

Analysis of the system of professional education of specialists for agrarian industry in the countries of Western Europe shows that national systems of professional training clearly distinguish two main trends: the unitary and binary. Higher education system of a unitary type is represented by the universities or other equivalents that provide general academic degrees. The examples of the unitary system of professional training of specialists for agrarian industry can be found in the UK, Italy, Spain and Sweden.

The binary or dual system runs across with the non-university sector of higher education. The binary system remained in Belgium, Holland, Finland, Germany and Ireland. In Norway there is a tendency of cooperation and integration of both sectors..

One of the features of professional education of specialist for agrarian industry in Western Europe is that they have established an effective mechanism of social partnership, in particular with the following issues: the definition and planning of the training of specialists of agriculture; identification of the required level of professional competence of specialists of agriculture; certification of prospective professionals in agrarian industry providing permanent monitoring of the effectiveness of professional education.

Public authorities are responsible for the quality control of educational services provided, promote the expansion of their range, provide social partners with modern learning content according to the socio-economic processes taking place in the EU.

Western European countries provide integration of national systems of professional training of specialists for agrarian sector in the European space. The analysis of scientific sources on professional education in western European countries that are part of the European Union suggests to identify international activities as one of the important factors which aims to:

- improve the system of vocational training of specialists;
- develop the European dimension of vocational training of specialists; — promote the exchange of students between educational institutions;
- nostrificate diplomas in educational establishments and according to periods of studying; — promote cooperation between educational institutions; — promote life-long learning;

Recognizing the role of international cooperation and the need for broader integration into the European educational space our state paid a great attention ¹.

The process of internationalization of education and science, which requires knowledge of the English language, has led to the attraction of foreign students and professionals to agricultural educational institutions. So, these are the prerequisites of joint international institutions of agricultural education. They promote international educational programs involving agricultural education institutions in Western Europe namely: Socrates, Socrates II — Erasmus, Leonardo da Vinci II, Erasmus — Mundus, Grundtvig, Lingua, Minerva, Jean Monnet, Tempus, Youth, PHARE, TACIS and Meda.

Analyzing the development of professional education of specialists in Western Europe we classified its general trends. They are:

- professionalization of higher education;
- rapid increase of the number of university students;
- providing a wide range of specialties that meet the current needs of the industry;
- emergence of new innovative forms of vocational training: graduate education, distance learning, university of the third age, business schools, internal corporate training, advisory service, etc. in Western Europe;
- internationalization;
- development of on line education for the agricultural sector and rural development; — formation of a common policy in the training of specialists for agriculture; — providing professional training for organic farming.

Definitions and key trends in professional training in the EU make it possible to predict the ways of its development in Ukraine.

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2. European Union. The European Qualification Framework for Lifelong Learning (EQF). The European Commission. – Luxembourg: Official Publication of the European Communities, 2008. – 15 p.
3. Resolution of the Council and the Ministers of Education Meeting Within the Council on the European Dimension in Education of 24 May 1988 (88/C 177/02) ATEE News. – 1992/1993. No 38/39. pp. 31–32.
4. Sustainable development: action plan for Education and Skills.//Report of Department for education and skills GB. – London, 2005. 18 pp.
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The essence and definition characteristic of children orphanhood

The childhood is defined as the dynamic social structure within some age period, which is characterized by the specific features, has its own subculture and is based on the special social connections and relations ². It is formed and supported by the society, continuously renewed in the process of life of children, which are being integrated to the society. The childhood at the beginning of the 21st century has several features, as long as it is influenced by many factors and conditions. Modern society development analysis is the evidence that the childhood is at risk. While covering all the population layers to some degree, this risk is especially painful for the children which are the special subject of the social relations. The orphanhood is one of the most severe risks.

The orphanhood is the social phenomenon, which describes the condition of the child, who is temporarily or continuously outside the family surrounding due to the loss of parents, and of the child, who for some reasons or due to the own interests may not stay in the family

¹ Sustainable development: action plan for Education and Skills.//Report of Department for education and skills GB. – London, 2005. 18 pp.

