acts as a key factor in organizing higher pedagogical education in general, and sex education in particular. At the same time, mutual exchange of experience in solving the staff problem in every country contributes to achieving the main goal of international cooperation in the field of sex education: forming in young people the high culture of sexual behavior in the society, and the feeling of responsibility for risky types of behavior.

Literature:

1. Byalik O.V. Monitoring students sexual education in the family of the European Union. Geopolitical processes in the world today: Collection of scientific articles. – «East West» Association for Advanced Studies and Higher Education. Vienna (Austria). 2016. P. 289–292.
2. Byalik O.V. The problem of tutor training in sexuality education in modern European society. Trends in der Entwicklung der nationalen und internationalen Wissenschaft: Sammelwerk der wissenschaftlichen artikel. – Verlag SWG imex GmbH, Nürnberg, Deutschland, 2016. S. 277–280.
3. Kravets V. Sexual socialization and preparation of youth for family life in pedagogics and practice abroad: [monograph] / under the editorship of corresponding fellow of the Academy of Pedagogical Sciences of Ukraine, Professor V. Kravets. – Ternopil : LLC“ Aston Publishing House”, 2009.
4. Chomcyńska-Miliszkievicz M. Edukacja seksualna w społeczeństwie współczesnym. Konteksty pedagogiczne i psychospołeczne. Lublin, 2002. P. 28–31.
5. Educación sexual en la escuela . perspectivas y reflexiones / Ministerio de educación Subsecretaría de educación. Buenos Aires., 2008. 99 p. URL http://www.codajic.org/sites/www.codajic.org/files/educacion_sexual_dossier.pdf
6. Eklund V., Vikman K. Ungdomar och sexualundervisning. Examensarbete för hälsovård (YH)-examen Utbildningsprogrammet för vård // En empirisk studie angående sexualundervisningen i högstadiet. Vasa, 2012. 86 s.
7. Ericsson I. Undervisningisex- ochsamlevnadpå högstadiet. Har lärarens arbetserfarenhet någon betydelse? Sex education in high school – importance of teacher working experience. Karlsteds Universitet, 2015. 17 p.
8. Future of Sex Education Initiative. National Sexuality Education Standards : Core Content and Skills. School Health. 2012. № 82. P. 1–42. URL: <http://www.futureofsexeducation.org/documents/josh-fose-standards-web.pdf>
9. Institut für Sexualpädagogik Dortmund [Elektronний ресурс]. – Режим доступу : <https://www.isp-dortmund.de>
10. IPPF. Aguide for developing policieson the sexual and reproductive health and rights of young people in Europe. The Safe Project. Brussels, 2007. URL: <http://www.ysafe.net/SAFE/documents/Designippfpolicy%20guide%20finalSep07.pdf>
11. Kagadze M., Kiivit R., Kull M. Seksuaalkasvatusii ja iikooliaste õpetajaraamat. Inimesexpetuse hingu ja Eesti Seksuaaltervise Liidu ja koosts. Xpetajaraamatu valmimist on rahastanud Tervise Arengu Instituut. 2005. 182 s.
12. Kartläggningav Sex-ochsamlevnadsundervisningen på Sveriges lärarutbildningar // Kartläggningav lärarut bildningarna, 2004. 20 s.
13. Król T. Wędrując ku dorosłości : wychowanie do życia w rodzinie: program nauczania dla klas I-III gimnazjum. Kraków: Wydawnictwo Rubikon, 2009. 155 s.

