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MICRO-CREDENTIALS: A NEW CATEGORY IN EDUCATION

Сьогодні економіка та світовий ринок праці перебувають на роздоріжжі. Державні та приватні компанії відчувають драматичні економічні наслідки пандемії COVID-19, оскільки вони дедалі частіше стикаються з новими вимогами та імперативами розвитку галузі та підготовки фахівців [2]. Така ситуація ставить нові вимоги до системи освіти та кваліфікації спеціалістів. Студенти відчувають потребу в додаткових навичках, здобутих поза аудиторією, щоб бути конкурентоспроможними. Цю фукцію якраз і забезпечують мікрокваліфікації.

Дане дослідження розглядає відносно нову категорію в освіті, а саме мікрокваліфікації, запровадження яких є однією з сучасних тенденцій у вищій освіті, яка продовжує розвиватися, щоб задовольнити потреби студентів та роботодавців. Зростання попиту на спеціалістів з великою кількість softskills сприяє інтенсифікації процесу запровадження мікрокваліфікацій, що відповідатимуть запитам на ринку праці.

Ключові слова*: вища освіта, мікрокваліфікації, softskills, компетенції, результати навчання.*

Nowadays, the global workforce and economy are at a crossroads. Companies in the public and private sector experience dramatic economic fallout of the COVID-19 pandemic and are faced with new economic and

workforce imperatives for the future [2]. Such situation sets new requirements to the education system and qualifications of specialists. Students may need to learn additional skills outside of the classroom to become competitive at the labor market. This is where micro-credentials can help.

The present research is devoted to a relatively new category in education, i.e. micro-credentials, that is one of the modern trends emerging in higher education, which continues to evolve to meet the needs of students and the workforce. With the increasing desire for job candidates with stronger soft skills, micro-credentials stand to benefit both graduates and employers.

***Key words**: higher education, micro-credentials, soft skills, competences, learning outcomes.*

The global economy experiences great transformations which are marked in all spheres, including education. Employers are concerned about graduate skills and competencies, students suffer from high cost of higher education and lack of job opportunities. These factors force universities, independent credentialing agencies, and leaders of national qualification reference frameworks to rethink the broader credentials continuum. These economic shifts and a "credentials rethink" were already emerging, given employer demands for qualified workers along with students demanding more job opportunities, employment advancements, and mobility in their career paths [8]. For example, in Canada, 38% of employers have claimed that they have been unable to hire the skilled workers that they need [3]. In the USA also, there is a serious shortage, especially in computer-related fields [6]. A similar situation has been marked in Europe, where 40% of employers reported about skill shortages.

The formal education has appeared not always be able to satisfy all current demands to employees' skills, shifting practices towards micro-credentials, sometimes referred to as alternative digital credentials (ADCs), nano degrees or badges [8]. According to studies, in mid-2021, there were at least 1500 micro-credentials, mainly based on MOOCs (Massive Open Online

Courses), with the majority (75%) of them in business or technology. Employers declare that among the top skills they want in employees are dependability, teamwork/collaboration, flexibility and problem-solving. This is where micro-credentials can help fill the skills gap. According to this approach, all relevant skill and competency learning can be validated, certified and transcripted not only by a university, but also by a third party as part of students' aggregated learning, skills, competencies, and experience [4].

Micro-credentials certify learning outcomes achieved as part of short-term training experiences, such as a short course or training programme. They provide flexible and personalized help for people who wish to acquire the knowledge, skills and competencies they need for their personal and professional development, quickly and efficiently [7].

In June 2022, the European Council adopted a recommendation for its member States to embrace a European approach to micro-credentials and, particularly to apply an EU-wide definition, European standards and basic principles for the design and issuance of micro-credentials, including the qualifications frameworks and appropriate use of the European Credit Transfer System (ECTS) [7].

They focus on the validation of competency-based skills, outcomes and/or knowledge using transparent standards and reliable assessments, which can enhance graduates' employability prospects. A micro-credential can be accepted for credit by an institution or organization or be an attestation for employers. A micro-credential attests to specific knowledge or skills competencies with defined learning outcomes and may or may not be stacked towards larger units of accreditation [1; 5].

The USA NEA (National Education Association) defines micro-credential as a short, competency-based recognition, and offers over 175 of them. It declares that micro-credentials are designed to be *personalized*(you can create your own learning journey, based on your interests and career goals; gaps in

your skills; and the specific needs of your students); *flexible* (you can study when it's convenient for you, alone or with your peers; *performance-based* (unlike "sit-and-get" certifications, NEA micro-credentials are awarded on the base of demonstrated mastery of the subject matter, not just for showing up).

The idea of micro-credentials is simple: a person demonstrates a very specific skill, and it becomes part of his/her educational attainment and competencies that include certifications and credentials that can help build his/her resume. Micro-credentials are earned through a learn-by-doing process, allowing students to submit evidence from their own classroom practice to demonstrate their skills. It is the field where business and education have become partners as they combine the educational experience of one institution and the industry knowledge of the other.

Micro-credentials typically align with soft skills that are valued by employers. Examples of micro-credentials include computer support, grant writing, project management. Total quality logistics, universal design and learning, digital literacy, assessment literacy, and even diversity, equity, and inclusion, collaboration, creative problem solving, critical thinking, empathy, initiative, intercultural fluency, oral communication, resilience. When companies look at resumes, many hiring managers look for outlier skills like micro-credentials when considering advancing a candidate.

To sum up, micro-credentials have become a means of creating efficient lifelong learning opportunities, making skills visible and portable, regardless of how they were earned.Higher education institutions should keep pace with the times and provide opportunities for their students to master the skills demanded by employers. With many institutions already adopting the micro-credential method in various ways, it seems to be a trend that won't be fading soon.

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ПРОБЛЕМАТИКА ЗАСВОЄННЯ ТЕРМІНООДИНИЦЬ У СФЕРІ БОТАНІЧНОЇ НОМЕНКЛАТУРИ

«Латинська мова» у медичному вузі передбачає вивчення розділу «Лексико-семантичне забезпечення вивчення теми «Рецептура»», який включає в себе достатньо тем, присвячених ботанічній номенклатурі. Отже, беручи до уваги специфіку предмета, актуальність нашого дослідження полягає у виокремленні основних класифікаційних засад у ботанічній номенклатурі, що дозволяє студентам успішно засвоїти вищезазначений розділ термінотворення. З цього огляду об'єктом свого лінгвістичного аналізу ми обрали термінотворення назв лікарських рослин у ботанічній та фармацевтичній номенклатурі.

Ключові слова: термінотворення, латинський термін, ботанічний термін, біологічний термін.

"The Latin language" in a medical university involves the study of the section "Lexical and semantic support for the study of the topic "Prescription", which includes enough topics devoted to botanical nomenclature. Therefore, taking into account the specifics of the subject, the relevance of our study is to identify the main classification principles in botanical nomenclature, which

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