² Соціальна педагогіка: мала енциклопедія/[за заг. ред. проф. І. Д. Звереві]. – К.: Центр учбової літератури, 2008. – 336 с.

surrounding and requires aid or protection from the state ¹. In this term the main accent is made on the correlation of it with the words “orphan”, “orphans”. It has been traditionally established that in our society the child, who lost one or both parents, was called an orphan. Since the Old Russian times the word “orphan” was the synonym of the word “slave” and mean the person, who stands at low level of the social ladder. The position of the orphans in the society has always been underprivileged: the girls were serving as nannies, the boys were herdsmen. The name “destitute” was actually affixed to these persons. Literally it means the lack of inheritance and property (share as part of property which is inherited) with the orphan. Without this initial capital the orphan will hardly be lucky, therefore the people were talking about the destitutedness of this category of children ².

However, there was a broader interpretation of this concept. According to the dictionary by V. Dal, any person, who “has no father or mother” was considered an orphan. The person, who has neither father, nor mother, is a complete orphan. Rootless orphan with no close relatives. Totally helpless, lonely, homeless poor; in this sense, the old call themselves orphaned” ³.

The broad interpretation of the term “orphan” is represented in the Soviet ⁴; and modern Ukrainian ⁵ literature: 1) a child or teenager who lost his father and mother or one of them; 2) a person who is left without family and friends, lonely, solitary person; poor, unhappy person. With this in mind, and based on the objectives of the study, we shall then talk about the children’s orphanage.

Children orphanage as a social phenomenon exists as long as the society and is an integral part of civilization. There is no reliable statistical data on the number of children in the world who are not brought up by the parents, but according to various sources, there are more than 10 million such persons. It should be noted that it is rather difficult to identify all the causes of child orphanhood, because this is multifaceted, interdisciplinary problem. However, according to M. Khalahuzova ⁶, there are the following reasons:

1. Parents (usually the mother) voluntarily abandon their child, and this phenomenon occurs mainly among babies.
2. Forced removal of the child from the family when the parents are deprived of their rights in relation to the child in order to protect his interests. This happens with problem families in which parents suffer from alcoholism, leading asocial way of life, incapable, etc.
3. Death of parents, loss of parents due to natural or social disasters. In this case this is the biological (physical) orphanage.

Recently, the first and second groups of reasons dominate the spreading of child orphanhood problem, which allowed the scientists to identify it as social orphanhood. In accordance with I. Pyeshf ⁷, social orphanhood is a social phenomenon, caused by the avoidance or removal of the parents from fulfilment of their parental responsibilities towards their minor child. As a kind of this phenomenon the early social orphanhood ⁸ and the presence of so-called “abandoned children”, “governmental babies”, “born to be abandoned,” “eternal newborn” and others in society are identified. The signs of child orphanage are waifery, homelessness, the phenomenon of “street children” that may prevail in a given period of the society functioning under the influence of various socio-economic and cultural circumstances.

For the first time the extent of child orphanhood was announced in October 1987 by the President of the V.I. Lenin Soviet Children’s Foundation A. Likhanov. In his speech, the famous scientist and public figure said that almost 95% of inmate of a orphanages are the orphans with living parents (social orphans). At the time of independence of Ukraine this phenomenon has extended and was mentioned in the “Children of Ukraine” programme as “social orphanhood” (2000). According to various sources about 80–90% of the total number of orphan-children are the social orphans in Ukraine today.

As proved by O. Ternovets ⁹, the notion of “social orphanhood” has firmly established in psychology, education, sociology and law, passed into the category of interdisciplinary and fully entered the field of real social and pedagogical practice. This concept emphasizes the role of society that does not produce a sufficient amount of material, financial, emotional conditions to fulfil the duty on bringing up the children by each family¹⁰.

According V. Chechet ¹¹, the causes of child orphanhood are such global problems as: poverty, war and social upheaval, structural changes in families, social immaturity of juvenile mothers, violence and abuse, functional impairment of children and HIV/AIDS.

