

**INFORMATION ABOUT THE AUTHOR**

**VOROVKA Marharyta Ivanivna** – Candidate of Pedagogical Sciences, Associate Professor of Pedagogics and Pedagogical Skill Department, Melitopol Bohdan Khmelnytsky State Pedagogical University.

*Circle of scientific interests:* theory and practice of gender culture development of students of the higher school of Ukraine in the 60-s of the XX - the early XXI centuries.

**UDK 378 (71)**

**HABELKO OLENA MYKOLAIVNA** – Candidate of Pedagogical Sciences, Associate Professor Department of Linguodidactics and Foreign Languages Kirovohrad Vynnychenko State Pedagogical University  
e-mail: Lena\_Gabelko@i.ua

**THE SYSTEM OF HIGHER EDUCATION IN CANADA**

**Formulation and justification of the relevance of the problem.** Depending on how boundaries are defined, Canada is the second largest country in the world. But it is far from the largest in terms of population most of which is clustered in cities along Canada's border with the United States. In addition to being a big country, Canada is an officially bilingual and bicultural nation. The first schools and colleges in Canada were French and Roman Catholic. The first permanent European settlement was Quebec in New France (now Quebec City in the Province of Quebec). Quebec was founded in 1608. The Jesuits founded the first school in 1635, which by 1655 had expanded to include a program that approximated the classical colleges that were beginning to be established in some of the English colonies to the south.

Somewhat later, early in the 19th Century, colleges began to be founded through private benefaction and incorporated separately from government as private corporate entities. McGill College (now McGill University) in Montreal, Lower Canada, was founded on this basis. While the colonial legislatures had an interest in promoting higher education they did not interfere with, nor did they fund, colleges and universities that were founded on this basis [4, p. 3].

Like the United States in the mid-19th Century, Canada, as it officially became in 1867, saw the founding of many small sectarian colleges, none of which was financed publicly. Until the beginning of the 20th Century, the majority of Canadian colleges and universities were of this ilk. Public finance was not an issue. Moreover, since higher education was principally a colonial or (after 1867) provincial responsibility, it would not have been correct to perceive of a national or Canadian posture towards colleges and

universities at this time. Indeed, prior to 1900, the only higher educational initiative that could be characterized as national was the founding of a military college, and this was undertaken more as a matter of national defense than of education.

As new provinces were founded in the Canadian West at the opening of the 20<sup>th</sup> Centuries, so shortly after were new public universities, modeled to a considerable extent on the American «land grant» universities. These were public institutions, although for the most part poorly financed. Moreover, and perhaps more distinctively, they were very autonomous. Responsibility for the public interest was vested by the government in the boards of trustees of the universities.

The Second World War cemented the connection between higher education and research, and more importantly between universities and the public good. The massive expansion of university enrolment which followed the war was funded almost entirely by public subventions, both federal and provincial. Tuition fees, as a source of total institutional revenue, declined during this period of growth, and reached their lowest point in the early 1970s.

During this period also, the distinctively «public» character of Canadian higher education began to emerge. By 1970 virtually all the many small sectarian colleges and universities that had typified Canadian higher education in the 19th Century had become secular and eligible for public funding.

By approximately the same time the terms *college* and *university* had taken on their current meanings in Canada. Although there are a few exceptions, a *college* in Canada when used to describe a free-standing institution is what in many other English speaking jurisdictions would

be called a *community* or *junior college*, that is a non-degree granting institution [4, p. 4]. In Quebec, a French-speaking Canadian jurisdiction, the term is *college*. Degree granting authority in Canada belongs virtually exclusively to universities in Canada. There are a few *university colleges* that offer both baccalaureate and sub-baccalaureate credentials.

Accompanying these essentially provincial developments in post-secondary education were several federal financial initiatives that have continued to the present. Federal funding for research flows through three granting councils: the Natural Sciences and Engineering Research Council, the Social Sciences and Humanities Research Council, and the Medical Research Council. The Medical Research Council was recently transformed to become the Canadian Institutes for Health Research. There is also a National Research Council but it provides relatively little direct funding for university research. Funding from those councils to universities amounted to about \$2 billion annually by the end of the 1990s [4, p. 5].

