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MODERN EDUCATIONAL TRAINING TECHNOLOGIES

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СУЧАСНІ ОСВІТНІ ТРЕНІНГОВІ ТЕХНОЛОГІЇ

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EMPOWERMENT: THE CORE CONCEPT FOR EDUCATION, MANAGEMENT AND GOVERNANCE

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РОЗШИРЕННЯ ПРАВ І МОЖЛИВОСТЕЙ: ОСНОВНІ КОНЦЕПТ ДЛЯ ОСВІТИ, УПРАВЛІННЯ І КЕРІВНИЦТВА

The critical technological, market, social, political changes happening with an increasing speed, increasingly demonstrate an inefficacy of traditional «banking» concept of education (Freire,

1993), in which students just receive, mechanically memorize and reproduce knowledge given them by a teacher.

Except of inadequacy and almost immediate obsolescence of such «knowledge», this way of teaching and learning is admitted to be contributed to oppression in schools and society (Kumashiro,2000).

In particular, for management students, using such methods leads to lack of leadership and copying the same oppressive style at the organizations they will work in few years, that, being accumulating across society, discourages any innovative attempts and causes learnt hopelessness, demotivation and socio-economic stagnation.

Kumashiro (2000) warns that many «commonsense» approaches to education reform mask or exacerbate oppressive education methods.

This problem might become critical for success of educational reforming in Ukraine. As the international group of educational experts comments the necessity of higher education reform in Ukraine, the educational approaches define the future of the new generation of the Ukrainian people. They put forward either a European integrationist trend or a back-to-the-USSR isolationist course (M.Farion, Y.Petrovsky-Shtern, M. Stech and others, 2015).

Following the ideas of P. Freire's *Pedagogy of the Oppressed* (1993), the concept of «anti-oppressive pedagogy» encompasses multiple approaches to learning that actively challenge forms of oppression and addresses to the principle of empowerment.

At a basic level, the term «empowerment» means «becoming powerful». It can be considered at the individual, organizational and community levels (Schulz and Israel, 1990). But even focusing at individual level, empowerment can display and develop only within a social context: «We can say that individual are «empowered» as they become able to participate in the dynamics of social relations with a personal sense of potency, critical political awareness, and practical strategic skills. Empowement then is the process of developing participatory competence. (Israel and Checkoway, 1990).

The concept of empowerment is getting increasingly strong positions in West education, management, and different branches of governance. However, it keeps being unpopular in research and practice of post-Soviet countries, which traditionally faced less democratic forms of societal life, and that is why, obviously, need the implementation of this Enough to say the word «empowerment» does not have the direct translation neither into Ukrainian nor Russian (we did not make research about other languages).

The World Bank discovers the dimensions of personal (individual) empowerment:

1. Self-awareness

Self-awareness involves understanding our individual character and how we are likely to respond to situations. This enables us to build on our positive qualities and be aware of any negative traits

which may reduce our effectiveness. Self-aware people make conscious decisions to enhance their lives whenever possible, learning from past experiences.

2. Values

Values are opinions or beliefs that are important to us but of which we are not always aware. They can be any kind of belief or perceived obligation, anything we prefer and for any reason. In order to be self-aware it is necessary to be aware of our values, to critically examine them and to accept that our values may be different from those of others.

3. Skills

An individual's skills are the main resource which enables them to achieve their desired goals. Skills can be gained through experience, practice, education and training. It is only by developing such skills that individual values can be translated into action.

4. Information

Knowledge or information is necessary in the development of self-awareness and skills. It is an essential skill in itself to know where to find appropriate information. Without information, the choices open to people are limited, both in their personal and working lives. The internet has provided an easy way for everybody to access huge amounts of information very quickly and easily. The problem is then centered around the quality of the information found, and the skill set is concerned with finding accurate and reliable information.

5. Goals

Setting goals is a means by which an individual can take charge of his/her life. The process of setting a goal involves people thinking about their values and the direction that they would like their lives to follow. Choices are made through reflection followed by action. Setting personal goals gives us a sense of direction in life, this direction is essential to personal empowerment.

There is no other way to develop students' personal empowerment except transforming the educational culture of universities, which, in the result, makes universities both empowering and empowered organizations. The concept of organizational empowerment bases on democratic management theory (Gibson, Ivanavich and Donnelly, 1973; Zimmerman, 1991). Empowering organizations provide opportunities for individual growth and access to decision making processes and are cooperatively controlled by their members and work toward goals defined by those members, within the parameters of external opportunities and constraints (Crowfoot, 1981). Individuals may develop skills and a sense of personal effectiveness through participation and leadership opportunities within the organization.

By supporting such principles, organizations (schools, companies etc.) become empowered themselves, which means they get control and

influence over their environments and the ability to affect the distribution of social and economic resources (Schulz, Amy J., et al, 1995).

In turn, an empowered community applies individuals' and organizations' skills and resources in collective efforts that lead to community competence (Israel and Checkoway, 1990). This way, the communities develop their competitive advantages, becoming more attractive for citizens, businesses, innovators and investors.

Therefore, the empowering education is a necessary step to building more competitive, democratic, influential and successful society. In this, probably, the main goal of Ukrainian reforms in education and governance should state.

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