Researchers A. Rykun and K. Yuzhanyinov ¹² drew their attention to the need to consider the social orphanhood in a broad context, therefore they have outlined the following groups of factors of this phenomenon:

- 1) socio-economic, which influence is prolonged in nature and is the result of the transformation of the Soviet social and economic structure. The poverty of the population, lack of regular employment, regular income change model of human behaviour. A person in a situation of deprivation feels hopelessness, inability to change his situation. Possibly, this causes the person to lose the sense of responsibility for himself, lives and well-being of his own children;
- 2) social exclusion, i. e. failure of the families at risk to enter the sphere of influence of social services, loss of social networks, which results in the weakening of family, friendly, neighbourly relations, productive contacts with the local community. The identification with the representatives of similar problem groups appears, which further deepens the crisis;
- 3) social and psychological, that is the presence of crisis in the intrafamily relationship, psychological disintegration of the family, the occurrence of which is directly related to and caused by the social and economic factors, alcohol abuse and lack of skills required to successfully complete basic social roles — partner, parent (so-called social role disadaptation).

¹ Енциклопедія освіти/[голов. ред. В. Г. Кремень]. – К.: Юрінком Інтер, 2008. – 1040 с.

² Макаренко С. Скрытое социальное сиротство/С. Макаренко//Воспитание школьников. – 2006. – № 7. – С. 22–25.

³ Даль В. И. Толковый словарь живого великорусского языка: в 4 т./В. И. Даль. – М.: Русский язык, 1978. – Т. 4. – 699 с.

⁴ Словарь современного русского литературного языка: [в 17 т.]. – Москва-Ленинград: Издательство академии наук СССР, 1962. – Т. 13. – 1516 с.

⁵ Великий тлумачний словник української мови/[упоряд. і голов. ред. В. Т. Бусел]. – К.; Ірпінь: ВТФ «Перун», 2005. – 1728 с.

⁶ Соціальна педагогіка: курс лекцій/[под ред. М. А. Галагузової]. – М.: Гуманит. изд. центр ВЛАДОС, 2000. – 416 с.

⁷ Пеша І. В. Соціальний захист дітей-сиріт та дітей, позбавлених батьківського піклування (проблеми реформування)/І. В. Пеша. – К.: Логос, 2000. – 87 с.

⁸ Артюшкіна Л. М. Сирітство в Україні як соціально-педагогічна проблема (соціально-правовий аспект): [монографія]/Л. М. Артюшкіна, А. О. Полянничко. – Суми: СумДПУ, 2002. – 268с.

⁹ Терновець О. М. Сирітство як соціальна проблема/О. М. Терновець//Соціальна педагогіка: теорія та практика. – 2012. – № 2. – С. 4–10.

¹⁰ Артюшкіна Л. М. Сирітство в Україні як соціально-педагогічна проблема (соціально-правовий аспект): [монографія]/Л. М. Артюшкіна, А. О. Полянничко. – Суми: СумДПУ, 2002. – 268с.

¹¹ Чечет В. Альтернатива соціальному сиротству/В. Чечет//Народное образование. – 2001. – № 9. – С. 105–108.

¹² Рыкун А. Ю. Профилактика социального сиротства: институциональные и дискурсивные аспекты [Электронный ресурс]/А. Ю. Рыкун, К. М. Южанинов//Вестник Томского государственного университета.

To the families at risk of occurrence of social orphanhood the crisis families (parents divorce, loss of home, death of a parent, parents with disabilities), antisocial families (abusing alcohol, drugs, with frequent cases of abuse), immoral families (criminals) are attributed. Thus, the family can be considered as a risk factor, and the irregularities of its structure — as a source of social orphanhood. At the same time its source are the general civilization processes associated with the devaluation of the family values, prevalence of personal achievements and hedonic motivations over the parent ones in both men and women ¹, which gives reasons to speak of deviant parentage.