**Analyses of recent research and publications.** The analyses of the sources confirms that such foreign scientists as D. Land, Glen. A. Jones, D. Kirby, investigated the problems of higher education in Canada.

**The purpose of this article** is to provide an overview of higher education in Canada.

**The main material of the study.** In Canada, the provinces and territories are individually responsible for primary, secondary and higher education. Every province has a Ministry/Department of Education for educational policy, funding and quality assurance. Since 1967, the separate education departments have remained in regular contact through their participation in the Council of Ministers of Education, Canada (CMEC). The education system in Canada is varied, containing differences in level, content and quality. However, these differences are less pronounced than in the neighbouring United States. In contrast to the United States, most universities are public. Canada has almost no private universities, although the number has increased slowly over recent years. In that time, Canada has also become a popular country in which to study. The two main reasons for this are that tuition fees in Canada are generally lower and the immigration procedures less rigorous than in the United States. Increasing popularity also has a drawback: institutions are placing higher and higher demands on potential students.

According to Glen A. Jones [2], in some important respects higher education in Canada is the story of a network of institutions that break all the rules in terms of accepted norms of organizational theory and system design. There is no national «system», no national ministry of

higher education, no national higher education policy and no national quality assessment or accreditation mechanisms for institutions of higher education. Higher education policy is highly decentralized, but even at this level there is, with a few exceptions, relatively little long-range planning, and a quite limited policy research infrastructure. At the same time, this is a country that boasts one of the highest participation rates in postsecondary education in the world, with widely respected university and college sectors. This is a country with very high levels of educational attainment, and a number of leading research universities.

Although the federal government does not charge directly management of education, but it guide generally the development of education from the perspective of the national interest of. First, federal legislation and government departments through language, religion aboriginal, cultural heritage, human resources development, and immigration, etc, the related legislation and regulations departments guide for the development of Canada's education development, providing a legal guarantee for equality of opportunity in national education. Second, the federal government transfer payments to provinces to allocate funds, funding for education is not limited to the specific amount, but it has a direct impact on the size of the provincial education funding. And part of the federal government departments related to the human resources, economic development invests from the budget in education or education of foreign exchange. In addition, the federal government fund to «*Natural Sciences and Engineering Research Council*», «*Social Sciences and Humanities Research Council*» and «*Canadian Institutes of Health*» and other agencies, which provide a large number of university research funds by tender [5, p. 3].

Most institutions in Canada select students according to their own criteria, although selection is usually less competitive and organized in a different manner than in the United States. The most important components in selection and admission are the subject list and the grades accompanying the diploma. The High School Diploma is the minimum requirement in all provinces. For example, a pupil with an Alberta High School Diploma who wishes to study in Ontario will need to satisfy certain criteria, such as specific subjects taken at a certain level. Centralized tests, such as the SAT in the United States, are not required for admission to university.

An important feature of the higher education system is that it is based on the principle that anybody who wishes to do so should be able to complete a higher education programme in any specialization they wish. All programmes that

require a High School Diploma fall under the category of higher education. Status from education does not come so much from the fact that one has completed higher education, but rather from the level to which one has done so. The names of the most common degrees are limited, however just as in secondary education, the differences in level and content can vary greatly. Two-year programmes are provided by community colleges, and there are undergraduate and graduate programmes at colleges and universities up to PhD-level.

No distinction is made between higher professional education and academic education; both types of education can be provided by the same institution. Students in bachelor's programmes always have ample freedom to choose electives, allowing a professional major to be supplemented with subjects of a more academic nature, and vice versa. The same applies to the terms 'college' and 'university', which are used interchangeably.

