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## **THE ROLE OF INTERNATIONAL EDUCATION PROGRAMS OF SCHMALKALDEN UNIVERSITY OF APPLIED SCIENCES, (GERMANY) IN THE EDUCATIONAL PROCESS FOR FOREIGN STUDENTS**

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## **РОЛЬ МІЖНАРОДНИХ ОСВІТНІХ ПРОГРАМ УНІВЕРСИТЕТУ ПРИКЛАДНИХ НАУК (НІМЕЧЧИНА) У НАВЧАЛЬНОМУ ПРОЦЕСІ СТУДЕНТІВ-ІНОЗЕМЦІВ**

**The effectiveness of training specialist of engineering industry defined his professional degree of adaptation to the market (competitive) conditions in the labor market. The international contingent of students enrolled in TNTU and other European universities interested in this level of training, when the knowledge and practical skills will quickly integrate into the production staff and the best way to demonstrate your professional potential.**

An effective tool of such preparation is holding of short-term international educational programs. Annually conduct such scientific forums at the University of Applied Sciences<sup>1</sup> (Schmalkalden, Germany) under the direction of coordinator of international cooperation of the Faculty of Mechanical Engineering Professor E.Kolev. Since the beginning of semester at the University begins registration of students who wish to participate in this event. Along with registering announced the composition of speakers from around the world and topics of lectures. A month before the collection of materials of all lectures covered on the website forum. Under these conditions, students can choose the speaker and the material that interests them most.

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<sup>1</sup> <http://www.hs-schmalkalden.de/en/Home.html>

The experience of the last International Week of Engineering Sciences (7-12 December 2015) to the students were given a lecture<sup>2</sup> on: Hard coatings and their application on cutting tools; Wind Turbines Introduction; Speed control of hydraulic actuators; Using of the system design of MathCAD in engineering calculations; Vehicle Safety with focus on Airbag Sensing; Protective Atmospheres in Fusion Welding Processes; Residual Stress Analysis by X-ray Diffraction; Step-7 programming and mechatronic applications, and so on. The work of this scientific forum attended by academics from Germany, Bulgaria, Finland, Brazil, Ukraine and Turkey. Lectures, work-shops and reports of other extracurricular activities carried out in English. This approach contributed to the development of communication skills of students, staff members of faculty of Schmalkalden University of Applied Sciences and among the invited guests. Gaining such experience of international communication during such events contributes to the further improvement of language training, development and improvement of practical skills on the presentation a knowledge of different areas of science and manufacture.

The educational component of the program is as follows: students are working independently to review material submitted; during the school week listening to lectures, participate in discussions of research directions of teachers of different universities, thematic seminars. Lectures and presentations of invited participants listened of students and university teachers; preparing for the delivery of the final comprehensive exam. On the final exam submitted five questions for each lecture, which listened to the student. Mandatory number of lectures that students must attend pre-conditioned. Subject to successful completion of a comprehensive final exam student enrolled 2.5 ECTS credits workload.

Implementation of such educational programs allow students to orient in the direction of educational, scientific and production trends in the various universities in the world, objectively assess their level of the results of final exam. Excursions to factories within this program expand cognitive aspect among students and among teachers. Rapidly changing production conditions prompts an adjustment to the content of individual subjects. In this way the graduates always oriented in modern areas of research, areas of improvement of production processes, promising areas of production in general.

The development of international cooperation between different universities promotes academic mobility as students and teachers. The result of this collaboration is the emergence of new educational programs, exchange of experience, introduction of scientific developments into production. Develops its activity other forms of practical activities of students and teachers, such as the Start-Up and FabLab. Today the activity of each participant of process of the education can be displayed all over the world through the dissemination of information within these educational, production and social programs.

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<sup>2</sup> <http://www.hs-schmalkalden.de/Engineering+Week.html>

It is time to change the vision of the educational process as rigid algorithm implementation of the curriculum. The university administration should promote the expression of creative activity of students, development of new educational and industrial platforms and mobile respond to changing production needs.

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## **EDUCATION IN ZAMBIA: AN OVERVIEW**

The Republic of Zambia is a landlocked country with a total surface area of 752,614 square kilometres. It is situated on a high plateau in south-central Africa and takes its name from the Zambezi River [5]. Zambia has experienced rapid economic growth over the last decade as Africa's second largest copper producer after the DR Congo [6].

Furthermore, Zambia has one of the world's fastest growing populations with the UN projecting that its population of over 13 million (according to the 2010 census of population and housing) will triple by 2050 [6]. The 2010 census estimates that 45.4 per cent of the population are aged below 15 years. In other words, the country overall has a young population [7].

The Zambian education system has a 7-5-4 structure, namely 7 years at primary school, 2 and 3 years at junior and higher secondary school respectively, and 4 years at university for undergraduate degrees [3].

In Zambia, the academic year begins in January and ends in December, and is divided into three terms. The school day usually starts at 07:00 but finishes by lunchtime.

The official primary school entrance age is 7, although private schools are more flexible in their admissions and may allow children to begin school earlier.

English is the primary language of instruction in Zambian public schools. Children are also required to learn an additional local language, depending on their provincial district [2].

Primary education lasts through grades 1 to 7 and is divided into two sections: lower (grades 1-4) and middle (grades 5-7) basic education. Pupils are expected to complete primary education by the age of 14. Subjects taught at primary school include literacy, Zambian language(s), English language, numeracy, mathematics, environmental science, science, environment and home economics, social studies, technology studies, expressive arts, and physical development. The medium of instruction is mainly English, but the teacher may