The researchers ², looking for the causes of child orphanhood, are critical to the care of orphans involving blood relatives. A major argument for failure of such forms, in their opinion, appears to be the fact that the grandparent who usually draw up care, themselves were unsuccessful parents which allowed to state the existence of the phenomenon of family tradition of social orphanhood. In addition, even the physiological roots of social orphanhood are identified in a way, as evidenced by the cases of alcohol abuse by the preschool children.

The work of N. Kramchaninova is of some interest for our study. The work systematized the factors of social orphanhood as follows: socio-economic (low incomes of families, shortage of quality housing, unemployment and its consequences); institutional (weakening, deformation and dysfunction of the family, inefficiency of the other socializing institutions); socio-cultural (reduced value of the family with respect to its own success values); socio-psychological (high degree of conflict in intrafamily relations, growing frustration and home violence, psychological and pedagogical incompetence of the parents). The scientists have recently focused just on the socio-cultural factors and noted that the an important trend of recent years is the separation of fatherhood from the family.

M. Lyhina ³ noted that social orphanhood is now seen as *opus operatum* (external knowledge, dogma), while its *modus operandi* (mode of action) is virtually ignored. According to the author, the identification and measurement of the factor complex of the social orphanhood is appropriate at three levels, which will help to determine at what stages of the trajectory of deprivation of the child the professional intervention should be applied. The social orphanhood factors determined by the researcher from the systemic approach perspective give an idea of the magnitude of the problem and risks of its spreading.

Therefore, children's orphanhood is a multi-aspect, heterogeneous phenomenon, as evidenced by the differentiation of orphans, and primarily depends on the presence and degree of parental involvement in their children's lives.

Currently the researchers focus on the new social negative phenomena. In particular, the scale of the latent, hidden social orphanhood are increasing which is caused by the deterioration attitude of families in relation to children up to the complete removal of them. The so-called "home conditional orphans" live with their parents, but they feel strange or even find themselves in antagonistic relationship, resulting in an increasing number of neglected and homeless children. V. Semychenko and V. Zasluzhenyuk ⁴, see the symptoms of hidden abandonment in emotional alienation of children from their parents, accordingly the parents can not control the behavior of children; this causes neuroses, deformation of character and behaviour, personal aberrations which may be transformed into social deviations in the future.

Another socially negative phenomenon is the secondary social orphanhood, which results from refusal of the guardians, foster parents, adoptive parents of the children who were fostered or removal of the children from them due to the inability of the family to perform its functions. Of course, this raises moral and psychological degradation of the child. Another aspect of this type of orphanhood is the refusal of the inmates of the public residential facilities from the bringing-up of their children. The causes of this phenomenon should be sought in the first place, in the state system of training, selection, support of the family upbringing forms, and, secondly, in the difficulties of social adaptation and integration of graduates of boarding schools.

A detailed study and analysis of scientific literature allowed to select the relevant *approaches* to treatment of the problem of child orphanhood and discover the emphasis in the studies of this phenomenon today. In terms of *social and preventive approach* (or "problem situation"), orphans are attributed to the risk group. We should note that risk groups are the categories of people whose social status for some signs does not have stability, who are practically unable to overcome the difficulties encountered in their lives alone; all this results in loss of social significance, spirituality, moral traits and ultimately to the biological death. Perhaps the greatest risk for orphans is their hard-to-bring-up feature, susceptibility to various forms of deviant behaviour. From these positions the orphans are considered by O. Dorohina, O. Kushnirchuk, A. Makarenko, O. Polyakova, O. Polyanovska.

The sociological approach actually focuses on the problems of child orphanhood and finds its causes in anomie (moral and psychological condition of the individual and social consciousness, which is reflected in the alienation of the person from the society, apathy, individualization of the social relations, their pragmatism, the growth of consumerism, which ultimately causes family dysfunction. Orphanage in this approach is considered in the perspective of social exclusion. The social exclusion means multivariate cumulative process that disturbs the social relations of individuals and prevent their participation in the life of society, the condition of rejection of the individuals arising from this process. Social exclusion is due to lack of economic, social and cultural capital of the individual that could be the resource for overcoming it.

