

Міжнародна науково-методична конференція «Актуальні питання організації навчання іноземних студентів у європейському освітньому просторі», Тернопіль, 13-16 травня 2014 р.

- гордість за приналежність до рідної країни і до людського роду;
- розуміння необхідності трудитись на благо своєї нації;
- знання рідної мови, мови інших народів;
- прагнення і сприяння розширенню взаємозв'язків своєї нації з народами світу;
- постійний інтерес до культури свого народу і надбань світової культури;
- дружелюбність і тактовність у стосунках з іншими народами;
- нетерпимість до проявів шовінізму і расизму.

Таким чином, в процесі виховання симпатії і дружби між ровесниками, поваги до людей різних національностей вирішують й інші важливі завдання морального виховання. Така робота спрямована на становлення соціально-моральних якостей особистості і, перш за все, гуманних, загальнолюдських цінностей.

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ADAPTATION OF ZIMBABWE AND NIGERIA STUDENTS TO THE EDUCATIONAL SYSTEM IN UKRAINE

Nigerians, being the major part of the TNTU international student community, play a pivotal role in many international organization programs in the University. Zimbabwean students also constitute a significant part of the international student population at TNTU. Their educational basis greatly influences their ability to continue studies at the university level. Thus, it is reasonable to consider the specifics of the education system in Zimbabwe and Nigeria while educating these students at TNTU.

Zimbabwe has two Ministries of Education. One of them is the Ministry of Primary and Secondary Education (MoPSE) which is responsible for the secondary education. Zimbabwe inherited the British system of education. Zimbabwean education system consists of 7 years of primary and 6 years of secondary schooling before students can enter university within the country or abroad. Students sit for the General Certificate of Education, Ordinary Level after four years of secondary education. This examination is equivalent to the Cambridge University General Certificate at ordinary level. The core subjects are math, science, English, history, Shona/Ndebele languages, and practical subjects. In government schools in the high-density urban townships and in the rural areas, students are restricted in their options and usually are only given the opportunity to take 8 or 9 subjects. Elite private schools often allow and encourage students to take up to 12 or 13 subjects for "O" level exams. To receive a passing "O" level certificate a student needs to pass at least five subjects including English language with a mark of "C" or higher.

After 'O' level successful students can proceed to do a two-year General Certificate of Education Advanced Level cycle. The number of A level places is

currently limited. At the Advanced "A" level, students choose among science, commercial and art subjects to study for the fifth and sixth years. The vast majority of students take three subjects at "A" level, with a few very gifted students opting for four subjects. In addition, many A level students take "English for Communication", a challenging exam that assesses English academic writing proficiency through essays on current affairs. However, Zimbabwean students are allowed into universities outside Zimbabwe on the strength of their General Certificate of Education – Ordinary Level examination results.

The educational system of Nigeria is quite unique compared to some other African Nations, including Zimbabwe. Education in Nigeria is the shared responsibility of the federal, state and local governments. The Federal Ministry of Education plays a dominant role in regulating the education sector, engaging in policy making, curriculum development and ensuring quality control. However, the federal government is more directly involved with tertiary (higher) education than it is with school education, which is largely the responsibility of state (secondary) and local (primary) governments. Education in Nigeria is provided by public and private institutions.

According to Nigeria's National Policy on Education (2004), basic education covers education given to children 3-15 years of age, which includes pre-primary programs (ages three to five), and nine years of formal (compulsory) schooling consisting of six years of primary and three years of Junior Secondary. Post-basic education includes three years of Senior Secondary education in either an academic or technical field. Continuing education options are provided through vocational and technical schools.

Nigeria operated on a 6-3-3-4 system, which could be sub-divided as follows: Primary School – 6 years; Junior Secondary School – 3 years; Senior Secondary School – 3 years; University First Degree – 4 years

Under the new Universal Basic Education (UBE) system of 9-3-4, which replaced the former universal primary education scheme of 6-3-3-4, new one has nine years of compulsory and uninterrupted schooling. This is followed by three years of Senior Secondary Schooling. Until 2006 entry to Junior Secondary education was based on the Common Entrance Examination, but now the admission is automatic.

Students take the Senior Secondary Certificate Examination (SSCE) at the end of grade 12 (end of Senior Secondary education). The Senior Secondary Certificate (SSC) is awarded to successful candidates. The certificate lists all subjects in which the student is successful. The SSCE replaced the West African GCE O and A levels in 1989, although those examinations are still available to students who wish to take them (see above).