14. Kull M. Seksuaalkasvatus inimeseõpetuses. Ülikooli naistekliiniku assistent. Tartu Ülikooli kehakultuuriteaduskonna spordipedagoogika ja treeninguõpetuse instituudi tervisekasvatuse. 2014. 30 s. URL: http://www.oppekava.ee/index.php/Seksuaalkasvatus_inimese%C3%B5petuss
15. Oerton S., Bowen H. Key Issues in Sex Education: reflecting on teaching, learning and assessment. Sex Education. 2016. No 3. PP. 308–323.
16. Pet'ko L.V. Formation of professionally oriented foreign language teaching environment in conditions of university and upbringing of moral and ethical values (on illustration of the phenomenon «honesty» and «lie») / L.V.Pet'ko // Intellectual Archive. – 2016. – Volume 5. – No. 1 (January). – Toronto : Shiny Word Corp., Canada. – PP. 98–111.
17. Pet'ko Lyudmila. The "Case Study" Method as Means of Formation of a Professionally Oriented Foreign Language Teaching Environment in University Conditions / Lyudmila Pet'ko // Intellectual Archive. – 2015. – Volume 4. – Num. 4 (July). Series "Education & Pedagogy". – Toronto : ShinyWordCorp. – PP. 48–65.
18. Pet'ko Lyudmila. Sociocultural comprehension of ethnoconcept "RED RUE". Science and society: Collection of scientific articles. – Edizioni Magi, Roma, Italia, 2017. P. 460–466.
19. Pet'ko L.V. The formula for finding love by students in the process of professionally oriented foreign language teaching environment formation in terms of university. Scientific notes. Series "Psychological and pedagogical sciences" (Nizhyn State University named after Mykola Gogol) / Ed. prof. E.I. Kovalenko. - Nizhyn: NSU them. M. Gogol. 2015. № 4. P. 178–185. URL <http://enpuir.npu.edu.ua/handle/123456789/9936>
20. Schetsche M. Handbuch Sexualpädagogik und sexuelle Bildung. München: Beltz Juventa Verlag Weinheim, 2008.
21. Sexual Education Policies in Several Eastern and Western EU Countries, 2006. URL <http://www.astra.org.pl/pdf/publications/sexedu.pdf>
22. Shtarkshall R., Santelli J., Hirsch J. Sex Education and Sexual Socialization: Roles for Educators and Parents. Perspectives on Sexual and Reproductive Health. 2007. No 39(2). PP. 116–119. Viitattu 30.11.2011. URL: <http://web.ebscohost.com.libproxy.helsinki.fi/ehost/pdfviewer/pdfviewer?sid=68bf2a67-bf43-4c93-a22d-ecd4cb87a300%40sessionmgr104&vid=2&hid=111>
23. Vol'nova Lesya, Zhou Qian. Approaches to upbringing of spiritual culture in Ukrainian and Chinese scientific and educational area. Intellectual Archive. 2016. Volume 5. No. 3 (May-June). Toronto : Shiny Word Corp., Canada. PP. 75–85.

Анотації

УДК 378:37.011.33-057.875

Бялик О.В. Особливості виховання студентської молоді в умовах вищої освіти.

Розкриваються особливості виховання студентів у закладах вищої освіти країн ЄС, зокрема з'ясовано, що найбільш ефективно виховання здійснюється в межах відповідних просвітницьких програм у закладах вищої освіти. Зосереджено увагу на статевому вихованні студентської молоді Західної, Східної Європи та скандинавських країн, встановлено дидактичну цінність міжпредметних зв'язків, які сприяють розширенню практичного розуміння знань, умінь і навичок із питань статі для вирішення не тільки професійних, але й суспільних завдань, з якими стикається студентство у складних соціальних умовах сучасного європейського суспільства.

Ключові слова: виховання, статеве виховання, студентська молодь, заклади вищої освіти, країни ЄС.

Бялык О.В. Особенности воспитания студенческой молодежи в условиях высшей школы.

Раскрываются особенности воспитания студентов в высшей школе стран ЕС, в частности, выяснено, что наиболее эффективно воспитание осуществляется в пределах соответствующих просветительских программ в заведениях высшего образования.

Сосредоточено внимание на половом воспитание студенческой молодежи Западной, Восточной Европы и скандинавских стран, установлена дидактичная ценность межпредметных связей, которые способствуют расширению практического понимания знаний, умений и навыков из вопросов пола для решения не только профессиональных, но и общественных заданий, с которыми сталкивается студенчество в сложных социальных условиях современного европейского общества.

Ключевые слова: *воспитание, половое воспитание, студенческая молодежь, высшая школа, страны ЕС.*

Byalik Oksana V. Peculiarities of sex education to young people in the institutions of higher education

Described the peculiarities of sexual education of students in higher education institutions of the EU countries, in particular, it was found that sex education is most effectively carried out within the framework of the corresponding educational programs in higher education institutions. Focused attention is paid to the sexual education of student youth in Western, Eastern Europe and Scandinavian countries. The didactic value of interdisciplinary connections has been established, which contribute to the expansion of the practical understanding of knowledge, skills and skills on gender issues for solving not only professional but also social problems faced by students in the difficult social conditions of modern European society.

Key words: *education, sexual education, student youth, institutions of higher education, EU countries.*