M. Astoyants ⁵ notes that orphans socialize in the environment where the social ties are destroyed, there is high economic insecurity and low cultural capital, therefore this limits their access to resources. The researcher argues that there is a certain evolution of social exclusion of orphans, which includes three stages: getting into the boarding school, staying in it and the social exclusion of graduates of the boarding schools.

In terms of *socio-protective approach*, the orphans are defined as "children who find themselves in difficult circumstances". According to the Law of Ukraine "About Social Services" the difficult life circumstances are the circumstances caused by disability, age, health status, social status, life habits and lifestyle, as a result of which the person partially or totally has no (has not acquired or lost) the ability to independently take care of personal (family) life and to participate in public life. Orphanhood belongs to these circumstances also.

¹ Крамчанинова Н. В. Социальное сиротство в современном российском обществе: факторы распространения, риски, пути сокращения масштабов : автореф. дисс. на соискание учёной степени канд. социол. наук: спец. 22.00.04 «Социальная структура, социальные институты и процессы»/Н. В. Крамчанинова. – Краснодар, 2012. – 31 с.

² Рыкун А. Ю. Профилактика социального сиротства: институциональные и дискурсивные аспекты [Электронный ресурс]//А. Ю. Рыкун, К. М. Ожанинов//Вестник Томского государственного университета. Философия. Социология. Политология. – 2011. – № 1. – Режим доступа: <http://cyberleninka.ru/article/n/profilaktika-sotsialnogo-sirostva-institutsionalno-diskursivnyy-analiz>

³ Лыгина М. А. Социальные сироты и теоретические основы социальной работы с ними/М. А. Лыгина//Известия Пензенского государственного педагогического университета имени В. Г. Белинского. – 2009. – № 12 (6). – С. 18–25. – (серия: Общественные науки).

⁴ Семиченко В. А. Мистецтво взаєморозуміння. Психологія та педагогіка сімейного спілкування: [навч. посіб.]/В. А. Семиченко, В. С. Заслуженюк. – К.: Веселка, 1998. – [2-ге вид.]. – 215 с.

⁵ Астоянц М. С. Социальное сиротство: условия, механизмы и динамика эксклюзии (социокультурная интерпретация): автореф. дисс. на соискание учёной степени доктора социол. наук: спец. 22.00.06 «Социология культуры, духовной жизни»/М. С. Астоянц. – Ростов-на-Дону, 2007. – 43с.

The national basic research based on this approach is the paper by Zh.Petrochko ¹. The scientist proceeds from the fact that children in difficult circumstances may be grouped into two groups:

1) the ones who live in the family:

— children living in families who find themselves in difficult circumstances and for which there is a threat of withdrawal from family environment;

— orphans and children deprived of parental care, who live in families of citizens (foster children/graduates of family type boarding schools,

— those who are under the custody);

2) those who grows outside the family environment:

— children from the institutions for orphans and children deprived of parental care;

— neglected and homeless children, inmates of the shelters for children, centres for social and psychological rehabilitation of children. In this case, the author argues that particularly vulnerable are the children of the second group, because due to the lack of family environment their rights are violated more often. For the establishment and self-fulfilment of this category of children in independent adult life it is important to talk about their reintegration, defined as the return or entry to some social system by restoring or creation of the ties, social relationships, acquiring social experience, social competence. Reintegration shall be deployed in a network of social interactions at sensory-emotional, formal, emotional, social and institutional levels.

Social security approach is also represented by researches of S. Cherneta, I. Holubyeva, O. Karpenko, V. Moskalyuk, I. Pyesha, O. Potopakhina, I. Chenbay, Y. Chernovalyuk.