Higher education institutions in Canada can have various legal statuses. 'Recognized' higher education institutions are authorized to issue their own diplomas, and the quality of the programmes they offer is guaranteed. 'Authorized' institutions have limited authority to issue degrees or diplomas for certain programmes. Institutions that are 'registered' or 'licensed' are monitored by the government, to examine the quality of the institutions and their programmes. 'Non-registered' institutions are private institutions, whose programmes are not monitored for quality.

There are 93 universities or institutions that provide university education and are a members of the Association of Universities and Colleges of Canada (AUCC). As is the case in the United States, there are differences between universities. Canada has 3 types of universities, described as: 1) primarily undergraduate: universities whose focus is more on undergraduate education, and less on graduate programmes; 2) comprehensive: universities that provide undergraduate and graduate programmes; 3) medical doctoral: universities that offer undergraduate and graduate programmes, specialize in conducting a lot of research and have a medical faculty.

Bachelor's degrees are awarded by colleges and universities, after a nominal undergraduate programme of 3 years in length (4 years for an honours degree), expressed in the number of credits required (90 or 120). Most such study programmes consist of general subjects (liberal arts) and electives (both of which may or may not be related to the major), 1 major or a double major, and sometimes a minor. Usually there is a progression from general to more specialist subjects, however 3 or 4 years of general subjects is not unusual. Honours programmes (4 years) devote more time to specialization and research. If

an internship forms part of the programme, it is usually no longer than a few months [1, p. 18].

Students graduate as soon as they have obtained the requisite number of credits according to a certain distribution of content and level. There is no final examination. The name of the degree often indicates whether the student took an arts or a science programme, i.e. Bachelor of Arts (BA), or Bachelor of Science (BS). All programmes taken after a Bachelor are provided by a university graduate school. Separate graduate faculties make decisions regarding admission to a master's programme, which require at least a Bachelor's degree as well as additional criteria, which vary according to the selectiveness of the institution and/or programme. These additional requirements can relate to the GPA, prerequisite subjects, possibly entrance examinations, knowledge of a foreign language, etc. Master's programmes normally take 2 years, but may also take 1 or 3 years, depending on the specialization.

In contrast to the Bachelor, master's programmes focus on a single subject/specialization. Students can choose between master's programmes with either an academic or professional focus. Academic programmes usually involve a final paper and/or comprehensive examinations at the end. These requirements can also apply to professional master's programmes, however, the emphasis here lies on professional practice at an advanced level. Professional master's programmes usually take longer (2 to 3 years) and the type of programme is included in its name: Master of Business Administration, Master of Social Work, Master of Public Health, Master of Applied Engineering, and so forth. Programmes with an academic focus usually award either a Master of Arts (MA) or Master of Science (MS).

PhD programmes are also provided by university graduate schools, and usually consist of the following stages: at least 1 year of classes, sitting extensive oral and written examinations (qualifying exams), based on which students are granted permission to conduct research, and the writing and (public) defence of a dissertation. The requirements for entry into a PhD include a Master's degree, yet in some disciplines (such as the Natural Sciences) it is common for promising students to be admitted with only a Bachelor's degree. In such cases, the programme takes longer to complete. The length of a PhD programme (OQF level 13); will depend on a range of factors, yet the average length following a Master's degree is 3 to 5 years. Admission is very selective.

**Conclusions and prospects for further researches of direction.** The Canadian system of higher education is highly decentralized; responsibility for higher education is delegated to the provinces under Canada's constitutional federation. While the federal government has

played a major role in supporting university research and student funding, the story of Canadian higher education is the tale of ten quite different provincial systems, with different institutional structures and regulatory arrangements. However it is also the story of a highly accessible public system since Canada boasts among the highest participation rates in the world, and has one of the most educated populations.

