

The Current Status Of Professional Training Of Bachelors Of Romance-Germanic Philology In The System Of University Education In Germany

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The article focuses on the analysis of the current status of professional training of bachelors of Romance-Germanic Philology in the system of Higher education in Germany within the scope of European Higher Education Area. Special attention is directed to identifying the specifics of the content and the methods of professional training and self-study activities of bachelors of Romance-Germanic Philology.

In particular, the research and critical reflection of the German practical experience at the University of Koblenz-Landau has shown that German achievements in organizing and improving training of bachelors of Romance-Germanic Philology in terms of university education are quite significant at the time of European integration. This makes it possible to characterize it as democratic, humanistic, stepwise, open and variational. Professional training is carried out on the basis of personal and practice-based teaching of bachelors of Romance-Germanic Philology that has theoretical and applied nature. The principles of autonomy and self-government, political and ideological pluralism, cooperation between a teacher and a student, their academic freedom, and the close connection between science and education are the leading ones in the system of university education of bachelors of Romance-Germanic Philology in Germany. The system of education of bachelors of Romance-Germanic Philology in Germany follows the general European trends in relation to various approaches and national peculiarities of its reformation thus becoming more competitive internationally.

The basic requirements for the educational and professional training curricula of bachelors of Romance-Germanic Philology in the context of credit educational technology have been analyzed. The technology operates on the basis of close connection between teaching, carrying out a research and academic freedom of students. It requires a high level of self-discipline from bachelors of Romance-Germanic Philology, both in terms of their choice of subjects that are of interest to them, and in setting their individual curriculum with its oncoming implementation.

Key words: University, University Education in Germany, professional training, bachelor's degree/baccalaureate, bachelors of Romance-Germanic Philology, educational program, professional training curriculum, Credit System (ECTS)