Psychologically-based approach considers the problem of orphans in the context of breakage of ties and occurrence of the deprivation, which is defined as a mental condition which is caused by the vital functions of the individual in terms of long-term deprivation or substantial limitation of opportunities to satisfy the critical needs. Presence of a child in the boarding school of any type leads to depletion of the environment, causing sensory deprivation, reduction of communication with others — social deprivation, emotional tone infiltration in conjunction with the staff — emotional deprivation, severe form of institution environment arrangement — cognitive derivation. Mental deprivation leads to deformation and slowing of the overall physical, mental health and social development of the orphans. Researcherseven talk about the formation of the “deficit type” personality: superficiality of emotional reactions, lack of deep affection and empathy to teachers and friends. These positions form the basis of research by I. Artemchuk, H. Bevz, V. Vins, I. Hladchenko, Y. Hoshovsky, M. Hulina, O. Zolotarova, O. Kiz, L. Kunhurtseva, V. Oslon, A. Polyanychko, V. Pushkar, H. Ulunova, Yurieva.

According to the *medical and social approach* (A. Holyk, L. Duhina, M. Korenyev, R. Moiseyenko, O. Stratyuk, K. Hlyebtsevych), physical development of the orphans is characterized as disontogenetic (retardation, asynchrony, regression), the significant reduction of anthropometric indicators, gastrointestinal tract diseases and metabolic disorders, pulmonary and dermatological diseases, cardiovascular pathology are observed. Often the mental and physical disorders, hospitalism is developed with the orphans. Thus, the doctors diagnose the syndrome of orphanhood, attachment disorder, behavioral regulatory disorder, multi-system disorder with the orphans.

Thus, the problem of orphans is the subject of interdisciplinary knowledge, as long as it is reflected in a number of socio-pedagogical, sociological, psychological, legal and medical research. The most significant is its expression at the level of society. We should agree with the opinion of M. Korenyev ², who noted that orphans and children deprived of parental care are the most vulnerable categories of the population which as an indicator of society detects its most urgent problems. Their diversity relates to various aspects of life of the state — from antisocial anomalies, value and moral base of its citizens, the level of culture and education to the political and socio-economic status.

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Self-management of the head of secondary educational institution in the process of development of organizational activities culture

Introduction. Since gaining independence, Ukraine has been looking for generalization of and sharing the experience gained by the developed countries in the application of advanced technologies of public institutions organization and best practices of humanistic education.

The current situation in the country which is characterized by the rapid changes in political, economic, social and cultural spheres calls for new approaches, methods, and styles of work relations, as well as for gradual involvement of managers from different activities in conversion of rigid subordination management to mobile and flexible management. We believe that such modernization of organizational management is performed by means of mutual influences of organizational culture (the culture of the organization) and the organization heads' organizational culture based on the culture of their organizational activities.

Analysis of the problem. E. Schein, a renowned American researcher, treats organizational culture as ‘a system of basic collective ideas that are acquired by a group in solving problems of adaptation to the external environment and internal integration, which proved to be effective and therefore are regarded as values and passed on to new group members as the correct system of perception, thinking and feeling regarding these problems’ ³, p. 31–32. Vladimir Spivak from Russia defines organizational culture as ‘a system of material and spiritual values, and manifestations that interact with each other and occur in behaviors, interactions, perception of self and the environment.’

Development of the system of education being a state's priority area requires the strategic management tools to ensure effective work of educational institutions and increase their competitiveness. One of such tools is the organizational management culture. A world-wide theoretical and practical interest in the problem of assessment and development of organizational culture is a good proof of scientists' and experts' understanding of the importance and uniqueness of organizational management culture as a strategic tool.

¹ Петрочко Ж. В. Дитина у складних життєвих обставинах: соціально-педагогічне забезпечення прав: [монографія]/Ж. В. Петрочко. – Рівне: видавець О. Зень, 2010. – 368 с.

² Коренев М. М. Медико-психологічні та соціальні проблеми дітей-сиріт/М. М. Коренев, І. С. Лебець, Р. О. Моїсеєнко. – Х.; К.: Веллар, 2003. – 240 с.

³ Раскрепощенный менеджер: для руководителя-практика/М. Вудкок, Д. Френсис: [пер. с англ.]. - М.: Дело, 1991. – 320 с.