The SSC is issued by one of the examination boards: the West African Examination Council (WAEC) or the National Examination Council (NECO). An average grade of credit/satisfactory level (C6) or better is required for access to public universities; however some require higher grades for admission. The standards of the two examinations are essentially the same. Students register for a maximum of nine and a minimum of seven subjects, which must include mathematics and English.

A student must get at least a C (C4, C5 or C6) in English and four other courses relevant to his or her major in order to sit for the University Tertiary Matriculation Examination. A student applying for admission to study medicine, computer science or accounting, for instance, will be required to have minimum a C in mathematics as well as in English, whereas a student applying for a program in history will not necessarily require a C in mathematics.

Table 1 – Grading System for WAEC and NECO

GRADE	SCORE	RATINGS	REMARKS
A1	75 – 100	5	EXCELLENT
B2	70 – 74	4	VERY GOOD
B3	65 – 69	3	GOOD
C4	60 – 64	2.75	CREDIT
C5	55 – 59	2.50	CREDIT
C6	50 – 54	2.00	CREDIT
D7	45 – 49	1.50	PASS
E8	40 – 44	1.00	PASS
F9	0 – 39	< 1.00	FAIL

Annually, an average of 1.5 million students take the Unified Tertiary and Matriculation Examination (UTME) for entrance into Nigerian universities, polytechnics and colleges of education. For example, in 2011, 40 percent of the students who sat for the UTME made the minimum cut-off grade of 200 (out of 400) for entry into Nigerian universities. The other 60 percent tend to go to their second and third choice categories of institutions—polytechnics and colleges of education. Many Nigerian students also apply to institutions abroad.

To summarize this, we need to say that both Nigerian and Zimbabwean students are qualified to be enrolled for further studies in foreign universities.

However, Nigeria Education system is rather different compared to Ukrainian Education System. For instance, TNTU follows the European Credit Transfer System (ECTS) and uses the following grading system.

Table 2 – Ukrainian Grading System at Universities

GRADE	SCORE	RATINGS	REMARKS
A	90 – 100	5	EXCELLENT
B	82 – 89	4	VERY GOOD
C	75 – 81	4	GOOD
D	67 – 74	3	SATISFACTORY
E	60 – 66	3	PASS
FX	35 – 59	2	FAIL
F	0 – 34	1	FAIL

In order to help the Nigerian students to be acquainted with the Ukrainian Grading System, the University Administration should explain this process in details to the students in the orientation period to avoid misunderstanding during the grading process. We would also like to recommend the administrators to put more efforts in assessment process in our university. Some policies should be drafted by the Administration, to help the students work hard in order to be able to cope and meet

new challenges of the world. TNTU teachers are working hard but students' output is not the only thing consistent with teachers' efforts and expectations.

We also believe that during the enrollment, students should be given a field-specific test with proper assessment. Their performance will determine whether they will take a basic preparatory class before entering their main field of study or moving directly to their field of interest.

Professors should also establish a policy that will limit plagiarism. The Internet is an open market to students. Some of teachers import questions directly from the Internet without modifying them and this makes the student to look for the solution for the same problems. Students no longer make use of their brain and thought pattern. We need to encourage students to be creative and productive who will think out of their brain box in order to make our world a better place. The Ternopil National Technical University can be among the leading universities in the country that will help translate students' potentials to limitless possibilities.

UDC 378+7+9+42

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ON TEACHING IN CULTURALLY DIVERSE SETTINGS

In today's increasingly global and diverse settings, the ability to function effectively in multicultural situations is important for employees, managers, educators and organizations.

Undergraduate and postgraduate international students at Ternopil Ivan Pul'uj National Technical University represent a broad range of educational, cultural and linguistic backgrounds. This cultural diversity is an exciting development with tremendous pedagogical potential, but it also poses real and significant challenges to faculty.

Teaching involves different kinds of interactions and requires an unusually high level of cultural nuance. Many teachers teaching students from a culture other than their own (whether at home or abroad) find that in order to teach effectively, they must adjust much more to their students than they ever anticipated. Teaching approaches that worked in one cultural context may not necessarily work in another.

As members of a culture – and participants in its educational system – we implicitly learn a set of patterned behaviours (e.g. how to behave in the classroom, how to interact with authority figures) and unconscious beliefs and assumptions (e.g. what constitutes meaningful learning, appropriate teacher and student roles). When teachers' and students' assumptions and expectations differ significantly – and are not reconciled – they may lead to frustrations and tensions that interfere with effective learning and successful and satisfying teaching.

Clearly, successfully bridging cultural differences in the classroom requires "cultural intelligence" (CQ). CQ does not involve mastering a set of specific rules for each culture. Rather, it requires that teachers develop a flexible set of skills, including