#### BIBLIOGRAPHY

1. Education in Canada. E. P. Niffic. [2<sup>nd</sup> ed]. February, 2011. Version 3, July 2015. – 56 p.
2. Jones, G. A. An Introduction to Higher Education in Canada / G. A. Jones // In K.M. Joshi and Sae Paivandi (eds) Higher Education across nations. Delhi: B. R. Publishing. – Vol. 1. – P. 1–38.
3. Kirby, D. Reviewing Canadian Post-Secondary Education: Post-Secondary Education Policy in Post-Industrial Canada / D. Kirby // Canadian Journal of Educational Administration and Policy. – Vol. 65. – 2007. – P. 9.

4. Land, D. Financing Higher Education in Canada / D. Land // Research Gate, January 2005. – P. 1–44.

5. Xu, Q. On characteristics of Higher Education in Canada and Its Inspiration / Q. Xu // International Education Studies. February, 2009 – Vol. 2. № 1. – P. 1–4.

#### ВІДОМОСТІ ПРО АВТОРА

**ГАБЕЛКО Олена Миколаївна** – кандидат педагогічних наук, доцент кафедри лінгводидактики та іноземних мов Кіровоградського державного педагогічного університету імені Володимира Винниченка.

**Наукові інтереси:** лінгвокраїнознавство, міжкультурна комунікація.

#### INFORMATION ABOUT THE AUTHOR

**HABELKO Olena Mykolaivna** – Candidate of Pedagogical Sciences, Associate Professor, Department of Linguodidactics and Foreign Languages, Kirovohrad Volodymyr Vynnychenko State Pedagogical University.

**Circle of scientific interests:** linguocountry study, intercultural communication.

УДК: 37.036:792.8(477):«19»

**ГОНЧАРЕНКО ЮЛІАНА ВОЛОДИМИРІВНА** –

кандидат педагогічних наук, доцент кафедри акторської майстерності та дизайну Запорізького національного університету  
e-mail: julanagoncharenko@gmail.com

### ЕСТЕТИКО-ВИХОВНІ МОЖЛИВОСТІ ХОРЕОГРАФІЧНОЇ ДІЯЛЬНОСТІ В ПЕРШІ ТРИ ДЕСЯТИЛІТТЯ ХХ СТОЛІТТЯ

**Постановка та обґрунтування актуальності проблеми.** Кардинальні зміни, які відбуваються на сучасному етапі розвитку українського суспільства, висувають нові вимоги до системи освіти. Всебічний, цілеспрямований, гармонійний розвиток дітей, здатних до глибоко особистісного сприйняття навколишнього світу, освоєння й використання естетичних цінностей людства, є нагальною проблемою сучасної педагогіки. Вирішення цих завдань можливе за умов залучення підростаючого покоління до мистецької діяльності, зокрема хореографічної, яка має великі можливості впливу на особистість.

**Аналіз останніх досліджень і публікацій.** На необхідності естетичного виховання дітей засобами танцювального мистецтва наголошували Л. Богатикова, М. Боголюбська, О. Конорова, Б. Мануйлів та ін. Важливість розвитку внутрішнього світу учнів початкових класів засобами танцю доводиться в працях Г. Ільїної, С. Рудневої, Є. Фіша та ін. Питання сучасної теорії

хореографічного виховання висвітлені в роботах О. Мартиненко, Т. Морозовської, О. Таранцевої, В. Нілова та ін.

Визнаючи незаперечну цінність існуючих здобутків учених, зазначимо, що наукове вирішення сучасної проблеми естетичного виховання молодших школярів у процесі хореографічної діяльності неможливе без урахування досвіду минулих поколінь. Саме тому **мета роботи** полягає у визначенні естетико-виховних можливостей хореографічної діяльності в перші три десятиліття ХХ ст., що акумулюють естетично-культурний, емоційно-почуттєвий, художньо-творчий розвиток особистості дитини.

**Виклад основного матеріалу дослідження.** На початку ХХ ст. хореографічна діяльність була невід'ємною частиною навчання й естетичного виховання дворянства. У наукових працях С. Павлової та Ю. Уварової зазначено, що, займаючись танцями, дворянські діти вчилися жити згідно